

Introduction

Curriculum Overview

I am so excited that you have chosen this outstanding kindergarten curriculum. This curriculum is composed of lessons in reading, phonics, grammar and composition, and handwriting and spelling. Using this curriculum, you and your student will get to experience the joys of learning to read and write in the same manner that you would find in some of the best teachers' classrooms in our nation. Texas Tech University K-12 is a curriculum that is rich in all the areas mentioned above.

This course is completed entirely online in Blackboard using the PDF **Unit Lessons** and **Worksheets** documents, along with the textbooks.

For each Unit assessment, the student will tear out and complete assigned pages from *Unit and Benchmark Assessment, Grade K*, then scan or take a digital photograph of the completed pages showing his or her work. Combine the images into a single PDF (see **Requirements for Creating PDFs** on the course home page) and upload the file for grading as instructed in the assignment.

English Language Arts and Reading, Kindergarten

The Kindergarten language arts program is based on Macmillan/McGraw-Hill's *Texas Treasures: A Language Arts Program*. This curriculum involves online activities, hands-on activities, practice worksheets, journal sheets, a handwriting workbook and worksheets, and consumable workbooks.

In this semester, students will be introduced to four major components of language arts: reading, phonemic awareness/phonics, grammar and composition, and handwriting skills. This curriculum gives students opportunities to use tools and strategies to learn to read and write. There will be many rich and varied experiences to ensure that students build the foundation in reading and writing strategies that they need to be successful. Each lesson is full of reading strategies, phonetic concepts, creative writing, and handwriting skills. Along with these skills, students will be gaining knowledge in various areas such as animals, their neighborhood, transportation, food, friends and family, weather, and plants. The reading books selected for this program can be obtained through your local library, bookstores, or online.

This program builds on the information given in each lesson. The knowledge given to students in each lesson will be reviewed throughout the course. I am confident that this experience will give your student a life-long love of reading and writing.

Course Objectives

The language arts curriculum covers all of the [Texas Essential Knowledge and Skills](#) objectives for kindergarten language arts. At the end of this course, the student should be able to master the following:

- **Reading/beginning reading skills/print awareness.** Students understand how English is written and printed. The student is expected to:
 - ◇ recognize that spoken words can be represented by print for communication;
 - ◇ identify upper- and lower-case letters;
 - ◇ demonstrate the one-to-one correspondence between a spoken word and a printed word in text;
 - ◇ recognize the difference between a letter and printed word;
 - ◇ recognize that sentences are comprised of words separated by spaces and demonstrate the awareness of word boundaries (through kinesthetic or tactile actions such as clapping or jumping);
 - ◇ hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right;
 - ◇ identify different parts of a book (front and back covers, title page).
- **Reading/beginning reading skills/phonological awareness.** Students display phonological awareness. Students are expected to:
 - ◇ identify a sentence made up of a group of words;
 - ◇ identify syllables in spoken words;
 - ◇ orally generate rhymes in response to spoken words;
 - ◇ distinguish orally presented rhyming pairs of words from non-rhyming pairs;
 - ◇ recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound;
 - ◇ blend spoken onsets and rhymes to form simple words;
 - ◇ blend spoken phonemes to form one-syllable words;
 - ◇ isolate the initial sound in one-syllable words;
 - ◇ segment spoken one-syllable words into two to three phonemes.
- **Reading/beginning reading skills/phonics.** Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to:
 - ◇ identify the common sounds that letters represent;
 - ◇ identify and read at least 25 high frequency words from a commonly used list.

- **Reading/beginning reading/strategies.** Students comprehend a variety of texts, drawing on useful strategies as needed. Students are expected to:
 - ◇ predict what might happen next in text based on the cover, title, and illustrations;
 - ◇ ask and respond to questions about text read aloud.
- **Reading/vocabulary development.** Students understand new vocabulary and use it correctly when reading and writing. Students are expected to:
 - ◇ identify and use words that name actions, directions, positions, sequences, and locations;
 - ◇ recognize that compound words are made up of shorter words;
 - ◇ identify and sort pictures of objects into conceptual categories (colors, shapes, textures);
 - ◇ use a picture dictionary to find words.
- **Reading/comprehension of literary text/theme and genre.** Students analyze, make inferences, and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:
 - ◇ identify elements of a story including setting, character, and key events;
 - ◇ discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience;
 - ◇ recognize recurring phrases and characters in traditional fairy tales, lullabies, and folktales from various cultures.
- **Reading/comprehension of literary text/poetry.** Students understand, make inferences, and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to respond to rhythm and rhyme in poetry through identifying a regular beat and similarities in word sounds.
- **Reading/comprehension of literary text/fiction.** Students understand, make inferences, and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:
 - ◇ retell a main event from a story read aloud;
 - ◇ describe characters in a story and the reasons for their actions.
- **Reading/comprehension of informational text/culture and history.** Students analyze, make inferences, and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic of an informational text heard.

