

Kindergarten Year at a Glance

	Unit 1 2 Weeks	Unit 2 3 Weeks	Unit 3 2 Weeks	Unit 4 2 Weeks	Unit 5 3 Weeks	Unit 6 3 Weeks	Unit 7A 4 Weeks	Unit 7B 2 Weeks	Unit 8A 3 Weeks	Unit 8B 3 Weeks	Unit 9 3 Weeks	Unit 10 2 Weeks	Unit 11 2 Weeks	
Reading Genre	<p>Across Genres Ready, Set, Go! Discovering Print & Language in the World Around Us: Students learn that we must understand what we read and hear. Students provide oral and pictorial responses to show their understanding of a text or other types of messages. Additionally, print awareness is also introduced and reinforced during this unit, including looking at environmental print found around us and understanding book parts, the appropriate way to hold a book, and directionality</p>	<p>Across Genres Understanding What We Read & Write: Connecting to the Text: Students improve their comprehension by using their background knowledge and personal experiences to make connections to texts. Students demonstrate their understanding by describing their connections. Through reading and using illustrations, students learn the meaning of unfamiliar words. Students utilize this new vocabulary in their responses.</p>	<p>Across Genres Understanding What We Read & Write: Asking and Answering Questions: Students listen to and interact with a variety of texts as they learn essential reading strategies which promote comprehension. Students ask and answer questions to enhance understanding and gain information. Students also engage in self-selecting texts as they begin to establish routines for independent reading. Using illustrations and clues from texts being read to them, students learn the meaning of unfamiliar words.</p>	<p>Across Genres Understanding What We Read & Write: Painting a Picture in Our Minds: Students listen to and interact with a variety of texts as they learn essential reading strategies which promote comprehension. Students focus on creating mental images to extract meaning by attending to details and discussing the author's use of language. By producing illustrations of their mental images, students demonstrate that they understand what is being communicated in text. Students also engage in self-selecting texts as they continue to establish routines for independent reading.</p>	<p>Across Genres Understanding What We Read & Write: Reading Between the Lines: Students listen to and interact with a variety of texts as they learn essential reading strategies which promote comprehension. Students learn to connect their background knowledge to text evidence in order to make and confirm inferences, including predictions. Additionally, students use illustrations and text being read to them to infer the meaning of unfamiliar words. Students also continue to self-select texts and build their stamina in order to read and interact with texts for increasingly longer periods of time.</p>	<p>Across Genres Understanding What We Read & Write Determining Importance and Synthesizing: Students learn and practice comprehension strategies with adult assistance while reading and being read to. Students begin to evaluate details to determine what is most important in texts. Students demonstrate their understanding of text by retelling the most important details included within a text. Additionally, students (with adult assistance) synthesize details, ideas, and information to create new understandings, perspectives, and/or insights. Additionally, self-sustained reading continues to be a daily practice as students increase the amount of time they can focus on reading.</p>	<p>Literary Understanding Literary Elements in Fiction, Including Drama: Students listen to and interact with a variety of fictional texts, including drama. As students listen to and read these fictional texts, they implement essential reading strategies which promote comprehension. Students identify and describe the main characters, setting, and plot elements (with adult assistance), including main events, problem, and resolution. Understanding these elements allows students to determine (with adult assistance) the topic and theme of a piece of writing as well as the author's purpose. Recognizing author's purpose is further supported by an understanding of how fictional texts are structured, how they incorporate print and graphic features, the impact of word choice, and first- and third- person point of view. Students also recognize these same literary elements in drama, specifically zeroing in on main character. Students interact and respond to texts by retelling the main events as well as using text evidence to provide oral, pictorial, and/or written comments on what they have read or listened to.</p>	<p>Literary Understanding Traditional Literature: Students listen to and interact with traditional literature as they implement essential reading strategies that promote comprehension. With adult assistance, students continue to study the literary elements of fiction, including theme, elements, character, and setting, while focusing on the distinguishing characteristics of well-known children's literature such as fairy tales, folktales, fables, and nursery rhymes. Students interact with and respond to self-selected texts or those read aloud to them through oral and written formats.</p>	<p>Expository Understanding Elements of Informational Text: Students explore characteristics and structures of informational text, including recognizing central idea and supportive evidence (with adult assistance) and the use of text features to facilitate comprehension by allowing the reader to locate information quickly and efficiently. Students also examine the specific characteristics of procedural texts in order to understand how authors organize ideas into sequential steps (with adult assistance). While exploring informational texts, students continue to incorporate ongoing reading comprehension strategies as well as interact with and respond to self-selected (or read aloud) texts through oral and written formats. Students experience parts of the research process (with adult assistance) by generating questions on a topic, identifying and gathering information on generated questions, and demonstrating an understanding of the information being gathered.</p>	<p>Expository Investigating for Information: Students engage in inquiry and research. With adult assistance, students generate questions for inquiry as they develop and follow a research plan. Through this process, students demonstrate an understanding of information as they answer their pre-generated questions of inquiry. Additionally, students continue to incorporate ongoing reading strategies when necessary in order to improve comprehension.</p>	<p>Literary The Poet in Me: Students listen to, read and discuss rhyme and rhythm within a variety of poems, including nursery rhymes. With adult assistance, students will determine the topic and theme of poems and discuss the author's purpose, use of structure, and words that help the reader visualize. With adult assistance, students continue to employ comprehension strategies such as establishing purpose for reading, generating questions, making and confirming predictions, making connections, evaluating details and synthesizing information to create new understandings through reading.</p>	<p>Expository Can you Convince Me? : Students explore characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do. Additionally, students continue to incorporate ongoing reading strategies in order to improve comprehension. While experiencing persuasive texts, students interact with and respond to self-selected texts, both traditional and multimodal/digital , or those read aloud to them through oral and written formats.</p>	<p>Across Genres The Big Picture: What It All Means to Me: Students review what they have learned throughout the year and reflect on all the different texts they have listened to or read. Students highlight what they have learned about comprehension, genre, and author's purpose and craft through a book talk of one of their favorite texts. Additionally, students are introduced to making connections between text and so</p>	Review Week
* All Texas Essential Knowledge and Skills (TEKS) are embedded and spiraled across each unit throughout the year.														
Word Work	mClass Assessment & Concepts of Print	<p>Decoding TEKS: <i>K.2Biv, K.2Bi, K.2Bii</i> Encoding TEKS: <i>K.2Ci, K.2Cii</i></p>				<p>Decoding TEKS: <i>K.2Biv, K.2Bi, K.2Bii</i> Encoding TEKS:</p>			<p>Decoding TEKS: <i>K.2Biv, K.2Bi, K.2Bii,</i> Encoding TEKS: <i>K.2Ci</i></p>			<p>Decoding TEKS: Review/Reteach All TEKS to Mastery and/or Extend and Apply Encoding TEKS: Review/Reteach All TEKS to Mastery and/or Extend and Apply</p>		

