

Garriga and Derry Elementary  
 Course/Grade Level: Reading/      K       
 Spanish Reading Curriculum Map

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

Week	Dates	Genre/Selection	Topic/Student Expectation (SE)/Focus Skill	Student Expectation (SE)/Figure 19	Student Expectation (SE)/Vocabulary Development	Phonemic Awareness Topic/Student Expectation (SE)/Focus Skill	Phonemic Awareness/Phonemes	Sight Words
<b>Sample Week</b>	<b>10/1 – 5</b>	<b>Literary: Realistic Fiction/<u>Henry &amp; Mudge</u></b>	<b>Character Analysis/5.6B/Explain the roles, functions, relationships and conflicts</b>	<b>Figure 19D/Make Inferences using textual evidence to support</b>	<b>5.2B/ Use context clues to determine or clarify the meaning of unfamiliar or multiple meaning words</b>	<b>Letter/Sound recognition/3A Identify the common sounds that letters represent.</b>	<b>b/d</b>	<b>l a no</b>
1	8/22-8/26	<b>Poetry Collection #1 El abeceloco by Alma Flor Ada</b>	TEKS: K.21A Listen attentively by facing speakers and asking questions to clarify information	TEKS: K.1B <i>Identify upper and lower case letters</i>  Identify the letters of the alphabet and blend syllables	TEKS: K.3A <i>Decode the five vowel sounds</i>  Beginning sound words for the alphabet	TEKS: K.2G <i>Isolate the initial syllabic sound in spoken words</i>  Letter / Sound recognition	TEKS: K.1B <i>Identify upper and lower case letters</i>  <b>Bb,CHch,Cc, Dd,Ee</b>	None  <b>yo, gusta, la</b>
2	8/29-9/02	<b>La Srta. Bindergarten se prepara para Kindergarten</b>	TEKS: K.21A Listen attentively by facing speakers and asking questions to clarify	TEKS: K.1B; <i>Identify upper and lower case letters</i> K.2B <i>Identify syllables in</i>	TEKS: K.2G <i>Isolate initial sounds</i>  Beginning	TEKS: K.2G <i>Isolate initial syllabic sound in spoken words</i>	TEKS: K.1B <i>Identify upper and lower case letters</i>	<b>el, y, veo</b>

		Genre: Literary Fiction Phonemic Awareness	information	<i>spoken words</i> Identify the letters of the alphabet and blend syllables	sound words for the alphabet	Letter / Sound recognition	<b>Ff, Gg, Hh, Ii, J j</b>	
3	9/5 Labor Day 4 day week 9/06-9/09	<b>Un Beso en la mano</b>  Genre: <b>Literary Fiction</b>	TEKS: K.9 <i>Identify the topic of an informational text heard</i>  Main Idea	TEKS: K.10B <i>Retell important facts in a text heard or read</i>  Summarize	TEKS: K.5A <i>Identify and use words that name actions, directions, positions, sequences, and locations;</i>  Classify and categorize family Recognize and produce rhyming words	TEKS: K.2C Orally generate rhymes in response to spoken words K.2D <i>Distinguish orally presented rhyming pairs of words from non rhyming pairs</i> K.3A <i>Decode the five vowel sounds</i>  Rhyming words and vowel sounds	TEKS: K.1B <i>Identify upper and lower case letters</i>  <b>Kk, Ll, Ii, Mm, Nn, Ññ, Oo</b>	TEKS: K.5B <i>Become familiar with grade appropriate vocabulary including content and function words</i>  <b>nosotros , un una</b>  <b>DMR mapache, querrer, agridulce</b>
4	9/12-9/16 Senderos Unit 1 <b>Lesson 2</b>	<b>Cómo va un dinosaurio a la escuela</b>  Genre: <b>Literary Fiction</b>	TEKS: K.8B Describe characters in a story and the reasons for their actions  Understanding Characters	TEKS: K.4A <i>Predict what might happen next in text based on the cover, title, and illustrations</i>  Infer and predict	TEKS: K.2D <i>Distinguish orally presented rhyming pairs of words from non rhyming words;</i>  Rhyme	TEKS: K.2G <i>Isolate the initial syllabic sound in spoken words</i>  Letter / Sound recognition	TEKS: K.1B <i>Identify upper and lower case letters</i>  <b>Pp, Qq, Rr. Ss. Tt</b>	TEKS: K.5B <i>Become familiar with grade appropriate vocabulary including content and function words</i> <b>a, con, conmigo</b> <b>DMR dinosaurio, golpear,</b>

