Bluff Dale ISD

Kindergarten ELAR

Syllabus with Scope & Sequence

2025-2026

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Conference Period: 11:30-12:0

In Kindergarten English Language Arts and Reading (ELAR), students begin the exciting journey of learning how to read, write, speak, listen, and think critically. Guided by the **Texas Essential Knowledge and Skills (TEKS)**, students will explore print, language, and stories in meaningful and developmentally appropriate ways. Emphasis is placed on building a foundation in phonological awareness, alphabet knowledge, comprehension, and oral expression.

What Parents Can Do to Support Learning:

- Read aloud every day—picture books, poems, signs, and labels.
- Play with rhyming words, syllables, and sounds.
- Help your child identify letters and sounds in the environment.
- Encourage drawing and early writing (even if it's "invented spelling").
- Ask your child to retell stories in their own words.

Why This is Important:

Kindergarten lays the groundwork for all future reading and writing success. Children begin to connect spoken and written words, express themselves, and understand how stories and information are shared. By supporting these early experiences, we nurture confident, capable readers and writers.

Units of Study

(Aligned with TCMPC Unit Titles & Kindergarten TEKS)

First Semester

1st Six Weeks

Unit 01: Ready, Set, Go! Discovering Print and Language in the World Around Us

Estimated Instructional Days- 10

Overview

This unit bundles student expectations that address foundational skills necessary for communication. An emphasis is placed on oral language development, including listening and speaking skills as well as the importance of noticing the print in our environment. These skills are critical to comprehension and vocabulary acquisition. The purpose of this unit is to establish rituals and routines that will lead to building a classroom community that values literacy.

During this Unit / Module

In Collaboration/Oral Language, students begin to communicate with their peers and others by listening actively, asking and answering questions, working with partners and small groups as well as participating in whole class discussion, and developing appropriate social communication skills.

In Reading, students learn that we must understand what we read and hear. Students provide oral and pictorial responses to show their understanding of a text or other types of messages. Additionally, print awareness is also introduced and reinforced during this unit, including looking at environmental print found around us and understanding book parts, the appropriate way to hold a book, and directionality.

In Writing, students engage in the process of planning pieces of work through class discussions, develop drafts in oral or pictorial form, and share their works with an audience/partner.

In Word Study, students learn to identify and use words that name locations. Additionally, students learn to identify their first name. This helps students discover print by forming their name, counting the letters of their name, and practice identifying letters and sounds through different modalities (e.g., magnetic letters, clay, letter tiles, etc.). New vocabulary is taught and practiced supporting their understanding and enhancing language development.

Unit 01: Ready, Set, Go! Discovering Print and Language in the World Around Us

- Recognize that print carries meaning
- Explore environmental print and concepts of print (K.1, K.2)
- Begin building oral language and classroom routines
- Use pictures and simple texts to discuss meaning

Unit 02: Understanding What We Read and Write: Connecting to the Text

Estimated Instructional Days- 15

This unit bundles student expectations that address phonological and print awareness skills. These skills are necessary to develop a solid foundation that is critical for decoding, encoding, and reading comprehension. This unit also includes student expectations that address comprehension skills with a focus on making connections. Readers (and listeners) activate and use their background knowledge to connect what they are reading (or hearing) to what they know. These connections can improve understanding.

Unit 02: Understanding What We Read and Write – Connecting to the Text

- Make personal connections to stories and texts (K.6E)
- Identify the topic and author's purpose (K.6A, K.6B)
- Engage with both fiction and nonfiction

- Use illustrations to support understanding (K.6D)

2nd Six Weeks

Estimated Instructional Days- 12

Unit 03: Understanding What We Read and Write: Asking and Answering Questions

This unit bundles student expectations that address foundational comprehension skills with a focus on asking questions. Readers (and listeners) naturally ask questions for many reasons. This includes but is not limited to clarifying meaning, wondering or speculating, and/or finding specific information. Questioning occurs before, during, and after reading/listening. As questions are formed, readers/listeners search for clues and text evidence to help answer their questions. Asking questions helps readers/listeners monitor their comprehension of text while improving understanding.