- **Reading/comprehension of informational text/expository text.** Students analyze, make inferences, and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:
 - ◇ identify the topic and details in expository text heard or read, referring to the words and/or illustrations;
 - ◇ retell important facts in a text, heard or read;
 - ◇ discuss the ways authors group information about text;
 - ◇ use titles and illustrations to make predictions about text.
- **Reading/comprehension of informational text/procedural texts.** Students understand how to glean and use information in procedural texts and documents. Students are expected to:
 - ◇ follow pictorial directions (e.g., recipes, science experiments);
 - ◇ identify the meaning of specific signs (traffic signs, warning signs).
- **Writing/writing process.** Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students (with adult assistance) are expected to:
 - ◇ plan a first draft by generating ideas for writing through class discussion;
 - ◇ develop drafts by sequencing the action or details in the story;
 - ◇ revise drafts by adding details or sentences;
 - ◇ edit drafts by leaving spaces between letters and words;
 - ◇ share writing with others.
- **Writing/literary texts.** Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:
 - ◇ dictate or write sentences to tell a story and put the sentences in chronological sequence.
- **Writing/expository and procedural texts.** Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to dictate or write information for lists, captions, or invitations.
- **Oral and written conventions/conventions.** Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:
 - ◇ understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance):
 - ◆ past and future tenses when speaking,

- ◆ nouns (singular/plural),
 - ◆ descriptive words,
 - ◆ prepositions and simple prepositional phrases appropriately when speaking or writing (*in, on, under, over*),
 - ◆ pronouns;
 - ◇ speak in complete sentences to communicate;
 - ◇ use complete sentences.
- **Oral and written conventions/handwriting, capitalization, and punctuation.** Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:
 - ◇ form upper- and lower-case letters legibly using the basic conventions of print (left to right and top to bottom);
 - ◇ capitalize the first letter in a sentence;
 - ◇ use punctuation at the end of a sentence.
 - **Oral and written conventions/spelling.** Students spell correctly. Students are expected to:
 - ◇ use phonological knowledge to match sounds to letters;
 - ◇ use letter-sound correspondences to spell consonant-vowel-consonant (CVC) words (e.g., “cut”);
 - ◇ write one’s own name.
 - **Listening and speaking/listening.** Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:
 - ◇ listen attentively by facing speakers and asking questions to clarify information;
 - ◇ follow oral directions that involve a shorted related sequence of actions.
 - **Listening and speaking/speaking.** Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas by speaking audibly and clearly using the conventions of language.

Source: The provisions of this §110.11 adopted to be effective September 4, 2008, 33 TexReg 7162.

Teaching Handwriting

Teaching handwriting requires patience on the part of the teacher and the student. Fine motor skills do not develop at a uniform rate in all children. The teacher should choose reasonable expectations and provide daily practice. Your child may not be able to form the letters perfectly in the beginning lessons, but will show progress with continued practice and encouragement. Keep handwriting sessions short to prevent fatigue and frustration. Feel free to tailor the worksheets to your student. If the student shows signs of fatigue, you may reduce the number of times the student is required to write each letter. Always supervise writing sessions to make sure your student is establishing proper writing habits and letter formations. Give frequent praise for letters that are well written and have your student erase and rewrite letters that are not formed correctly. It is very difficult to undo bad writing habits; therefore, it is well worth the effort to make sure the student learns the proper writing habits in the beginning.