								<b>automóvil</b>
5	9/19-9/23 Senderos Unit 1 <b>Lesson 3</b>	<b>Por favor perrito, por favor</b>  Genre: <b>Literary Fiction</b>	TEKS: K.6A <i>Identify elements of a story including setting, character and key events</i>  Story Structure	TEKS: RCK-(C) Monitor and adjust comprehension  Monitor and Clarify	TEKS: RCK-(D) Make inferences based on the cover, title, illustrations and plot  Synonyms	TEKS: K.2G <i>Isolate the initial syllabic sound in spoken words</i>  Letter / Sound recognition	TEKS: K.1B <i>Identify upper and lower case letters</i>  <b>Uu, Vv, Ww, Xx, Yy, Zz</b>	TEKS:K.5B <i>Become familiar with grade appropriate vocabulary including content and function words</i>  <b>mi, tu, que</b>  <b>DMR</b> <b>mascota, bañar, malhumor</b>
6	9/26-09/30 Senderos Unit 1 <b>Lesson 5</b>	<b>Volar Cometas</b>  Genre: <b>Literary Fiction</b>	TEKS: K.10C <i>Discuss the ways authors group information in text</i>  Text and Graphic Features	TEKS: 8B Describe characters in a story and the reasons for their actions  Analyze and evaluate	TEKS: K.11B <i>Vocabulary development of new words</i>  Environmental Print	TEKS: K.2G <i>Isolate the initial syllabic sound in spoken words</i> ; K.2E Recognize spoken alliteration or groups of words that begin with the same initial sound  Initial sounds and syllables and words in oral sentences	TEKS: K.3C <i>Use phonological knowledge to match sounds to individual letters</i>  <b>Mm</b>	TEKS:K.5B <i>Become familiar with grade appropriate vocabulary including content and function words</i>  <b>ahora, quedan, son</b>  <b>DMR</b> <b>cometa, volar, cortavientos</b>
7	10/03-10/07 <b>BOY Testing TPRI/Tejas Lee</b>	<b>Poetry Collection #2 En aquel prado</b>	TEKS: K.6A <i>Identify elements of a poem including setting, character</i>	TEKS: K.4A <i>Predict what might happen next in text based on the cover, title,</i>	TEKS: K.11B <i>Vocabulary development of new words</i> TEKS: RCK-(D)	TEKS: K.2G <i>Isolate the initial syllabic sound in spoken words</i>	TEKS: K.2G <i>Isolate initial syllabic sound in spoken words</i> Review letters previously	TEKS:K.5B <i>Become familiar with grade appropriate vocabulary</i>

		<p><b>By David A. Carter</b>  <b>Pinta Pinta</b>  <b>Gregorita</b>  <b>By Lada Josefa Kratky</b>  Genre: <b>Literary Fiction</b></p>	<p><i>and key events K.8B</i>  Describe characters in a poem and the reasons for their actions  K.10C  <i>Discuss the ways authors group information in text</i></p>	<p><i>and illustrations K.10B</i>  <i>Retell important facts in a text heard or read</i></p> <p>Review comprehension skills  Summarize , infer and predict</p>	<p>Make inferences based on the cover, title, illustrations and plot  TEKS: K.2D  <i>Distinguish orally presented rhyming pairs of words from non rhyming words;</i></p> <p>Review vocabulary  Rhymes ,synonyms and environmental print</p>	<p>Review vowel sounds,  letter/sound recognition and rhymes</p>	<p>introduced <b>Bb,CHch,Cc, Dd Ee Ff, Gg, Hh, Ii, Jj Kk, Ll, Ll Mm,Nn, Ññ, Oo Pp, Qq, Rr. Ss. Tt Uu, Vv, Ww, Xx, Yy, Zz, Mm</b></p>	<p><i>including content and function words</i></p> <p><b>como , los, las</b></p>
<p>8  Staff Development  10/10  4 Day Wk</p>	<p>10/11-10/14</p> <p><b>BOY-TPRI/Tejas Lee</b></p> <p><b>End of 1<sup>st</sup> Quarter</b></p>	<p><b>Poetry Collection #3</b>  <b>¡Manzano Manzano!</b> By Alma Flor Ada</p> <p><b>Dia de Picnic</b>  Senderos Unit 2 TE 50</p>	<p>TEKS: K.8A  <i>Retell a main event from a poem read aloud</i></p> <p>Sequence of events</p>	<p>TEKS: K.4B  Ask and respond to questions about text read aloud</p> <p>Question</p>	<p>TEKS: RCK-(D)  Make inferences based on the cover, title, illustrations and plot</p> <p>Synonyms</p>	<p>TEKS: K.2E  Recognize spoken alliteration or groups of words that begin with the same initial sound  K.2G <i>Isolate the initial syllabic sound in spoken words</i>  K.3A  <i>Initial sounds and syllables and words in oral sentences</i></p> <p>Beginning sound , beginning syllables and words in oral sentences</p>	<p>TEKS: K.3C  <i>Use phonological knowledge to match sounds to individual letters</i>  <b>P /p/</b></p>	<p>TEKS:K.5B  Become familiar with grade appropriate vocabulary including content and function words</p> <p><b>este ,esta, en,</b></p>
<p>9</p>	<p>10/17-10/21  Senderos Unit 1</p>	<p><b>Como son las familias</b></p>	<p>TEKS: K.4B  <i>Ask and respond to questions about text</i></p>	<p>TEKS:RC-K(C)  Monitor and adjust</p>	<p>TEKS:RC-K(D)  Make</p>	<p>TEKS: K.2G  <i>Isolate the initial syllabic sound in</i></p>	<p>TEKS: K.3C  <i>Use phonological</i></p>	<p>TEKS:K.5B  <i>Become familiar with</i></p>

