

Garriga and Derry Elementary
 Course/Grade Level: Spanish Language Arts (SLA)/ K
 Spanish Language Arts (SLA) Curriculum Map

(This timeline is subject to change in order to meet the needs of students.)

Week	Dates	Spelling Student Expectation (SE)/Focus Spelling patterns/types	Language Student Expectation (SE)/Focus Skill	Writing Student Expectation (SE)/Focus Skill
Sample Week	10/1 – 5	5.22A.iii/Spell words with silent and sounded consonants (e.g., haste, hasten; sign, signal; condemn, condemnation)	5.20A.iv /Use and understand adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot)	5.17A/Write a personal narrative that conveys thoughts and feelings about an experience
1	8/22-8/26 Poema: El caminito a la escuela	TEKS: K.2G <i>Isolate the initial sound in syllabic spoken words</i> letter sound recognition	TEKS: K.16A(ii) Nouns (singular-plural) K.17A Form upper and lower case letters legibly using the basic conventions of print Names of school objects	K.1B <i>Identify upper and lower case letters</i> Writing their first and last name. Writing the alphabet
2	8/29-9/02 <i>La Srta. Bindergarten se prepara para Kindergarten</i>	TEKS: K.2G <i>Isolate the initial sound in syllabic spoken words</i> Sing and recite the alphabet	TEKS: K.16A(ii) <i>Nouns (singular-plural)</i> K.17A <i>Form upper and lower case letters legibly using the basic conventions of print</i> Names of school objects	K.1B <i>Identify upper and lower case letters</i> Writing their first and last name. Writing the alphabet
3	<i>Holiday 9/5</i> <i>4 day week</i> 9/6-9/09 Un Beso en la Mano	TEKS: K.2G <i>Isolate the initial sound in syllabic spoken words</i> Sing and recite the alphabet	TEKS: K.16A(ii) Nouns (singular-plural) K.17A Form upper and lower case letters legibly using the basic conventions of print Names of school objects	K.1B <i>Identify upper and lower case letters</i> Writing their first and last name. Writing the alphabet
4	9/12-9/16 Senderos Unit 1 Lesson 2	TEKS: K.1B <i>Identify upper and lower case letters</i> Letters Kk, Ll. ll. Mm, Nn, Oo	TEKS: K.16A(ii) Nouns (singular-plural) Names of people.	TEKS: K.10C; Discuss the ways authors group information in text K.15 <i>Dictate or write information for lists, captions, or invitations</i>

				K.16A(ii) Nouns (singular-plural) Writing labels for pictures
5	9/19-9/23 Senderos Unit 1 Lesson 3 Por favor perrito por favor	TEKS: K.1B <i>Identify upper and lower case letters</i> Letters Pp, Qq, Rr, Ss ,Tt	TEKS: K.16A(ii) Nouns (singular-plural) Nouns for places	TEKS: 10C Discuss the ways authors group information in text K.15 <i>Dictate or write information for lists, captions, or invitations</i> K.16A(ii) Nouns (singular-plural) Nouns for animals and things
6	9/26-09/30 Senderos Unit 1 Lesson 5 Volar Cometas	TEKS: K.1B <i>Identify upper and lower case letters</i> Letters Uu, Vv, Ww, Xx, Yy, Zz	TEKS: K.16A (ii) Nouns (singular-plural) Nouns for animals and things	TEKS: K.15 <i>Dictate or write information for lists, captions, or invitations</i> Writing captions
7	10/03-10/07 BOY Testing TPRI/Tejas Lee Poetry Collection #2	TEKS: K.2G <i>Isolate the initial sound in syllabic spoken words</i> Letter sound recognition M	TEKS: K.5A <i>Identify and use words that name action, positions, sequences, and location</i> Action words in the present tense	TEKS: K.16A(ii) Nouns (singular-plural) Class story Telling Details
8 Staff Development 10/10 4 day week	10/11-10/14 BOY TPRI/Tejas Lee Testing Poetry Collection #3 End of 1st Quarter	TEKS: K.3C <i>Use phonological knowledge to match sounds to individual letters and syllables including hard and soft consonants such as “r”, “c”, “g”</i> Letter sound recognition P	TEKS: K.5A <i>Identify and use words that name action, positions, sequences, and location</i> Action verbs in present tense	TEKS: K.16A(ii) Nouns (singular-plural) Class story Telling Details
9	10/17-10/21 Senderos Unit 1 Lesson 1 Como son las familias	TEKS: K.3B <i>Decode syllables</i> Letter sound recognition S	TEKS: K.16A(iii) <i>Descriptive words</i> Sensory words	TEKS: K.6C <i>Recognize sensory details</i> Sentences using sensory words