The first step in teaching writing is to make sure the student is sitting in the proper position. Provide a flat surface on which the student's arms can rest comfortably. The student should sit up straight with the paper placed on the table parallel to the right forearm for the right-handed student and parallel to the left forearm for the left-handed student. The hand opposite to the writing hand should hold the paper in place. The pencil should be held with the thumb and first two fingers about $\frac{1}{2}$ to 1 inch from the pencil lead with the hand slightly arched over the paper. Check to make sure your student does not grip the pencil too tightly because too much tension will be tiresome and painful.

Although many handwriting styles are available, the manuscript style included with this curriculum was chosen because it is similar to materials the student will be exposed to in reading. It is recommended that the teacher adhere closely to the formation of the letters as demonstrated in the Tracing Guide that follows this section. When a new letter is introduced, the teacher should demonstrate the correct letter formation by writing it on a chalkboard or dry erase board. Have the student practice the letter by skywriting in the air. Then have your student write the letter on a paper without lines. After your student has learned the correct letter formation, provide the handwriting worksheet and encourage your student to trace over the dotted lines to copy the letter. Finally, have your student write the letter on the lines provided on the worksheet.

Young children are often eager to learn to write their own names. It is recommended that you provide your student with frequent opportunities to practice this skill. **Please use the lined paper provided to make a worksheet with your student's name.** Write the name with dotted lines for the student to trace and then instruct the student to write his or her name on the remaining lines. When the student can write his or her first name independently, you may want to work on the last name. Be sure to consult the Tracing Guide to make sure you are teaching the correct letter formations. Point out to your student that the first letter in a name is always a capital letter and the other letters in the name should be lowercase letters.

Even though we live in a world filled with communication technology, legible handwriting is still an important skill. Young students are often eager to learn this new skill, but are sometimes

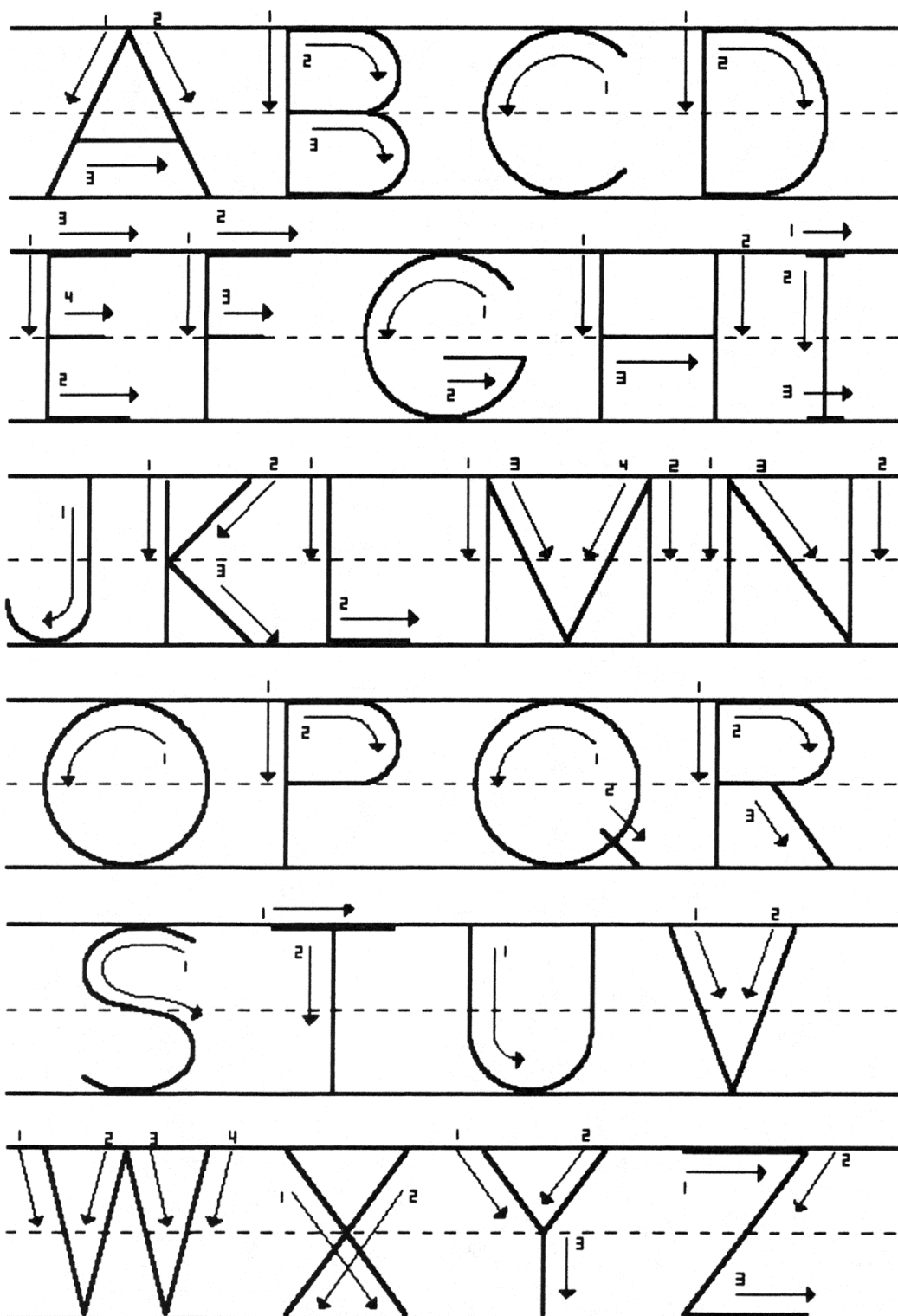
quickly overwhelmed if they do not have the guidance of an understanding teacher. Every effort should be made to make this new experience of learning to write letters and words as enjoyable as possible.