	<b>Lesson 1</b>	Genre: <b>Expository Fiction</b>	<i>read aloud</i>  Compare and Contrast	comprehension  Monitor/Clarify	inferences based on the cover, title, illustrations and plot Use context clues	<i>spoken words</i> K.3C Use <i>phonological knowledge to match sounds to individual letters</i>  Combining phonemes and syllables	<i>knowledge to match sounds to individual letters</i>  <b>S /s/</b>	<i>grade appropriate vocabulary including content and function words</i>  <b>ser, van, para,</b>  <b>DMR familia, celebrar, correveidile</b>
10	10/24-10/28 Senderos Unit 1 <b>Lesson 4</b>	<b>Todos Trabajamos</b>  Genre: <b>Expository Fiction</b>	TEKS: K.8B <i>Describe characters in a story and the reasons for their actions</i>  Understanding Characters	TEKS: 8B Describe characters in a story and the reasons for their actions  Analyze and evaluate	TEKS: K.6C <i>Recognize sensory details</i>  Classify and categorize sensory words	TEKS: K.2G <i>Isolate the initial syllabic sound in spoken words</i> ; K.3C <i>Use phonological knowledge to match sounds to individual letters;</i> Combining phonemes and syllables	TEKS: K.3C <i>Use phonological knowledge to match sounds to individual letters ;</i> <b>T /t/</b>	TEKS:K.5B <i>Become familiar with grade appropriate vocabulary including content and function words;</i> <b>jugar, hacer, rojo</b>  <b>DMR bomberos, trabajar, supermercado</b>
11	10/31-11/04 Senderos Unit 2 <b>Lesson 6</b>	<b>Mis Cinco Sentidos</b>  Genre: <b>Expository Fiction</b>	TEKS: K.10A <i>Identify the topic and details in expository text heard or read, referring to the words and / or illustrations</i>  Details	TEKS: 6C <i>Recognize sensory details</i>  Visualize	TEKS: K.5A <i>Identify and use words that name action, positions, sequences, direction and location;</i> Classify and Categorize action	TEKS: K.2G <i>Isolate the initial syllabic sound in spoken words</i> K.3C <i>Use phonological knowledge to match sounds to individual letters</i>  Combining phonemes and	TEKS: K.3C <i>Use phonological knowledge to match sounds to individual letters</i>  <b>C /c/ as a</b>	TEKS:K.5B <i>Become familiar with grade appropriate vocabulary including content and function words</i>

					words	syllables	hard sound	bien, dijo , verde  <b>DMR</b> <b>sentido, pintar,</b> <b>sordomudo</b>
12	11/07-11/11 Senderos Unit 2 <b>Lesson 8</b>	<b>Movimiento</b>  Genre: <b>Expository Fiction</b>	TEKS: K.10C <i>Discuss the way authors group information in text</i>  Text and graphic features	TEKS: K.4B <i>Ask and respond to questions about text read aloud</i>  Question	TEKS: K.2C <i>Orally generate rhymes in response to spoken words</i>  Rhyme	TEKS: K.2G <i>Isolate the initial syllabic sound in spoken words</i> K.3C <i>Use phonological knowledge to match sounds to individual letters</i> Combining and blending syllables	TEKS: K.3C <i>Use phonological knowledge to match sounds to individual letters</i> <b>N /n/</b>	TEKS:K.5B <i>Become familiar with grade apropriate vocabulary including content and function words</i> <b>ella, todos,</b> <b>vente</b>  <b>DMR</b> <b>animal, brincar,</b> <b>baloncesto</b>
13	11/14-11/18 Senderos Unit 2 <b>Lesson 9</b>	<b>Que hacen las ruedas todo el día</b>  Genre: <b>Expository Fiction</b>	TEKS: K.6A <i>Identify elements of a story including setting, character and key events</i>  Story Structure	TEKS: K.10B <i>Retell important facts in a text heard or read</i>  Summarize	TEKS: K.5D <i>Identify and sort pictures of objects into conceptual categories;</i> Classify and categorize shape words	TEKS: K.2G; <i>Isolate the initial syllabic sound in spoken words</i> K.3C <i>Use phonological knowledge to match sounds to individual letters</i> Combining and blending syllables	TEKS: K.3C <i>Use phonological knowledge to match sounds to individual letters including hard and soft consonants</i> <b>B /b/</b>	TEKS:K.5B <i>Become familiar with grade apropriate vocabulary including content and function words</i> Review words <b>no, tengo</b> <b>tomar</b>  <b>DMR</b> <b>rueda, girar,</b> <b>autovilla</b>
	11/21-11/25	<b>Thanksgiving Break</b>						

