



Teacher Learning Report: Kindergarten ELAR

Word Study

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking

K.2 Beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.

K.3 Vocabulary. The student uses newly acquired vocabulary expressively

Application	Instructional Focus	Unit	CHECKPOINT		
			1	2	3
Beginning Reading and Writing					
K.2 demonstrate and apply phonetic knowledge while reading and spelling	K.2(A) (i) identifying and producing rhyming words				
	K.2(A) (ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound				
	K.2(A) (iii) identifying the individual words in a spoken sentence				
	K.2(A) (iv) identifying syllables in spoken words				
	K.2(A) (v) blending syllables to form multisyllabic words				
	K.2(A) (vi) segmenting multisyllabic words into syllables				
	K.2(A) (vii) blending spoken onsets and rimes to form simple words				
	K.2(A) (viii) blending spoken phonemes to form one-syllable words				
	K.2(A) (ix) manipulating syllables within a multisyllabic word				
	K.2(A) (x) segmenting spoken one-syllable words into individual phonemes				
	K.2(B) (i) identifying and matching the common sounds that letters represent				
	K.2(B) (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words				
	K.2(B) (iii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap				
	K.2(B) (iv) identifying and reading at least 25 high-frequency words from a research-based list				
	K.2(D) (i) identifying the front cover, back cover, and title page of a book				
	K.2(D) (ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep				
	K.2(D) (iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries				
	K.2(D) (iv) recognizing the difference between a letter and a printed word				
	K.2(D) (v) identifying all uppercase and lowercase letters				

Application	Instructional Focus	Unit	CHECKPOINT		
			1	2	3



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Vocabulary					
K.3 use skills to support strategies for determining the meaning of unknown words while reading	K.3(A)	use a resource such as a picture dictionary or digital resource to find words			
	K.3(B)*	use illustrations and texts the student is able to read or hear to learn or clarify word meanings			Data included in "Tools to Know: Reading Process"
	K.3(C)*	identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations			

Shared Reading

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking

K.3 Vocabulary. The student uses newly acquired vocabulary expressively.

Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts

K.5 Comprehension. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.

Application	Instructional Focus	Unit	CHECKPOINT		
			1	2	3
Tools to Know: Reading Process Ⓢ					
K.3 use skills to support strategies for determining the meaning of unknown words while reading	K.3(B)*	use illustrations and texts the student is able to read or hear to learn or clarify word meanings			
	K.5(A)	establish purpose for reading assigned and self-selected texts with adult assistance			
	K.5(B)*	generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance			
K.5 use the reading process to develop and deepen comprehension of increasingly complex texts	K.5(C)	make and confirm predictions using text features and structures with adult assistance			
	K.5(D)	create mental images to deepen understanding with adult assistance			
	K.5(I)	monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance			

Application	Instructional Focus	Unit	CHECKPOINT		
			1	2	3
Tools to Know: Comprehension Ⓢ					
K.5 use the reading process to develop and deepen comprehension of increasingly	K.5(E)	make connections to personal experiences, ideas in other texts, and society with adult assistance			
	K.5(F)*	make inferences and use evidence to support understanding with adult assistance			
	K.5(G)	evaluate details to determine what is most important with adult			



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complex texts	assistance				
	K.5(H) synthesize information to create new understanding with adult assistance				

Shared Reading (continued)

Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts

K.7 Literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.

K.8 Genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.

K.9 Author's purpose.