Your child's handwriting will be graded by the following rubric.

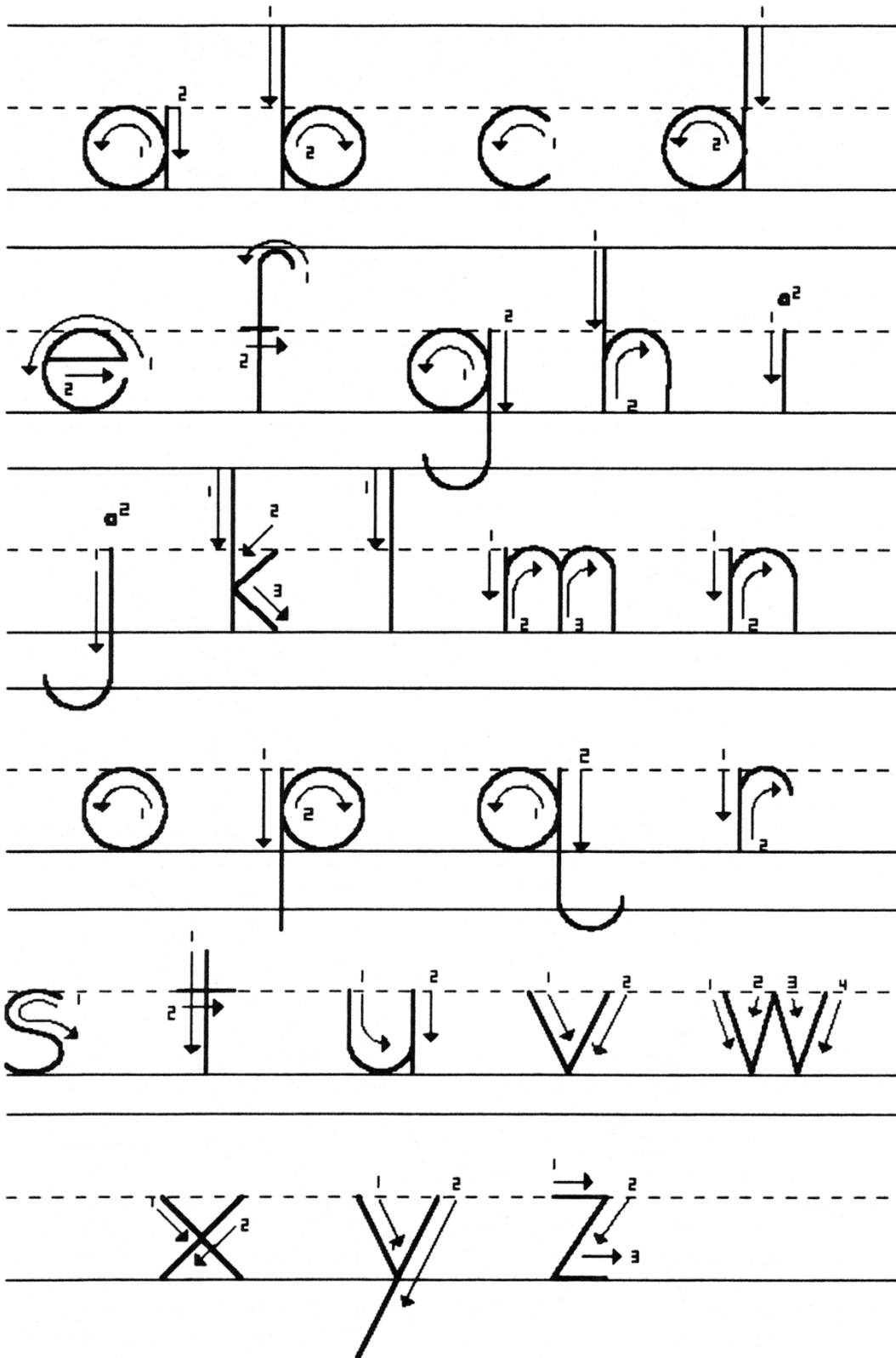
Manuscript Handwriting Rubric

Uniform Size	Vertical Alignment	Letter Formation	Correct Spacing	Neatness	Total Points
20 points	20 points	20 points	20 points	20 points	100 points

Tracing Guide



Tracing Guide



Make as many copies as necessary or use your own manuscript paper.

The image displays a template for manuscript paper, consisting of ten identical sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement. The lines are evenly spaced and extend across the width of the page.

Help Your Child Learn to Write Well

This is a resource courtesy of the United States Department of Education Office of Educational Research and Improvement that parents can use to help their children learn how to write. Included are helpful hints and tips, and pointers for parents so their children can look at the world with an eye for expression and thought through writing.

American children must be ready to learn from the first day of school. And of course, preparing children for school is a historic responsibility of parents.

Should you help your child with writing?

Yes, if you want your child to:

- do well in school
- enjoy self-expression
- become more self-reliant

You know how important writing will be to your child's life. It will be important from first-grade through college and throughout adulthood.

Writing is:

Practical.

Most of us make lists, jot down reminders, and write notes and instructions at least occasionally.

Job-Related.

Professional and white-collar workers write frequently — preparing memos, letters, briefing papers, sales reports, articles, research reports, proposals, and the like. Most workers do *some* writing on the job.

Stimulating.

Writing helps to provoke thoughts and to organize them logically and concisely.

Social.

Most of us write thank-you notes and letters to friends at least now and then.

Therapeutic.

It can be helpful to express feelings in writing that cannot be expressed so easily by speaking.