14	11/28-12/02 Senderos Unit 2 <b>Lesson 13</b>	<b>De que color es la naturaleza</b>  Genre: <b>Expository Fiction</b>	TEKS: K.4B <i>Ask and respond to questions about text read aloud</i>  Compare and Contrast	TEKS: K.4B <i>Ask and respond to questions about text read aloud</i>  Question	TEKS: RC-K(D) Make inferences based on the cover, title, illustrations and plot Figurative Language	TEKS: K.2G <i>Isolate the initial syllabic sound in spoken words</i> K.3C <i>Use phonological knowledge to match sounds to individual letters</i> Combining and blending initial and final syllables	TEKS: K.3C(Use phonological knowledge to match sounds to individual letters  <b>L /l/</b>	TEKS:K.5B <i>Become familiar with grade appropriate vocabulary including content and function words</i>  <b>abajo, ayudar, día,</b>  <b>DMR</b> <b>color, rodear, saltamontes</b>
15	12/5-12/09 Senderos Unit 3 <b>Lesson 15</b>	<b>Que hermoso esta el cielo</b>  Genre: <b>Expository Fiction</b>	TEKS: K.8B <i>Describe characters in a story and the reasons for their actions</i>  Conclusions	TEKS: RC-K(C) Monitor and adjust comprehension  Monitor/ Clarify	TEKS: K.6C <i>Recognize sensory details</i> Classify and categorize sensory words	TEKS: K.2F <i>Blend spoken phonemes to form syllable and words</i> Combining and blending initial and final syllables	TEKS: K.3C <i>Use phonological knowledge to match sounds to individual letters</i> <b>F /f/</b>	TEKS:K.5B <i>Become familiar with grade appropriate vocabulary including content and function words</i> <b>mira, de, llevar</b>  <b>DMR</b> <b>avión, destellar, arcoiris</b>
16	12/12-12/16 Senderos Unit 5 <b>Lesson 25</b>  <b>End of 2<sup>nd</sup> Quarter</b>	<b>La tarta de cereza</b>  Genre: <b>Procedural Text</b>	TEKS: K.4B <i>Ask and respond to questions about text read aloud</i>  Author's Purpose	TEKS: 6C Recognize sensory details  Visualize	TEKS: K.5D <i>Identify and sort pictures of objects into conceptual categories ;</i> Classify and categorize color words	TEKS: K.2F <i>Blend spoken phonemes to form syllable and words</i>  Combining and blending initial and final syllables	TEKS: K.3C <i>Use phonological knowledge to match sounds to individual letters</i>  <b>R /r/</b>	TEKS:K.5B <i>Become familiar with grade appropriate vocabulary including content and function words;</i> <b>esfera, pino, estrella</b>