Unit 03: Understanding What We Read and Write – Asking and Answering Questions

- Ask and answer questions about text (K.6C)
- Use text evidence and pictures to support responses
- Begin developing comprehension through conversation and drawing

Unit 04: Understanding What We Read and Write: Painting a Picture in Our Minds

Estimated Instructional Days- 8

This unit bundles student expectations that continue to refine beginning literacy skills in listening, speaking, reading, writing, and collaboration. The emphasis of this unit is on creating visual images to make meaning from text. Readers (and listeners) use the words written (or spoken) by an author to help them visualize and create pictures in their mind. Each image is unique to the reader depending on what parts they connect to and what background knowledge they bring to the text. These images can also change as the reader is presented with new information. Creating mental images engages the reader and improves comprehension.

Unit 04: Understanding What We Read and Write – Painting a Picture in Our Minds

- Make mental images while listening to stories (K.6F)
- Draw or act out visualizations
- Use sensory details to describe story elements

3rd Six Weeks

Unit 05: Understanding What We Read and Write: Reading Between the Lines

Estimated Instructional Days- 12

This unit bundles student expectations that address foundational comprehension skills with a focus on making inferences particularly making predictions. Inferring is at the center of constructing meaning and connecting with a text. Inferences are supported by written text, visual images, spoken words, or even nonverbal language. In this process (inferring), the reader (or listener) combines newly acquired information with their background knowledge, experiences, and beliefs to form an interpretation that goes beyond the literal meaning of the text. It is often called "reading between the lines." Inferring allows the reader to deepen their understanding of text and to create new background knowledge.

Unit 05: Understanding What We Read and Write – Reading Between the Lines

- Make inferences using illustrations and prior knowledge (K.6G)
- Discuss character feelings and motivations
- Predict what may happen next based on clues

Unit 06: Understanding What We Read and Write: Determining Importance and Synthesizing

Estimated Instructional Days- 12

This unit bundles student expectations that continue to expand students' repertoire of comprehension strategies with an emphasis on evaluating details to determine their importance and on synthesizing ideas and details within and across texts.

Many times authors include several ideas and details to convey their message. It is up to the reader to determine what details are important in the text. Sometimes an author may give clues to what is important by using particular words that grab the attention of the reader. Evaluating details for their importance helps the reader engage with the text and take away a better understanding of what has been read.

Synthesizing is like putting together a jigsaw puzzle. Readers collect different pieces of information and connect them to form a new idea, perspective, or insight. These ideas can be molded and changed as new information is added. Many times synthesis requires a blend of comprehension strategies used by readers.

Synthesizing not only leads to deep understanding of the text, but helps readers expand their knowledge and views of the world around them.

Unit 06: Understanding What We Read and Write – Determining Importance and Synthesizing

- Identify important details in text (K.6H)
- Retell beginning, middle, and end (K.7A)
- Talk about what was learned and how it connects to what we know

Semester 2

4th Six Weeks

Unit 07A: Understanding Literary Elements in Fiction, Including Drama
Estimated Instructional Days- 15

This unit bundles student expectations that address the genre characteristics, structure, and purpose of fictional text, including drama. This genre represents narratives, or stories, that include literary elements. Literary elements are the basic parts of a story including plot, character(s), setting, theme, etc. Authors create their stories around these elements. Readers rely on this predictable structure in order to help them understand any work of fiction. Readers examine literary elements in order to deepen understanding of the text and to improve their own craft. Readers read fiction for the enjoyment of learning about and making connections with new and different people, places, and ideas. Drama is usually written as fiction and comprises all the literary elements, including specific character parts with an emphasis on dialogue as well as a clearly defined setting(s).

Unit 07A: Understanding Literary Elements in Fiction, Including Drama

- Identify characters, setting, and plot (K.8A)
- Explore conflict and resolution in simple texts
- Engage in dramatic play and reader's theater (K.8C)

Unit 07B: Understanding Traditional Literature
Estimated Instructional Days- 10

This unit bundles student expectations that address analyzing and writing fictional texts with an emphasis on traditional literature such as folktales, fables, fairy tales, and nursery rhymes. These types of stories and rhymes generally have originated within a particular culture and were most likely to have been told orally over generations. The stories include the most basic literary

elements of theme, plot, setting, and characterization. However, each one has unique characteristics that make them distinguishable. Most traditional stories are easily relatable and have universal messages that everyone can understand and value.