10	10/24-10/28 Senderos Unit 1 Lesson 4 Todos Trabajamos	TEKS: K.2F <i>Blend spoken phonemes to form syllables and words like m-a says ma and ma-pa says mapa</i> Letter sound recognition T	TEKS: K.16A(iii) <i>Descriptive words</i> Sensory words	TEKS: K.15 <i>Dictate or write information for lists, captions, or invitations</i> Sentences using descriptive words
11	10/31-11/04 Senderos Unit 2 Lesson 6 Mis cinco sentidos	TEKS: K.2G <i>Isolate the initial sound in syllabic spoken words</i> Letter sound recognition C	TEKS: K.16A(iii) <i>Descriptive words</i> Adjectives for color	TEKS: K.15 <i>Dictate or write information for lists, captions, or invitations</i> K.16A(iii) <i>Descriptive words</i> Captions
12	11/07-11/11 Senderos Unit 2 Lesson 8 Movimiento	TEKS: K.3C Use phonological awareness to match sounds to individual letters and syllables, including hard and soft consonants such as “r” , “c” , and “g” Letter sound recognition N	TEKS: K.16A(iii) <i>Descriptive words</i> Adjectives for numbers	TEKS: K.16A(iii) <i>Descriptive words</i> Using descriptive words numbers
13	11/14-11/18 Senderos Unit 2 Lesson 9 Que hacen las ruedas todo el día	TEKS: K.3B <i>Decode syllables</i> Letter sound recognition B	TEKS: K.16A(iii) <i>Descriptive words</i> Adjectives for size and shape	TEKS: K.2G <i>Isolate the initial syllabic sound in spoken words</i> Using descriptive words size and shape
	11/21-11/25 Thanksgiving Break			

14	11/28-12/02 Senderos Unit 2 Lesson 13 De que color es la naturaleza	TEKS: K.3C <i>Use phonological awareness to match sounds to individual letters and syllables, including hard and soft consonants such as “r”, “c”, and “g</i> Letter sound recognition L	TEKS: K.16A(ii) Nouns (singular-plural) Sentence parts subject	TEKS: K.16A(ii) Nouns (singular-plural) Sentences exact noun
15	12/5-12/09 Senderos Unit 3 Lesson 15 Que hermoso esta el cielo	TEKS: K.3B <i>Decode syllables</i> Letter sound recognition F	TEKS: K.16A(i) <i>Verbs including commands in past and future tenses when speaking</i> Sentence part-verb	TEKS: K.5A <i>Identify and use words that name actions, directions, positions, sequences and locations</i> Sentences exact verb
16 & 17	12/12-12/20 Senderos Unit 5 Lesson 25 La tarta de cereza End of 2nd Quarter	TEKS: K.3C <i>Use phonological awareness to match sounds to individual letters and syllables, including hard and soft consonants such as “r”, “c”, and “g</i> K.3F <i>Become familiar with the digraphs /ch, rr/</i> Letter sound recognition R and rr	TEKS: K.16C <i>Use complete simple sentences</i> Complete sentences Capitalization,Punctuation	TEKS: K.16A(iii) <i>Descriptive words</i> Sentences detail
	12/21-1/02 Christmas Break			
	1/03/1/06 Staff Development			
18	1/9-1/13 Poem Collection #4	TEKS: K.3C <i>Use phonological awareness to match sounds to individual letters and syllables, including hard and soft consonants such as “r”, “c”, and “g</i> Letter sound recognition G	TEKS: K.16A(i) <i>Verbs including commands in past and future tenses when speaking</i> Verbs in past tense	TEKS: K.14A <i>Dictate or write sentences to tell a story and put the sentences in chronological sequence</i> Story sequence Beginning, Middle, End