								<b>DMR</b> <b>tarta, cosechar,</b> <b>abrefácil</b>
17	12/19-12/20 Continuation 1/03 <b>Workday</b>	Continue La tarta de cereza 1/04-1/06 <b>Staff</b> <b>Development</b>	Continue La tarta de cereza	<b>12/21-1/09</b> <b>Christmas Break</b>				
18	1/09-1/13	<b>Poetry</b> <b>Collection #4</b> <b>Chica Chica</b> <b>Bum Bum</b> By Bill Martin Jr. and John Ardhambault <b>Me Gustaria</b> <b>Tener</b> By Alma Flor Ada	TEKS: RCK-(D) Make inferences based on the cover, title, illustrations and plot Cause and Effect	TEKS: k.10(D) <i>Use titles and</i> <i>illustrations to</i> <i>make predictions</i> <i>about text</i> Infer and predict	TEKS: K.5D <i>Identify and sort</i> <i>pictures of</i> <i>objects into</i> <i>conceptual</i> <i>categories</i> Classify and categorize number words	TEKS: K.2B <i>Identify</i> <i>syllables in spoken</i> <i>words</i>  Middle sound, middle syllables	TEKS: K.3C <i>Use</i> <i>phonological</i> <i>knowledge to</i> <i>match</i> <i>sounds to</i> <i>individual</i> <i>letters</i> <b>Hard G /g/</b>	TEKS:K.5B Become familiar with grade appropriate vocabulary including content and function words <b>fiesta, posada,</b> <b>piñata</b>
19	1/16-1/20 <b>MOY-</b> <b>TPRI/Tejas</b> <b>Lee</b>	<b>Poetry</b> <b>Collection #5</b> <b>Pequeño Coala</b> <b>busca casa</b> By Lada Josefa Kratky <b>Una Extraña</b> <b>Visita</b>	TEKS: K.8A <i>Retell a main event</i> <i>from a poem read</i> <i>aloud</i>  Sequence of Events	TEKS: RCK-(C) <i>Monitor and</i> <i>adjust</i> <i>comprehension</i>  Analyze, evaluate	TEKS: K.16A(iii) <i>Descriptive</i> <i>words</i>  Figurative Language Simile	TEKS: K.2B Identify syllables in spoken words  Middle sound, middle syllables	TEKS: K.3C <i>Use</i> <i>phonological</i> <i>knowledge to</i> <i>match sounds</i> <i>to individual</i> <i>letters</i>  <b>D /d/</b>	TEKS: K.5B <i>Become familiar with</i> <i>grade appropriate</i> <i>vocabulary including</i> <i>content and function</i> <i>words</i> <b>circulo, ovulo,</b> <b>rombo</b>
20	1/23-1/27 Senderos Unit 2 <b>Lesson 10</b>	<b>Las formas de</b> <b>los ratones</b>  Genre: <b>Literary</b> <b>Fiction</b>	TEKS: K.10A <i>Identify the topic</i> <i>and details in</i> <i>expository text</i> <i>heard or read</i> <i>referring to the</i>	TEKS: K.10B <i>Retell important</i> <i>facts in a text,</i> <i>heard or read;)</i>	TEKS: K.22  <i>Share</i> <i>information</i> <i>and ideas by</i> <i>speaking</i>	TEKS: K.2F  <i>Blend spoken</i> <i>phonemes to form</i> <i>syllables in words</i>	TEKS: K.3C <i>Use</i> <i>phonological</i> <i>knowledge to</i> <i>match</i>	TEKS:K.5B ( Become familiar with grade appropriate



	<b>MOY-TPRI/Tejas Lee</b>		<i>words and or illustrations</i>  Details	Summarize	<i>audibly and clearly using the conventions of language</i>  Classify and categorize Science words	Blending words	<i>sounds to individual letters</i>  <b>V /v/</b>	vocabulary including content and function words) <b>lados, formas, cuadrado</b>  <b>DMR triángulo Ovalo, rombo</b>
21	1/30-2/03 Senderos Unit 3 <b>Lesson 12</b>	<b>Nieve</b>  Genre: <b>Literary Fiction</b>	<i>TEKS: RCK-(D)</i> Make inferences based on the cover, title, illustrations and plot  <i>Conclusions</i>	TEKS: K.4A <i>Predict what might happen next based on the title, cover, and illustrations</i>  Infer and predict	TEKS: RCK-(D) Make inferences based on the cover, title, illustrations and plot  Multiple meaning words	TEKS: K.2F <i>Blend spoken phonemes to form syllables in words; K.2G; Isolate the initial syllabic sounds in spoken words</i> K.3C <i>Use phonological knowledge to match sounds to individual letters and syllables ; K.3H Use knowledge of consonant/vowel sound relationship to decode syllables and words in text and independent of content</i> <b>Blend words and decode syllables</b>	TEKS: K.3C <i>Use phonological knowledge to match sounds to individual letters</i>  <b>K /k/, Q /q/</b>	TEKS:K.5B <i>Become familiar with grade appropriate vocabulary including content and function words</i>  <b>llena, brisa, nieve</b>  <b>DMR primavera, invierno, alzacuello</b>
22	2/06-2/10 Senderos Unit 4 <b>Lesson 17</b>	<b>Me encantan los insectos</b>  Genre: <b>Literary Fiction</b>	TEKS: K.4B Ask and respond to questions about text read aloud	TEKS: RCK-(C) Monitor and adjust comprehension	TEKS: K.2D Rhyme	TEKS: K.2F <i>Blend spoken phonemes to form syllables in words; K.2G Isolate the initial syllabic sound in spoken words</i>	TEKS: K.3F Become familiar with the digraphs/	TEKS:K.5B Become familiar with grade appropriate