Application	Instructional Focus	Unit	CHECKPOINT		
			1	2	3
Ways to Show: Thinking about the Meaning					
K.7/K.8/K.9 comprehend the author's purpose and meaning in texts to include multiple genres; describe literary elements	Genre Characteristics				
	K.8(A)	demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes (<i>Fiction</i>)			
	K.8(B)*	discuss rhyme and rhythm in nursery rhymes and a variety of poems (<i>Poetry</i>)			
	K.8(C)	discuss main characters in drama (<i>Drama</i>)			
	K.8(D) (ii)*	[recognize characteristics and structures of informational text, including] titles and simple graphics to gain information (<i>Informational</i>)			
	K.8(D) (iii)	[recognize characteristics and structures of informational text, including] the steps in a sequence with adult assistance (<i>Informational</i>)			
	K.8(E)	recognize characteristics of persuasive text with adult assistance ... (<i>Argumentative</i>)			
	K.8(F)	recognize characteristics of multimodal and digital texts (<i>Multimodal/Digital</i>)			
	Overall Meaning				
	K.7(A)*	discuss topics and determine the basic theme using text evidence with adult assistance			
	K.8(D) (i)*	[recognize characteristics and structures of informational text, including] the central idea and supporting evidence with adult assistance			
	K.8(E)	[recognize characteristics of persuasive text with adult assistance and] state what the author is trying to persuade the reader to think or do			
	K.9(A)*	discuss with adult assistance the author's purpose for writing text			



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Analysis for Deeper Meaning				
K.7(B)*	identify and describe the main character(s)			
K.7(C)*	describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance			
K.7(D)	describe the setting			

Shared Reading (continued)

K.9 Author's purpose and craft. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.

Application	Instructional Focus	Unit	CHECKPOINT		
			1	2	3
Author's Craft: Thinking about the Writing					
K.9 discuss with adult assistance the authors' choices and how they influence meaning; apply author's craft purposefully in writing (dictation) and speaking	Point of View				
	K.9(E) listen to and experience first- and third-person texts				
	Structure				
	K.9(B) discuss with adult assistance how the use of text structure contributes to the author's purpose				
	K.9(C)* discuss with adult assistance the author's use of print and graphic features to achieve specific purposes				
Language					
K.9(D)* discuss with adult assistance how the author uses words that help the reader visualize					

Responding to Text (applied to Shared Reading)

K.6 Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.

Unit	CHECKPOINT
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Application		Instructional Focus			1	2	3
		Ways to Show (Response Skills)					
K.6 respond to an increasingly challenging variety of sources that are read, heard, or viewed	K.6(A)	describe personal connections to a variety of sources					
	K.6(B)	provide an oral, pictorial, or written response to a text					
	K.6(C)*	use text evidence to support an appropriate response					
	K.6(D)	retell texts in ways that maintain meaning					
	K.6(E)	interact with sources in meaningful ways such as illustrating or writing					
	K.6(F)	respond using newly acquired vocabulary as appropriate					



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Composition	Unit	CHECKPOINT		
		1	2	3
Composition: listening, speaking, reading, writing, and thinking using multiple texts K.10 Writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. K.11 Genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful.				

Tools to Know (Writing Process) ⓘ			
K.10(B)	develop drafts in oral, pictorial, or written form by organizing ideas	Included in scoring rubric to determine score code	
K.10(C)	revise drafts by adding details in pictures or words		
K.10(D)	edit drafts with adult assistance using standard English conventions		

Application	Unit	CHECKPOINT		
		1	2	3
K.11(A)	dictate or compose literary texts, including personal narratives			
K.11(B)	dictate or compose informational texts			

Revision	Unit	CHECKPOINT		
		1	2	3
Composition: listening, speaking, reading, writing, and thinking using multiple texts K.10 Writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. K.11 Genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful.				

Application	Tools to Know (Writing Process) ⓘ	Unit	CHECKPOINT		
			1	2	3
K.11(A) dictate or compose literary texts , including personal narratives	K.10(B) develop drafts in oral, pictorial, or written form by organizing ideas				
K.11(B) dictate or compose informational texts	K.10(C) revise drafts by adding details in pictures or words				



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Editing	Unit	CHECKPOINT		
		1	2	3
Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking K.2 Beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. Composition: listening, speaking, reading, writing, and thinking using multiple texts K.10 Writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. K.11 Genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful.				

