

# 2019-20 SLAR Unit Overview

## Kindergarten Spanish Language Arts and Reading

Unidad 02: Understanding What We Read and Write: Connecting to the Text

Duración: 15 días

This unit bundles student expectations that address phonological and print awareness skills. These skills are necessary to develop a solid foundation that is critical for decoding, encoding, and reading comprehension. This unit also includes student expectations that address comprehension skills with a focus on making connections. Readers (and listeners) activate and use their background knowledge to connect what they are reading (or hearing) to what they know. These connections can improve understanding.

K.1A, K.1B, K.1C, K.1D, K.1E; K.2A, K.2Aii, K.2Aiii, K.2Av, K.2Avii, K.2Aviii, K.2B, K.2Bi, K.2D, K.2Di, K.2Dii, K.2Diii, K.2Div, K.2Dv, K.2E; K.3B, K.3C; K.5E, K.5I; K.6A, K.6B, K.6E, K.6F; K.10A, K.10B, K.10Dvii, K.10E

Please note: The below template is provided as a baseline for planning of instruction. The full document can be found under TEKS RS – IFD

In Reading	In Writing	In Word Study	Unit Vocabulary Spanish	Unit Vocabulary English	Wonders/ Maravillas Corresponding Unit
In Reading, 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	In Writing, students plan and develop drafts that include drawings of their experiences and responses to reading. Students include details in their drawings that support what they want to say. Drawings are shared with their peers.	In Word Study, students begin playing with words and letter sounds, including recognizing alliteration, identifying words in a spoken sentence, identifying initial sounds in words, blending phonemes to form syllables, and blending syllables to form words. Additionally, students begin to identify printed upper and	<ul style="list-style-type: none"> <li>• <u>Alliteration</u> — the repetition of the same sounds at the beginning of two or more adjacent words or stressed syllables</li> <li>• <u>Personal connection</u> — an emotional or personal similarity or shared experience the reader feels with a speaker, author, character, or event</li> <li>• <u>Phonological awareness</u> — an “umbrella” term that is used to refer to a student’s sensitivity to the sound structure in language. It encompasses</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Alliteration</u> — the repetition of the same sounds at the beginning of two or more adjacent words or stressed syllables</li> <li>• <u>Personal connection</u> — an emotional or personal similarity or shared experience the reader feels with a speaker, author, character, or event</li> <li>• <u>Phonological awareness</u> — an “umbrella” term that is used to refer to a student’s sensitivity to the sound structure in language. It encompasses</li> </ul>	Unit 02: Understanding What We Read and Write: Connecting to the Text (15 Days)  Use Texas Wonders <ul style="list-style-type: none"> <li>• Start Smart Week 2, Teacher’s Edition: pp. S42-S69</li> <li>• Reading/Writing Companion: pp. 28-45</li> <li>• Practice Book: pp. 15-26</li> <li>• Unit 1 Week 3, Teacher’s Edition: pp. T211A-T293</li> <li>• Reading/Writing Companion: pp. 118-143</li> <li>• Practice Book: pp. 63-74</li> <li>• Unit 2 Week 2, Teacher’s Edition: pp. T414-T495</li> <li>• Reading/Writing Companion: pp. 34-59</li> <li>• Practice Book: pp. 89-102</li> <li>• For writing and grammar, also use:</li> </ul>

In Reading	In Writing	In Word Study	Unit Vocabulary Spanish	Unit Vocabulary English	Wonders/ Maravillas Corresponding Unit
<p>unfamiliar words. Students utilize this new vocabulary in their responses.</p>		<p>lowercase letters with their sounds as well as recognize the difference between a letter and a printed word. Students participate in handwriting activities (tracing top to bottom, left to right, circular motions, etc.) to support fine motor development.</p>	<p>awareness of individual words in sentences, syllables, and onset-rime segments, as well as awareness of individual phonemes.</p> <ul style="list-style-type: none"> <li>• <u>Phonemic awareness</u> — the ability to identify, distinguish, and manipulate the individual sounds (phonemes) and/or syllables in words</li> <li>• Phoneme — the smallest unit of sound in speech</li> <li>• <u>Print Awareness</u> — the understanding of the characteristics, nature, and uses of print; understandings that are part of print awareness include the following: <ul style="list-style-type: none"> <li>○ Environmental print conveys meaning.</li> <li>○ Books are read from front to back.</li> <li>○ Print is read from left to right and top to bottom.</li> </ul> </li> <li>• <u>Social Communication</u> — verbal and non-verbal language used in social situations and interactions</li> </ul>	<p>awareness of individual words in sentences, syllables, and onset-rime segments, as well as awareness of individual phonemes.</p> <ul style="list-style-type: none"> <li>• <u>Phonemic awareness</u> — the ability to identify, distinguish, and manipulate the individual sounds (phonemes) and/or syllables in words</li> <li>• <u>Phoneme</u> — the smallest unit of sound in speech</li> <li>• <u>Print Awareness</u> — the understanding of the characteristics, nature, and uses of print; understandings that are part of print awareness include the following: <ul style="list-style-type: none"> <li>○ Environmental print conveys meaning.</li> <li>○ Books are read from front to back.</li> <li>○ Print is read from left to right and top to bottom.</li> </ul> </li> <li>• <u>Social Communication</u> — verbal and non-verbal language used in social situations and interactions.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher’s Edition: Unit 2 pp. T594-T603; Unit 3 pp. T33, T45, T55, T66, T75</li> </ul> <p>Grade K TEKS  K.1A, K.1B, K.1C, K.1D, K.1E; K.2A, K.2Aii, K.2Aiii, K.2Avii, K.2Aviii, K.2B, K.2Bi, K.2D, K.2Di, K.2Dii, K.2Diii, K.2Div, K.2Dv, K.2E; K.3B, K.3C; K.5E, K.5I; K.6A, K.6B, K.6E, K.6F;  K.10A, K.10B, K.10Dvii, K.10E</p>

In Reading	In Writing	In Word Study	Unit Vocabulary Spanish	Unit Vocabulary English	Wonders/ Maravillas Corresponding Unit
			<ul style="list-style-type: none"> <li>• <u>Syllable</u> – fundamental structure of a word in Spanish, composed of phonemes (at least one vowel) or groups of phonemes that are pronounced with one uninterrupted sound</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	