			Author's Purpose	Analyze Evaluate		<p>K.3C <i>Use phonological knowledge to match sounds to individual letters and syllables</i>  K.3H <i>Use knowledge of consonant/vowel sound relationship to decode syllables and words in text and independent of content;</i></p> <p>Blend words, segment syllables decode words</p>	<p>ch, rr</p> <p><b>Ch /ch/</b></p>	<p>vocabulary including content and function words</p> <p><b>DMR</b> <i>insectos, arrastran, telaraña</i></p>
23	2/13-2/17 Senderos Unit 4 <b>Lesson 19</b>	<p><b>Las ovejas van de excursion ; Niki y el día lluvioso</b></p> <p>Genre: <b>Literary Fiction</b></p>	<p>TEKS: RCK-(D) Make inferences based on the cover, title, illustrations and plot</p> <p>Cause and Effect</p>	<p>TEKS: K.4B <i>Ask and respond to questions about text read aloud</i></p> <p>Question</p>	<p>TEKS K.16A (iii) Antonyms</p>	<p>TEKS: K.2F, <i>Blend spoken phonemes to form syllables in words;</i>  K.2G <i>Isolate the initial syllabic sound in spoken words</i>  K.3C <i>Use phonological knowledge to match sounds to individual letters and syllables</i>  K.3H <i>Use knowledge of consonant/vowel sound relationship to decode syllables and words in text and independent of content;</i></p> <p>Blending words, segment syllables, decode words</p>	<p>TEKS: K.3G <i>Become familiar with the concept that "l" and y" have the same sound</i></p> <p><b>LL /ll/</b></p>	<p>TEKS:K.5B <i>Become familiar with grade appropriate vocabulary including content and function words</i></p> <p><b>paseo, por del</b></p> <p><b>DMR</b> <i>excursion, brujula, guardabosques</i></p>

24	2/20-2/24 Senderos Unit 4 <b>Lesson 20</b>	<b>Jorge el curioso descubre un dinosaurio;</b>  Genre: <b>Literary Fiction</b>	TEKS: K.8A <i>Retell a main event from a story read aloud</i> Sequence of Events	TEKS: 6C Recognize sensory details  Visualize	TEKS: K.16A (iii) Descriptive words  Synonyms	TEKS: K.2B,F Substitute , blend and segment phonemes Decode words K.3C Use phonological knowledge to match sounds to individual letters	TEKS: K.3C Use phonological knowledge to match sounds to individual letters  <b>Ñ /ñ/</b>	TEKS: K.5B Become familiar with grade appropriate vocabulary including content and function words)  <b>más, noche, cielo</b>  <b>DMR</b> <b>acampar,</b> <b>fogata,</b> <b>pasatiempo</b>
25	2/27-3/03 Senderos Unit 5 <b>Lesson 21</b>	<b>Buenos amigos</b>  Genre: <b>Literary Fiction</b>	TEKS: K.8B <i>Describe characters in a story and the reasons for their actions</i>  Understanding Characters	TEKS: K.4A Predict what might happen next in text based on the cover, title, and illustrations  Infer/ Predict	TEKS: RCK- (D) Make inferences based on the cover, title, illustrations and plot  Multiple meaning words	TEKS: K.3C, Blend and segment phonemes, and decode words and syllables K.3G Become familiar with the con	TEKS: k.3C, Use phonologica l knowledge to match sounds to individual letters; K.3G Become familiar with the concept that “ll” and y” have the same sound)  Review	TEKS: 5.B Become familiar with grade appropriate vocabulary including content and function words)  <b>niña, niño, caña</b>  <b>DMR</b> <b>amigo, nadar,</b> <b>cubrecama</b>

							letters Ñ /ñ/ and LL /ll/	
26	3/06-3/10 Senderos Unit 5 <b>Lesson 22</b>  <b>End of 3<sup>rd</sup> Quarter</b>  <b>Telpas Window 3/06-4/05</b>	<b>Leo el retoño tardío</b>  Genre: <b>Literary Fiction</b>	TEKS: K.6A Identify elements of a story including setting, character and key events  Story Structure	TEKS: RC-K(C) Monitor and adjust comprehension  Analyze Evaluate	TEKS: K.16A (iii) Descriptive words  Antonyms	TEKS: K.2F Blend spoken phonemes to form syllables and words; K. 3B Decode syllables ; K.3C Use phonological knowledge to match sounds to individual letters and syllables; 3H Use knowledge of consonant/vowel sound relationship to deode syllables and words in text and independent of content.K.3(I) Recognize that new words are created when syllables are changed, added, or deleted. Blend and segment, substitute, delete and add syllables and decode words and syllables	TEKS: K.3E <i>Become familiar with the concept that “h” is silent</i>  <b>H /h/</b>	TEKS: K.5B <i>Become familiar with grade apropriate vocabulary including content and function words</i>  <b>mamá, papá, bebé</b>  <b>DMR cachorro, escribir, cabizbajo</b>