Application	Instructional Focus: Encoding (Writing)	Unit	CHECKPOINT		
			1	2	3
K.2 demonstrate and apply phonetic knowledge while reading and spelling	K.2(C) (i) [demonstrate and apply spelling knowledge by:] spelling words with VC, CVC, and CCVC				
	K.2(C) (ii) [demonstrate and apply spelling knowledge by:] spelling words using sound-spelling patterns				
	K.2(C) (iii) [demonstrate and apply spelling knowledge by:] spelling high-frequency words from a research-based list				

Application	Tools to Know (Writing Process) ⓘ	Unit	CHECKPOINT		
			1	2	3
K.11(A) dictate or compose literary texts , including personal narratives	K.10(B) develop drafts in oral, pictorial, or written form by organizing ideas		Data included in "Revision"		
	K.10(D) (i) [edit drafts with adult assistance using standard English conventions, including] complete sentences				
K.11(B) dictate or compose informational texts as thank you notes or letters	K.10(D) (ii) [edit drafts with adult assistance using standard English conventions, including] verbs				
	K.10(D) (iii) [edit drafts with adult assistance using standard English conventions, including] singular and plural nouns				
	K.10(D) (iv) [edit drafts with adult assistance using standard English conventions, including] adjectives, including articles				
	K.10(D) (v) [edit drafts with adult assistance using standard English conventions, including] prepositions				
	K.10(D) (vi) [edit drafts with adult assistance using standard English conventions, including] pronouns, including subjective, objective, and possessive cases				
	K.10(D) (vii) [edit drafts with adult assistance using standard English conventions, including] capitalization of the first letter in a sentence and name				
	K.10(D) (viii) [edit drafts with adult assistance using standard English conventions, including] punctuation marks at the end of declarative sentences				
K.10(D) (ix) [edit drafts with adult assistance using standard English conventions, including] correct spelling of words with grade-appropriate					



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orthographic patterns and rules and high-frequency words

Handwriting

1. [Hold a pencil correctly](#)
2. Write first and last name with appropriate upper case and lower case letters
3. [Write upper and lower case letters using the correct form/stroke pattern](#)
4. Write numerals 0-9

Social Studies Connections

Integrating Social Studies with Reading and Writing

Holidays: Informational Text Connections

- K.1(A) identify national patriotic holidays such as Constitution Day, Presidents' Day, Veterans Day, and Independence Day
- K.1(B) identify customs associated with national patriotic holidays such as parades and fireworks on Independence Day

Historical Figures: Informational Text Connections

- K.2(A) identify contributions of historical figures, including Stephen F. Austin, George Washington, Christopher Columbus, and José Antonio Navarro, who helped to shape the state and nation

Culture: Personal Narrative Writing Connections

- K.11(A) describe and explain the importance of family traditions
- K.10(A) identify similarities and differences among individuals such as kinship and religion
- K.11(B) compare traditions among families

Research Project

Spring: Complete the research project through a shared reading/writing experience.

- Students and teacher will identify a question on a given topic from Social Studies
- Students and teacher will work together to locate answers to the question using text, digital and primary sources.
- Students and teacher will create a shared writing product to report their research.
- Students will respond with pictures to support the shared writing product.



CATHOLIC SCHOOLS

— ARCHDIOCESE OF SAN ANTONIO —

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Religion Connections

Integrating Catholic Identity with Reading and Writing

Virtues in Practice

Journal entries relating to saints of the month.

Writing prompts in relation to the virtues for the month.

Oral language skills through presentations and discussion.

Synthesizing information as students make connections to their daily life, other characters they meet in literature, and members of their school/parish community.

Research Project

Fall: Complete the research project through a shared reading/writing experience.

-Students and teacher will identify a question on a given topic.

example: Select a saint from the Virtues in Practice program and formulate a question

-Students and teacher will work together to locate answers to the question using text, digital and primary sources.

-Students and teacher will create a shared writing product to report their research.

-Students will respond with pictures to support the shared writing product.