Unit 07B: Understanding Traditional Literature

- Listen to and discuss fairy tales, folktales, and fables (K.8B)
- Identify lessons or morals from stories
- Compare story elements across tales

5th Six Weeks

Unit 08A: Understanding Elements of Informational Text

Estimated Instructional Days- 15

This unit bundles student expectations related to examining and writing informational texts, including procedural texts. Readers read a variety of informational texts in daily life, including digital and multimodal texts, to learn about and deepen their understanding of specific topics and areas of interest. Authors of informational texts use a variety of structures and strategies to provide content that informs, explains, and/or describes a topic.

Unit 08A: Understanding Elements of Informational Text

- Identify the features of informational text: titles, photos, labels (K.9A)
- Distinguish between fiction and nonfiction
- Ask and answer questions about facts

Unit 08B: Investigating for Information

Estimated Instructional Days- 10

This unit bundles student expectations that emphasize inquiry and research. Everyone, including students, has a natural instinct and ability to “wonder” about topics and ideas that are important to their lives. Sometimes the research is pertinent and necessary to address certain problems or

issues that need to be solved in our lives. At other times, the research may just be a matter of interest. Whatever the reason, effective research includes generating questions for inquiry on a specific topic, using relevant sources, and gathering pertinent information.

Unit 08B: Investigating for Information

- Participate in shared research (K.11)
- Gather information from texts, illustrations, and technology
- Record learning through pictures and simple writing

6th Six Weeks

Unit 09: The Poet in Me

Estimated Instructional Days- 10

This unit bundles student expectations that address the structure and characteristics of poetry. This genre of literary text places a special emphasis on distinctive style and rhythm to express feelings and ideas, to create imagery, and/or to expand and deepen readers' understandings. Most poems include literary and poetic elements and devices such as imagery, figurative language, and sound devices. Poets carefully select words not only for meaning and function, but also for their sound. Poets also make distinct choices about layout which impacts the way a reader may read and interpret the poem. Often, readers need to go beyond a literal interpretation of the text to truly understand the meaning behind the poem. Readers read and experience poetry as an art form to connect to the world around them.

Unit 09: The Poet in Me

- Listen to and respond to poetry (K.10)
- Recognize rhyme, rhythm, and repetition
- Create simple class or individual poems using sound and imagery

Unit 10: Can You Convince Me?
Estimated Instructional Days- 10

This unit bundles student expectations that address the characteristics of persuasive text. Persuasive text is all around us, including commercials, print advertisements, opinion editorials, book/movie reviews, speeches, etc. Readers (and listeners) need to be able to recognize the techniques authors use to convince their audience of a certain opinion or position. Authors may try to appeal to an audience's emotions by using words or images that create strong feelings. Authors may also present logical reasons for their position while possibly not presenting alternative reasoning. Authors may also refer to experts or sources that seem credible to convince their audience. Readers may read persuasive text to find evidence that supports their own opinions or to seek multiple perspectives on a particular topic or issue.

Unit 10: Can You Convince Me?

- Identify author's opinion in simple persuasive texts (K.9B)
- Share opinions using sentence frames ("I think…because…")
- Begin writing/drawing to express and support a point of view

Unit 11: The Big Picture: What It All Means to Me
Estimated Instructional Days- 10

This unit bundles student expectations that address developing literacy skills that have been taught throughout the year. Literacy goes beyond the act of reading, writing, listening, and speaking. It also includes being reflective about the successes and challenges that occur during communication. Listeners may ask, "Did I truly listen?" or a writer may ask, "Did I deliver my message effectively?" Literacy also encompasses being able to identify preferences and setting goals for growth. A reader may determine that they prefer to read a particular author or a speaker may set a goal to work on the rate at which they talk. Being able to reflect on literacy experiences is critical to becoming effective communicators.