	3/13-3/17	<b>Spring Break</b>						
27 3/20/16 Staff Development 4 day Week	3/21-3/24 Senderos Unit 4 <b>Lesson 18</b>  <b>TELPAS Window 3/06-4/05</b>	<b>En el mar azul</b>  Genre: <b>Expository Text</b>	TEKS: K.8A Retell a main event from a story read aloud  Sequence of Events	TEKS: 6C Recognize sensory details;  Visualize	TEKS: RCK- (D) Make inferences based on the cover, title, illustrations and plot Context Clues	TEKS: K.2F Blend spoken phonemes to form syllables and words; K. 3B Decode syllables ; K.3C Use phonological knowledge to match sounds to individual letters and syllables; K.3H Use knowledge of consonant/vowel sound relationship to deode syllables and words in text and independent of content ; K.3(I) Recognize that new words are created when syllables are changed, added, or deleted. Blend, segment, substitute, delete and add syllables and decode words and syllables	TEKS: k.3C, <i>Use phonological knowledge to match sounds to individual letters J /j/</i>	TEKS: 5.B Become familiar with grade apropriate vocabulary including content and function words  <b>mar, azul, pulpo</b>  <b>DMR sumérjete, pez, salvavidas</b>
28	3/27-3/31 Senderos Unit 5 <b>Lesson 23</b>  <b>TELPAS</b>	<b>El jardin de Zinnia</b>  Genre: <b>Expository Text</b>	TEKS: RCK-(D) Make inferences based on the cover, title, illustrations and plot	TEKS: RCK-(C) Monitor and adjust comprehension  Monitor	TEKS: K.16A(iii) Classify and categorize descriptive words	TEKS: K.2F <i>Blend spoken phonemes to form syllables and words;</i> K.3B Decode syllables; K.3C Use phonological knowledge to match	TEKS: K.3C <i>Use phonological knowledge to match sounds to individual letters; K.3E</i>	TEKS: K.5B <i>Become familiar with grade apropriate vocabulary</i>

	<b>Window 3/06-4/05</b>		Conclusions	Clarify		sounds to individual ; K.3H Use knowledge of consonant/vowel sound relationship to decode syllables and words in text and independent of content K.3(I) Recognize that new words are created when syllables are changed, added, or deleted. Blend, segment, substitute, delete and add syllables and decode words and syllables	<i>Become familiar with the concept that "h" is silent</i>  <b>Review H /h/ and J /j/</b>	<i>including content and function words sol , jardin, saca</i>  <b>DMR semillas , cultivar, girasol</b>
29	4/3-4/07 Senderos Unit 5 <b>Lesson 24</b>	<b>Camaleón Camaleón</b>  Genre: <b>Expository Text</b>	TEKS: RCK-(D) Make inferences based on the cover, title, illustrations and plot  Text and Graphic Features	TEKS: K.8A Retell a main event from a story read aloud  Summarize	TEKS: K.15 Classify and categorize seasons	TEKS: K.2F Blend spoken phonemes to form syllables and words K. 3B <i>Decode syllables</i> K.3C <i>Use phonological knowledge to match sounds to individual letters;</i> K.3H <i>Use knowledge of consonant/vowel sound relationships to decode syllables and words in text and independent of conent;</i> K.3(i) <i>Recognize that new words are created when syllables are changed , added, or deleted</i>  Blend, segment, substitute, delete and add syllables and decode words and syllables	TEKS: K.3c Use phonologica l knowledge to match sounds to individual letters;  <b>W /w/</b>	TEKS: 5B Become familiar with grade apropriate vocabulary including content and function words Review vocabulary <b>comer, preparar, hay</b>  <b>DMR insectos, ocultarse, sobrevivir</b>