The Office of Educational Research and Improvement (OERI) suggests that you help your child with writing. OERI believes you, a parent, can make a big difference. You can use helping strategies that are simple and fun. You can use them to help your child learn to write well — and to enjoy doing it! This article tells you how.

Things to Know

Writing is more than putting words on paper. It's a final stage in the complex process of communicating that begins with *thinking*. Writing is an especially important stage in communication, the intent being to leave no room for doubt. Has any country ratified a verbal treaty?

One of the first means of communication for your child is through drawing. Do encourage the child to draw and to discuss his/her drawings. Ask questions: What is the boy doing? Does the house look like ours? Can you tell a story about this picture?

Most children's basic speech patterns are formed by the time they enter school. By that time children speak clearly, recognize most letters of the alphabet, and may try to write. Show an interest in, and ask questions about, the things your child says, draws, and may try to write.

Writing well requires:

- **Clear thinking.** Sometimes the child needs to have his/her memory refreshed about a past event in order to write about it.
- **Sufficient time.** Children may have “stories in their heads” but need time to think them through and write them down. School class periods are often not long enough.
- **Reading.** Reading can stimulate a child to write about his/her own family or school life. If your child reads good books, he/she will be a better writer.
- **A Meaningful Task.** A child needs meaningful, not artificial, writing tasks. You'll find suggestions for such tasks in the section “Things To Do.”
- **Interest.** All the time in the world won't help if there is nothing to write, nothing to say. Some of the reasons for writing include sending messages, keeping records, expressing feelings, or relaying information.
- **Practice.** And more practice.
- **Revising.** Students need experience in revising their work — i.e., seeing what they can do to make it clearer, more descriptive, more concise, etc.