19	1/16-1/20 Poem Collection #5 MOY-TPRI/Tejas Lee	TEKS: K.3C <i>Use phonological awareness to match sounds to individual letters and syllables, including hard and soft consonants such as “r”, “c”, and “g</i> Letter sound recognition D	TEKS: K.16C <i>Use complete simple sentences</i> Statements Capitalization,Punctuation	TEKS: K.13A <i>Plan a first draft by generating ideas for writing through class discussion</i> Story sequence Beginning, Middle, Ending
20	1/23-1/27 Senderos Unit 2 Lesson 10 La forma de los ratones MOY-TPRI/Tejas Lee	TEKS: K.3B <i>Decode syllables</i> K.2F <i>Blend spoken phonemes to form syllables and words like m-a says ma and ma-pa says mapa</i> Letter sound recognition V	TEKS: K.16A(ii) Nouns (singular-plural) Proper nouns for people and pets	TEKS: K.10C <i>Discuss the ways authors group information in text</i> Sentences Parts of a message
21	1/30-2/03 Senderos Unit 3 Lesson 12 Nieve	TEKS: K.3B <i>Decode syllables</i> Letter sound recognition K, Q	TEKS: K.16A(ii) Nouns (singular-plural) Proper nouns for places	TEKS: K.15 <i>Dictate or write information for lists, captions, or invitations</i> Sentences Parts of a message
22	2/06-2/10 Senderos Unit 4 Lesson 17 Me encantan los insectos	TEKS: K.3F <i>Become familiar with the digraphs ch, rr</i> Letter Ch, ch	TEKS: K.16A(i) <i>Verbs including commands in past and future tenses when speaking</i> Verbs in future tense	TEKS: K.16B <i>Speak in complete sentences to communicate</i> Sentences: Parts of a letter (inside address

23	2/13-2/17 Senderos Unit 4 Lesson 19 Las ovejas van de excursión	TEKS: K.3G <i>Become familiar with the concept that "ll" and "y" have the same sound</i> Letter sound recognition LL, Y	TEKS: K.16A(i) <i>Verbs including commands in past and future tenses when speaking</i> Imperative sentences	TEKS: K.16A(ii) Nouns (singular-plural) Exact Nouns
24	2/20-2/24 Senderos Unit 4 Lesson 20 Jorge el curioso descubre un dinosaurio	TEKS: K.3B <i>Decode syllables</i> Letter sound recognition Ññ	TEKS: K16A(i) <i>Verbs including commands in past and future tenses when speaking</i> Verbs: Past, Present, Future	TEKS: K.13A <i>Plan a first draft by generating ideas for writing through class discussion</i> Story: Exact Nouns
25	2/27-3/03 Senderos Unit 5 Lesson 21 Buenos Amigos	TEKS: K.3C <i>Use phonological awareness to match sounds to individual letters and syllables, including hard and soft consonants such as "r", "c", and "g</i> Letter sound recognition LL ll, Ññ	TEKS: K.16A(v) <i>Personal pronouns</i> Pronouns: el, ella, nosotros(as)	TEKS: K.10C <i>Discuss the ways authors group information in text</i> List: Structure of numbered
26	3/06-3/10 Senderos Unit 5 Lesson 22 Leo el retoño tardío End of 3rd Quarter Telpas Window	TEKS: K.3E <i>Become familiar with the concept that "h" is silent</i> Letter sound recognition Hh	TEKS: K.16A(v) <i>Personal pronouns</i> Pronouns: ellos, ellas, yo	TEKS: K.15 <i>Dictate or write information for lists, captions, or invitations</i> List: structure of
	3/13-3/17 Spring Break			
27 3/20 Staff Development 4 day week	3/21-3/24 Senderos Unit 4 Lesson 18 En el mar azul	TEKS: K.17A <i>Form upper and lower case letters legibly using the basic conventions of print</i> K.3C <i>Use phonological awareness to match sounds to individual letters</i>	TEKS: K.16A(v) <i>Personal pronouns</i> Pronouns: usted, tú	TEKS: K.15 <i>Dictate or write information for lists, captions, or invitations</i> Invitations