<p>30 4/14 Holiday 4 Day Week</p>	<p>4/10-4/13  Senderos Unit 4 <b>Lesson 18</b></p>	<p><b>Poetry Collection #6</b>  <b>Rosa Alada By Alma Flor Ada</b> <b>www. El huevo de chocolate.com</b> <b>Los Pollitos</b></p>	<p>TEKS: K.8B Describe characters in a poem and the reasons for their actions  Cause and Effect</p>	<p>TEKS: RCK-(C) Monitor and adjust comprehension  Visualize</p>	<p>TEKS: K.5B Become familiar with grade apropriate vocabulary including content and function words  Antonyms</p>	<p>TEKS: K.3(i) <i>Recognize that new words are created when syllables are changed , added, or deleted</i>  Substitute, eliminate and add syllables</p>	<p>TEKS: K.3C Use phonological knowledge to match sounds to individual letters;  <b>X /x/</b></p>	<p>TEKS: 5.B Become familiar with grade apropriate vocabulary including content and function words  <b>verde, amarillo, negro</b></p>
<p>31 4/17 Holiday 4 Day Week</p>	<p>4/18-4/21  Senderos Unit 6 <b>Lesson 29</b>  4/17-4/28 <b>EOY- TPRI/Tejas Lee</b></p>	<p><b>¡Mirenos!</b>  Genre: <b>Autobiography</b></p>	<p>TEKS: K.8B Describe characters in a story and the reasons for their actions  Compare and Contrast</p>	<p>TEKS: RCK-(C) Monitor and adjust comprehension  Monitor Clarify</p>	<p>TEKS: K.16A(iii) Classify and categorize places</p>	<p>TEKS: K.2H ( separate spoken multi-syllabic words into two to three syllables; K.3(i) Substitute phonemes, substitute , add and delete syllables</p>	<p>TEKS: K.3C (Use phonological knowledge to match sounds to individual letters;  <b>Y /y/</b></p>	<p>TEKS: K.5B ( Become familiar with grade apropriate vocabulary including content and function words) <b>primero, dos, tres</b>  <b>DMR escuela, explorar, astronauta</b></p>
<p>32</p>	<p>4/24-4/28 Senderos Unit 6 <b>Lesson 26</b> 4/17-4/28 <b>EOY- TPRI/Tejas Lee</b></p>	<p><b>Algo Especial</b> Genre: <b>Literary Fiction</b></p>	<p>TEKS: K.6A Identify elements of a story including setting, character and key events  Story Structure</p>	<p>TEKS: K.4A Predict what might happen next in text based on the cover, title, and illustrations Infer Predict</p>	<p>TEKS: RCK- (D) Make inferences based on the cover, title, illustrations and plot Context Clues</p>	<p>TEKS: K.3(i) <i>Recognize that new words are created when syllables are changed , added, or deleted</i> Substitute, eliminate and add syllables and substitute phonemes</p>	<p>TEKS: K.3C (Use phonological knowledge to match sounds to individual letters; <b>Z /z/</b></p>	<p>TEKS: K.5B ( Become familiar with grade apropriate vocabulary including content and function words)  <b>pero, fui, insecto</b></p>

								<b>DMR</b> <i>trofeo, pintar, pelagatos</i>
33	5/01-5/05 Senderos Unit 6 <b>Lesson 28</b>	<b>Lo puedes lograr Jorge el Curioso</b>  Genre: <b>Literary Fiction</b>	TEKS: K.10A Identify the topic and details in expository text heard or read referring to the words and/or illustrations  Main Idea Details	TEKS: K.4B (Ask and respond to questions about text read aloud) Question	TEKS: RCK-(D) Make inferences based on the cover, title, illustrations and plot  Figurative Language	TEKS: K.2H <i>Separate spoken multi syllabic words into two to three syllables</i>  Track syllables	TEKS: K.3C (Use phonological knowledge to match sounds to individual letters; Review <b>M /m/, P /p/, S /s/</b>	TEKS: K.5B ( Become familiar with grade appropriate vocabulary including content and function words) <b>bomberos, valle, idea</b>  <b>DMR</b> <i>mono, aterrizó, sabelotodo</i>
34	5/08-5/12 Senderos Unit 6 <b>Lesson 30</b>	<b>La señorita Bindergarten celebra el ultimo día de Kindergarten</b>  Genre: <b>Literary Fiction</b>	TEKS: K.8B Describe characters in a story and the reasons for their actions  Understanding Characters	TEKS: K.8A Retell a main event from a story read aloud  Summarize	TEKS: K.11B Identify the meaning of specific signs (eg, traffic signs, warning signs)  Environmental Print	TEKS: K.2H <i>Separate spoken multi syllabic words into two to three syllables</i>  Track syllables	TEKS: K.3C Use phonological knowledge to match sounds to individual letters; Review <b>T /t/, C /c/, N /n/</b>	TEKS: K.5B ( Become familiar with grade appropriate vocabulary including content and function words)  <b>último, año, adiós</b>  <b>DMR</b> <i>caja, aplaudir portafolio</i>



35 5/19 Workday	5/15-5/18	<b>La señorita Bindergarten celebra el ultimo día de Kindergarten</b> Genre: Literary Fiction	K.10A Main Idea and Details	RC-K(A) discuss reading/ Listening purposes; RC-K(C) monitor/adjust comprehension; RC-K(D) make inferences based on cover/title/illustrations/plot	K.3D Identify/ Read high-frequency words; Read simple decodable readers;	K.2G Blend phonemes; Segment phonemes; Identify Middle sound; K.3B use letter-sound knowledge to decode;	K.2H Isolate initial sounds; K.3A Identify sounds that letters represent; All Letter/ Sounds taught to date	TEKS: K.5B ( Become familiar with grade appropriate vocabulary including content and function words)