Pointers for Parents

In helping your child to learn to write well, remember that your goal is to make writing easier and more enjoyable.

Provide a place. It's important for a child to have a good place to write — a desk or table with a smooth, flat surface and good lighting.

Have the materials. Provide plenty of paper — lined and unlined — and things to write with, including pencils, pens, and crayons.

Allow time. Help your child spend time thinking about a writing project or exercise. Good writers do a great deal of thinking. Your child may dawdle, sharpen a pencil, get papers ready, or look up the spelling of a word. Be patient — your child may be thinking.

Respond. Do respond to the ideas your child expresses verbally or in writing. Make it clear that you are interested in the true function of writing, which is to convey ideas. This means focusing on *what* the child has written, not *how* it was written. It's usually wise to ignore minor errors, particularly at the stage when your child is just getting ideas together.

Don't you write it! Don't write a paper for your child that will be turned in as his/her work. Never rewrite a child's work. Meeting a writing deadline, taking responsibility for the finished product, and feeling ownership of it are important parts of writing well.

Praise. Take a positive approach and say something good about your child's writing. Is it accurate? Descriptive? Thoughtful? Interesting? Does it say something?

Things To Do

Make it real. Your child needs to do real writing. It's more important for the child to write a letter to a relative than it is to write a one-line note on a greeting card. Encourage the child to write to relatives and friends. Perhaps your child would enjoy corresponding with a pen pal.

Suggest note-taking. Encourage your child to take notes on trips or outings and to describe what he/she saw. This could include a description of nature walks, a boat ride, a car trip, or other events that lend themselves to note-taking.

Brainstorm. Talk with your child as much as possible about his/her impressions and encourage the child to describe people and events to you. If the child's description is especially accurate and colorful, say so.

Encourage keeping a journal. This is excellent writing practice as well as a good outlet for venting feelings. Encourage your child to write about things that happen at home and school, about people he/she likes or dislikes and why, things to remember or things the child wants to do. Especially encourage your child to write about personal feelings — pleasures as well as

disappointments. If the child wants to share the journal with you, read the entries and discuss them — especially the child’s ideas and perceptions.

Write together. Have your child help you with letters, even such routine ones as ordering items from an advertisement or writing to a business firm. This helps the child to see firsthand that writing is important to adults and truly useful.

Use games. There are numerous games and puzzles that help a child to increase vocabulary and make the child more fluent in speaking and writing. Remember, building a vocabulary builds confidence. Try crossword puzzles, word games, anagrams, and cryptograms designed especially for children. Flash cards are good, too, and they’re easy to make at home.

Suggest making lists. Most children like to make lists just as they like to count. Encourage this. Making lists is good practice and helps a child to become more organized. Boys and girls might make lists of their records, tapes, baseball cards, dolls, furniture in a room, etc. They could include items they want. It’s also good practice to make lists of things to do, schoolwork, dates for tests, social events, and other reminders.

Encourage copying. If a child likes a particular song, suggest learning the words by writing them down — replaying the song on your stereo/tape player or jotting down the words whenever the song is played on a radio program. Also encourage copying favorite poems or quotations from books and plays.

OERI’s strategies for helping children learn to write well are helping youngsters throughout the country. We hope they will help your child.

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Books and Materials for ELAR K this Semester

Textbooks

Treasures: A Language Arts Program:

- *Sing, Talk, and Rhyme! Handbook* (2010) Macmillan/McGraw-Hill. ISBN 978-0-02-206249-1.
- *Handwriting Practice Book, Grade K* (2011). Macmillan/McGraw-Hill. ISBN 978-0-02-205385-7.
- *Treasures: Language Arts, Kindergarten – Package.* (2011). Macmillan/McGraw-Hill. ISBN 978-0-02-207590-3. Components used with this semester:
 - ◇ *Start Smart “We Are Special” Activity Book* (2011). Macmillan/McGraw-Hill. ISBN 978-0-02-206197-5.
 - ◇ *Unit 1 “Families” Activity Book* (2011). Macmillan/McGraw-Hill. ISBN 978-0-02-206187-6.
 - ◇ *Unit 2 “Friends” Activity Book* (2011). Macmillan/McGraw-Hill. ISBN 978-0-02-206188-3.
 - ◇ *Unit 3 “Transportation” Activity Book* (2011). Macmillan/McGraw-Hill. ISBN 978-0-02-206189-0.
 - ◇ *Unit 4 “Food” Activity Book* (2011). Macmillan/McGraw-Hill. ISBN 978-0-02-206191-3.
 - ◇ *Unit 5 “Animals” Activity Book* (2011). Macmillan/McGraw-Hill. ISBN 978-0-02-206192-0.
- *Unit and Benchmark Assessment, Grade K* (2011). Macmillan/McGraw-Hill. ISBN 978-0-02-207891-1.

