ALAMO HEIGHTS INDEPENDENT SCHOOL DISTRICT
Language Arts Curriculum Framework

Kindergarten

Early Literacy/Phonics/Guided Reading

1st nine weeks

Strand	TAKS	TEKS	Objective: *The student is expected to*	Resources

revised: 10/05

Strand	TAKS	TEKS	Objective: *The student is expected to*	Resources
PRINT AWARENESS		**K.5** **The student demonstrates knowledge of concepts of print.**	(A) recognize that print represents spoken language and conveys meaning; i.e. his/her own name; signs such as exit and danger. (B) know that print moves left-to-right across the page and top-to-bottom. (C) understand that written words are separated by spaces. (D) know the difference between individual letters and printed words. (E) know the difference between capital and lowercase letters. (F) recognize how readers use capitalization and punctuation to comprehend.	Harcourt lessons: 1, 8, 1.4, 2.9 3 and 9 5 6 4 and 6

Strand	TAKS	TEKS	Objective: *The student is expected to*	Resources
PRINT AWARENESS		**K.5 (continued)**	(G) understand that spoken words are represented in written language by specific sequences of letters. ° I ° a ° the ° have (H) recognize that different parts of a book such as cover, title page, and table of contents offer information.	Harcourt lessons: 1.8 2.3 3.4 4.4

Strand	TAKS	TEKS	Objective: *The student is expected to*	Resources
PHONOLOGICAL AWARENESS		**K.6 The student orally demonstrates phonological awareness (an understanding that spoken language is composed of sequences of sounds).**	(A) demonstrate the concept of word by dividing spoken sentences into individual words. (B) identify, segment, and combine syllables within spoken words, such as by clapping syllables and moving manipulatives to represent syllables in words. (C) produce rhyming words and distinguish rhyming words from non-rhyming words.	Harcourt lessons: 2 2.6 and 4.1 1.1 1.5 1.7 1.10 2.1 3.10 4.2

Strand	TAKS	TEKS	Objective: *The student is expected to*	Resources
PHONOLOGICAL AWARENESS		**K.6 (continued)**	(D) identify and isolate the initial and final sound of a spoken word.	Harcourt lessons: 1. 1-5 (m) 1. 6-10 (f) 2. 1-5 (b) 2. 6-10 (s) 3. 1-5 (j) 3. 6-10 (p) 4. 1-5 (h) 6.1-5 (a)
			(E) blend sounds to make spoken words such as moving manipulatives to blend phonemes in a spoken word.	1.4 1.9 2.4 2.9 3.4 3.9 4.4
LETTER-SOUND RELATIONSHIPS		**K.7 The student uses letter-sound knowledge to decode written language.**	(A) name and identify each letter of the alphabet. (B) understand that written words are composed of letters that represent sounds.	Harcourt lessons: 3 and 4 3.5

Strand	TAKS	TEKS	Objective: *The student is expected to*	Resources
READING/LETTER-SOUND RELATIONSHIPS		**K.7 (continued)**	(C) learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read. ° 1st Day of School ° Where's My Teddy? ° Pet Day ° Fall ° Silly Sandwich ° The Party ° I Have a Friend ° The Puppet Show	Harcourt Get Ready books: 1.5 1.10 2.5 2.10 3.5 3.10 4.5 5.10
READING/LITERARY RESPONSE		**K.10 The student responds to various texts.**	(D) describe how illustrations contribute to the text.	Harcourt: Suggestions for discussions about Getting Ready books.

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Kindergarten

Early Literacy/Phonics/Guided Reading

2nd nine weeks

Strand	TAKS	TEKS	Objective: *The student is expected to*	Resources
PRINT AWARENESS		**K.5 The student demonstrates knowledge of concepts of print.**	(G) understand that spoken words are represented in written language by specific sequences of letters. ° you ° my ° can ° in ° like ° what	Harcourt High Frequency Word lessons: 5.4 6.4 6.9 7.4 7.9 8.4

Strand	TAKS	TEKS	Objective: *The student is expected to*	Resources
PHONOLOGICAL AWARENESS		**K.6 The student orally demonstrates phonological awareness (an understanding that spoken language is composed of sequences of sounds).**	(C) produce rhyming words and distinguish rhyming words from non-rhyming words. (D) identify and isolate the initial and final sound of a spoken word. (E) blend sounds to make spoken words such as moving manipulatives to blend phonemes in a spoken word.	Harcourt lessons: 4.10 5.1 6.5 6.6 6.1 4. 6-10 (d) 5. 1-5 (c) 5. 6-10 (e) 6. 6-10 (t) 7. 1-5 (y) 7. 6-10 (o) 7. 11-15 (z) 8. 1-5 (k) 8. 6-10 (i) 8. 11-15 (w) 4.9 5.4 5.9 6.4 6.7 6.9