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Writing	<p>Launching Writing Workshop: 25 Days – focuses on routines, procedures, and building foundational literacy skills. Students will learn that they can write books that tell stories through pictures. Students will work with writing partners to learn how to tell stories orally and then in pictures. The writing in this unit will be an approximation and will likely not follow conventions, but this is okay. This unit builds joy, routine, confidence, and an identity as a writer who is part of a writing community. The goal is to have students writing across pages and creating books by the end of this unit.</p>	<p>We Are All Authors: this unit proves to kids that they can write and are part of a literate community. As students engage in interactive writing, shared writing, and writers’ workshop, they will learn how to create books based on the things they want to share with others. They will write pattern books about their lives, pattern books all about their favorite topics, and even pattern books that show how to do things. These early approximations will allow students to find daily engagement and joy in writing. As they grow throughout the unit, students will work on oral storytelling, drawing, then labeling part by part. They will write lots of sentences across pages in a pattern using high-frequency words, grow in their inventive spelling, and build on their foundational language skills. Students should write multiple books during this unit. They will select one book to go back to through the lens of revision by adding more details to their pictures, adding more pages to their books, and making sure the pictures tell the story they wish to tell.</p>	<p>Everyone has stories to tell: Students will write personal narratives, true stories with a beginning, middle, and end. As they become more skilled writers, students will add words and details to their writing. Students will focus on making their writing readable by spelling words with more sounds and using resources to spell high frequency words. They will then work to write sentences with basic conventions, like punctuation at the end of a sentence. Students will work to make their books better by revising them. During the revision process they will add more details to their drawings and additional pages to their books when necessary. Students will once again write multiple books and will select one to revise and publish. This writers’ celebration could be sharing within the circle by allowing students to sit in the author’s chair and read their books to the class.</p>	<p>Fun with Fiction: Students will enjoy building on what they know about narrative structure as they add elements of fiction to the books that they are writing. As they continue to add to their phonetic skills and known words, students will be more equipped to add more words to the sentences that they are writing. This unit will build upon all that students learn in reading about how stories work, and the choices authors make when they write fiction. This unit aims to help our youngest authors begin to stand upon the shoulders of the authors they love most. Students should write multiple books during this unit; these may mimic their favorite picture books and series. Toward the end of the unit, students will select one book to revisit and work on to really polish their work. They will use a checklist, teacher conferences, and their writing partners to prepare this book to be added to the classroom library as part of the unit publication celebration.</p>	<p>How-To Books - In this unit, students learn that one purpose of writing is to teach others. The unit focuses on teaching something to your audience by drawing and writing a sequence of steps. They will focus on their areas of expertise as they work to write books that teach a process one step at a time. Students will rely heavily on mentor texts as they dive deeply into this work. Students will learn that authors can always look at the work of published authors to learn how to make their writing stronger and clearer. Students should write multiple books during this unit, but they will select one book to take through revising and editing publication.</p>	<p>All About Books – In this unit, students will spend a week working on researching the same topic as a class and writing all about books around that topic. In the second and third weeks of this unit, students will be allowed to choose what they want to learn more about as they research reading. They will use what they have learned as a reader to write their own all about books. Students will choose one all-about book to revise and publish. These books can be shared in the classroom library.</p>	<p>The Poet in Me – Students will write poetry in this unit that encapsulates all that they are learning about how poems work from their reading in class. Students will be exposed to various types of poetry but will choose the kind of poems they write. The focus here will be for students to notice their world the way a poet sees the world. They will work to capture big ideas in a few lines. Students should write multiple poems throughout this unit. The unit will end with each student sharing a favorite poem from their poetry anthology, a book of their original poetry.</p>	<p>Can you Convince Me? In this unit, students learn that they can write to make their world, community, or school a better place. This unit focuses on writing texts for real audiences and develops awareness of the audience. Students must be allowed to select their topics for this work. They will decide who their target audience is and what they want to convince them of. The students could choose topics about changes to be made at school, at home, or in their neighborhoods. Their passions and imaginations should drive this work. Students will learn that sometimes they need help as they work to make the world a better place and realize that they can find this help by reaching out to those who can help them through letters, email, or even in-person meetings. The culminating activity in this unit is a presentation and not a book. Students will work together with other students who have a common topic to create a presentation. This can be done with art supplies, digitally, or through any other creative medium.</p>
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