Other Books

These books can be found at your public library.

Unit 1

- *Hands Can* by Cheryl Willis Hudson
- *Jazz Baby* by Carole Boston Weatherford
- *LMNO Peas* by Keith Baker
- *My Five Senses* by Alikei
- *Peter’s Chair* by Ezra Jack Keats
- *Silly Animals ABC* by Joan Gallup
- *The Gingerbread Man*, any version
- *Arthur’s Family Vacation* by Marc Brown

- *The Three Bears* by Paul Galdone
- *Whose Baby Am I?* by John Butler

Unit 2

- *Duck on a Bike* by David Shannon
- *On the Go* by Ann Morris
- *Simon and Molly plus Hester* by Lisa Jahn-Cough
- *The Bus for Us* by Suzanne Bloom
- *The City Mouse and the Country Mouse* by Jan Brett
- *The Lion and the Mouse*, any version
- *The Little Red Hen* by Jerry Pinkney
- *The Tortoise and the Hare*, any version
- *What Do You Like?* by Michael Grejniec

Unit 3

- *A Cake All For Me* by Karen Magnuson Beil
- *ABC Kids* by Simon Basher
- *Animal Babies ABC* by Barbara Knox
- *Apple Farmer Annie* by Monica Wellington
- *Mama Cat Has Three Kittens* by Denise Fleming
- *Mole and the Baby Bird* by Marjorie Newman
- *The Three Bears* by Paul Galdone
- *The Three Little Kittens (Folktale Classics)* by Paul Galdone
- *Tops & Bottoms* by Janet Stevens
- *Yoko* by Rosemary Wells

Nursery Rhymes

The following nursery rhymes can be found at your public library or on the Internet.

- Hey Diddle, Diddle
- Humpty Dumpty
- Jack Be Nimble
- Little Boy Blue
- Sing a Song of Sixpence
- There Was a Crooked Man

Songs

- The Alphabet Song
- I've Been Working on the Railroad

Materials

- craft sticks
- crayons
- dry erase board and markers
- glue
- hand mirror
- hole punch
- ingredients needed for recipe (list in *Apple Farmer Annie*)
- magnetic letters
- magnetic surface
- old magazines to cut out pictures, including food
- paper: construction, notebook, plain white
- pencils
- plain card stock *or* Avery Business Card (Wide) 10-up perforated card stock, 6 sheets in one color and 2 sheets in another color (optional)
- plastic ziplock bags, 2
- playdough
- scissors
- stapler
- wide black marker
- yarn

Grading Procedures and Unit Assignment Checklists

Grades are calculated for Unit 1, Unit 2, and Unit 3. The semester grade is an average of the three unit grades. The unit grades will include a test for each unit. The unit test pages can be found in *Unit and Benchmark Assessment, Grade K*.

The Units 1 and 2 assessments are located in their respective Unit folders in this online course; the Unit 3 assessment is in the Final Exam folder.

The Unit assessments will be uploaded to Texas Tech University K-12 to be graded. After the student has finished each test, scan or take a digital photograph of the assigned pages showing his or her work. Combine the images into a **single PDF** (see “Requirements for Creating PDFs” on the course home page). When you save the document, use the naming convention given for each Unit Test as the name of your file. Upload the file according to the instructions given in the assignment.

Schedule for exams:

Unit 1, Day 25

- *Unit and Benchmark Assessment, Grade K*, pages 7-26

Unit 2, Day 50

- *Unit and Benchmark Assessment, Grade K*, pages 27-64

Unit 3, Day 75

- *Unit and Benchmark Assessment, Grade K*, pages 67-104