Strand	TAKS	TEKS	Objective: *The student is expected to*	Resources
READING/LETTER-SOUND RELATIONSHIPS		**K.7 The student uses letter-sound knowledge to decode written language.**	(C) learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read. ° A Family Farm ° Carrot Cake ° My Eggs ° Run, Run, Run ° In My Car ° I Like Toys ° Kangaroo Surprise ° At the Zoo	Harcourt Get Ready books: 4.10 5.5 6.5 6.10 7.5 7.10 8.5 8.10

ALAMO HEIGHTS INDEPENDENT SCHOOL DISTRICT
Language Arts Curriculum Framework

Kindergarten

Early Literacy/Phonics/Guided Reading

3rd nine weeks

Strand	TAKS	TEKS	Objective: *The student is expected to*	Resources
PRINT AWARENESS		**K.5 The student demonstrates knowledge of concepts of print.**	(G) understand that spoken words are represented in written language by specific sequences of letters. ° see ° and ° your ° it ° on ° is ° look ° where ° that	Harcourt High Frequency Word lessons: 8.1 9.3 9.9 10.4 10.10 11.1 11.14 12.4 12.8

Strand	TAKS	TEKS	Objective: *The student is expected to*	Resources
PHONOLOGICAL AWARENESS		**K.6 The student orally demonstrates phonological awareness (an understanding that spoken language is composed of sequences of sounds).**	(C) produce rhyming words and distinguish rhyming words from non-rhyming words. (D) identify and isolate the initial and final sound of a spoken word.	Harcourt lessons: 7.1 7.6 8.1 8.6 8.15 9.11 9.15 10.1 9. 1-5 (u) 9. 6-10 (l) 9. 11-15 (v) 10. 1-5 (n) 10. 6-10 (g) 10. 11-15 (r) 11. 1-5 (x, q)

Strand	TAKS	TEKS	Objective: *The student is expected to*	Resources
PHONOLOGICAL AWARENESS		**K.6 (continued)**	(E) blend sounds to make spoken words such as moving manipulatives to blend phonemes in a spoken word. (F) segment one-syllable spoken words into individual phonemes, clearly producing beginning, medial, and final sounds.	Harcourt lessons: 7.2 7.4 8.4 8.14 7.9 7.14 8.9 9.9 9.14 10.4

Strand	TAKS	TEKS	Objective: *The student is expected to*	Resources
READING/LETTER-SOUND RELATIONSHIPS		**K.7 The student uses letter-sound knowledge to decode written language.**	(C) learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read. ° What a Picnic ° Read, Read, Read ° In the Garden ° On the Farm ° Knock, Knock ° What Am I? ° Where Is Pig? ° Sam's Boat	Harcourt Get Ready books: 9.5 9.10 10.5 10.10 11.5 11.10 12.5 12.10

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Early Literacy/Phonics/Guided Reading

4th nine weeks

Strand	TAKS	TEKS	Objective: *The student is expected to*	Resources

Strand	TAKS	TEKS	Objective: *The student is expected to*	Resources
PHONOLOGICAL AWARENESS		**K.6** **The student orally demonstrates phonological awareness (an understanding that spoken language is composed of sequences of sounds).**	(C) produce rhyming words and distinguish rhyming words from non-rhyming words.	Harcourt lessons: 11.1 11.3 11.8 11.10 11.14 11.15 12.4 12.5 12.6 12.8 12.10 12.11 12.12 12.15

Strand	TAKS	TEKS	Objective: *The student is expected to*	Resources
PHONOLOGICAL AWARENESS		**K.6 (continued)**	(E) blend sounds to make spoken words such as moving manipulatives to blend phonemes in a spoken word.	Harcourt lessons: 10.9 11.8 (-am) 11.12 (-at) 12.2-5 (-ap) 12.6-10 (-ad)
			(F) segment one-syllable spoken words into individual phonemes, clearly producing beginning, medial, and final sounds.	10.14

ASSESSMENT

District Checklist	Every nine weeks