		<p><i>and syllables, including hard and soft consonants such as “r”, “c”, and “g”</i></p> <p>Letter sound recognition Jj</p>		
28	<p>3/27-3/31</p> <p>Senderos Unit 5 Lesson 23 El jardín de Zinnia</p>	<p>TEKS:K.3C <i>Use phonological awareness to match sounds to individual letters and syllables, including hard and soft consonants such as “r”, “c”, and “g”</i> K.3E <i>Become familiar with the concept that “h” is silent</i></p> <p>Letter sound recognition Hh, Jj</p>	<p>TEKS: K.17B <i>Capitalize the first letter in a sentence</i></p> <p>Questions (Capitalization,Punctuation)</p>	<p>TEKS: K.16B <i>Speak in complete sentences to communicate</i></p> <p>Report: Dictate Facts</p>
29	<p>4/03-4/07</p> <p>Senderos Unit 5 Lesson 24 Camaleón Camaleón</p>	<p>TEKS: K.3C <i>Use phonological awareness to match sounds to individual letters and syllables, including hard and soft consonants such as “r”, “c”, and “g”</i></p> <p>Letter sound recognition Ww</p>	<p>TEKS: K.17B <i>Capitalize the first letter in a sentence</i></p> <p>Exclamations (Capitalization,Punctuation)</p>	<p>TEKS: K.16C <i>Use complete simple sentences</i></p> <p>Report: Dictate Facts</p>
30	<p>4/10-4/13</p> <p>Poem Collection #6</p> <p>4/14 Holiday 4 day week</p>	<p>TEKS:K.3C <i>Use phonological awareness to match sounds to individual letters and syllables, including hard and soft consonants such as “r”, “c”, and “g”</i></p> <p>Letter sound recognition Xx</p>	<p>TEKS: K.16A(ii) Nouns (singular-plural)</p> <p>Nouns:singular/plural</p>	<p>TEKS : RC-K(B) <i>Ask and respond to questions about text</i></p> <p>Sentence Frames; Expressing an Opinion</p>
31	<p>4/18-4/21</p> <p>Senderos Unit 6 Lesson 29 ¡Mirenos!</p> <p>EOY -Tejas Lee</p>	<p>TEKS: K.3C <i>Use phonological awareness to match sounds to individual letters and syllables, including hard and soft consonants such as “r”, “c”, and “g”</i></p>	<p>TEKS: K.16A(ii) Nouns (singular-plural)</p> <p>Subject/Verb agreement (past,present,future)</p>	<p>TEKS: K.4B <i>Ask and respond to questions about text read aloud</i></p> <p>Sentence Frames: Giving reasons</p>

		Letter sound recognition Yy		
32	4/24-4/28 Senderos Unit 6 Lesson 26 Algo Especial	TEKS: K.3C Use phonological awareness to match sounds to individual letters and syllables, including hard and soft consonants such as “r” , “c” , and “g” Letter sound recognition Zz	TEKS:K.16A(ii) Nouns (singular-plural) Subject/verb agreement (past, present, future)	TEKS: RCK-(B) <i>Ask and respond to questions about text</i> Response to literature
33	5/01-5/05 Senderos Unit 6 Lesson 28 Lo puedes lograr Jorge el Curioso	TEKS: K.3C Use phonological awareness to match sounds to individual letters and syllables, including hard and soft consonants such as “r” , “c” , and “g” Letter sound recognition review M,P,S	TEKS:K.16A(iv) <i>Prepositions and simple prepositional phrases appropriately when speaking and writing</i> Prepositions: para, hacia,con	TEKS: K.14B <i>Write short poems</i> Poems
34	5/08-5/12 Senderos Unit 6 Lesson 30 La Srta. Bindergarten celebra el ultimo día de Kindergarten	TEKS: K.3C <i>Use phonological awareness to match sounds to individual letters and syllables, including hard and soft consonants such as “r” , “c” , and “g</i> Letter sound recognition review T,C,N	TEKS: K.16A(iv) <i>Prepositions and simple prepositional phrases appropriately when speaking and writing</i> Prepositions: a, sobre, de, en	TEKS: K.14B <i>Write short poems</i> Poems

<p>35</p>	<p>5/15-5/18 Workday May 19</p> <p>Senderos Unit 6 Lesson 30 La Srta. Bindergarten celebra el ultimo día de Kindergarten</p>	<p>TEKS: K.3B <i>Decode syllables</i> K.2F <i>Blend spoken phonemes to form syllables and words like m-a says ma and ma-pa says mapa</i> K.2G <i>Isolate the initial sound in syllabic spoken words</i> Review, Reteach Assess Kindergarten Promotion Requirements</p> <p>Student Activity: Student Created Kindergarten Memory Books</p>	<p>TEKS: K16A(i) <i>Verbs including commands in past and future tenses when speaking</i> K.16A(ii) Nouns (singular-plural) K.16A(iv) <i>Prepositions and simple prepositional phrases appropriately when speaking and writing</i> K.16A(v) <i>Personal pronouns</i> K.16C <i>Use complete simple sentences</i> K.17B <i>Capitalize the first letter in a sentence</i></p> <p>Review, Reteach Assess Kindergarten Promotion Requirements</p>	<p>TEKS: K.1B <i>Identify upper and lower case letters</i> RCK-(B) <i>Ask and respond to questions about text</i> K.14B <i>Write short poems</i> K.15 <i>Dictate or write information for lists, captions, or invitations</i> K.16B <i>Speak in complete sentences to communicate</i> K.16C <i>Use complete simple sentences</i></p> <p>Review, Reteach Assess Kindergarten Promotion Requirements</p>
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