



Teacher Learning Report: Kindergarten ELAR

Word Study

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking

K.2 Beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.

K.3 Vocabulary. The student uses newly acquired vocabulary expressively

Application	Instructional Focus	Unit	CHECKPOINT		
			1	2	3
Beginning Reading and Writing					
K.2 demonstrate and apply phonetic knowledge while reading and spelling	K.2(A) (i) identifying and producing rhyming words				
	K.2(A) (ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound				
	K.2(A) (iii) identifying the individual words in a spoken sentence				
	K.2(A) (iv) identifying syllables in spoken words				
	K.2(A) (v) blending syllables to form multisyllabic words				
	K.2(A) (vi) segmenting multisyllabic words into syllables				
	K.2(A) (vii) blending spoken onsets and rimes to form simple words				
	K.2(A) (viii) blending spoken phonemes to form one-syllable words				
	K.2(A) (ix) manipulating syllables within a multisyllabic word				
	K.2(A) (x) segmenting spoken one-syllable words into individual phonemes				
	K.2(B) (i) identifying and matching the common sounds that letters represent				
	K.2(B) (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words				
	K.2(B) (iii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap				
	K.2(B) (iv) identifying and reading at least 25 high-frequency words from a research-based list				
	K.2(D) (i) identifying the front cover, back cover, and title page of a book				
	K.2(D) (ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep				
	K.2(D) (iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries				
	K.2(D) (iv) recognizing the difference between a letter and a printed word				
	K.2(D) (v) identifying all uppercase and lowercase letters				



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Application		Instructional Focus				1	2	3
		Vocabulary						
K.3 use skills to support strategies for determining the meaning of unknown words while reading	K.3(A)	use a resource such as a picture dictionary or digital resource to find words						
	K.3(B)*	use illustrations and texts the student is able to read or hear to learn or clarify word meanings				Data included in "Tools to Know: Reading Process"		
	K.3(C)*	identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations						

Shared Reading

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking

K.3 Vocabulary. The student uses newly acquired vocabulary expressively.

Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts

K.5 Comprehension. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.

Application	Instructional Focus	Unit	CHECKPOINT		
			1	2	3
Tools to Know: Reading Process Ⓢ					
K.3 use skills to support strategies for determining the meaning of unknown words while reading	K.3(B)*	use illustrations and texts the student is able to read or hear to learn or clarify word meanings			
	K.5(A)	establish purpose for reading assigned and self-selected texts with adult assistance			
	K.5(B)*	generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance			
K.5 use the reading process to develop and deepen comprehension of increasingly complex texts	K.5(C)	make and confirm predictions using text features and structures with adult assistance			
	K.5(D)	create mental images to deepen understanding with adult assistance			
	K.5(I)	monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance			

Application	Instructional Focus	Unit	CHECKPOINT		
			1	2	3
Tools to Know: Comprehension Ⓢ					
K.5 use the reading process to	K.5(E)	make connections to personal experiences, ideas in other texts, and society with adult assistance			



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develop and deepen comprehension of increasingly complex texts	K.5(F)*	make inferences and use evidence to support understanding with adult assistance				
	K.5(G)	evaluate details to determine what is most important with adult assistance				
	K.5(H)	synthesize information to create new understanding with adult assistance				

Shared Reading (continued)

Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts

K.7 Literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.

K.8 Genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.

K.9 Author's purpose.

Application	Instructional Focus	Unit	CHECKPOINT		
			1	2	3
Ways to Show: Thinking about the Meaning					
K.7/K.8/K.9 comprehend the author's purpose and meaning in texts to include multiple genres; describe literary elements	Genre Characteristics				
	K.8(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes (<i>Fiction</i>)				
	K.8(B)* discuss rhyme and rhythm in nursery rhymes and a variety of poems (<i>Poetry</i>)				
	K.8(C) discuss main characters in drama (<i>Drama</i>)				
	K.8(D) (ii)* [recognize characteristics and structures of informational text, including] titles and simple graphics to gain information (<i>Informational</i>)				
	K.8(D) (iii) [recognize characteristics and structures of informational text, including] the steps in a sequence with adult assistance (<i>Informational</i>)				
	K.8(E) recognize characteristics of persuasive text with adult assistance ... (<i>Argumentative</i>)				
	K.8(F) recognize characteristics of multimodal and digital texts (<i>Multimodal/Digital</i>)				
	Overall Meaning				
	K.7(A)* discuss topics and determine the basic theme using text evidence with adult assistance				
K.8(D) (i)* [recognize characteristics and structures of informational text, including] the central idea and supporting evidence with adult assistance					



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	K.8(E)	[recognize characteristics of persuasive text with adult assistance and] state what the author is trying to persuade the reader to think or do					
	K.9(A)*	discuss with adult assistance the author's purpose for writing text					
	Analysis for Deeper Meaning						
	K.7(B)*	identify and describe the main character(s)					
	K.7(C)*	describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance					
	K.7(D)	describe the setting					

Shared Reading (continued)

K.9 Author's purpose and craft. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.

Application	Instructional Focus	Unit	CHECKPOINT		
			1	2	3
Author's Craft: Thinking about the Writing					
K.9 discuss with adult assistance the authors' choices and how they influence meaning; apply author's craft purposefully in writing (dictation) and speaking	Point of View				
	K.9(E) listen to and experience first- and third-person texts				
	Structure				
	K.9(B) discuss with adult assistance how the use of text structure contributes to the author's purpose				
	K.9(C)* discuss with adult assistance the author's use of print and graphic features to achieve specific purposes				
Language					
K.9(D)* discuss with adult assistance how the author uses words that help the reader visualize					



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Responding to Text (applied to Shared Reading)

K.6 **Response skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.

Application	Instructional Focus	Unit	CHECKPOINT		
			1	2	3
Ways to Show (Response Skills)					
K.6 respond to an increasingly challenging variety of sources that are read, heard, or viewed	K.6(A) describe personal connections to a variety of sources				
	K.6(B) provide an oral, pictorial, or written response to a text				
	K.6(C)* use text evidence to support an appropriate response				
	K.6(D) retell texts in ways that maintain meaning				
	K.6(E) interact with sources in meaningful ways such as illustrating or writing				
	K.6(F) respond using newly acquired vocabulary as appropriate				



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Composition	Unit	CHECKPOINT		
		1	2	3
Composition: listening, speaking, reading, writing, and thinking using multiple texts K.10 Writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. K.11 Genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful.				

Tools to Know (Writing Process) ⓘ			
K.10(B)	develop drafts in oral, pictorial, or written form by organizing ideas	Included in scoring rubric to determine score code	
K.10(C)	revise drafts by adding details in pictures or words		
K.10(D)	edit drafts with adult assistance using standard English conventions		

Application	Unit	CHECKPOINT		
		1	2	3
K.11(A)	dictate or compose literary texts, including personal narratives			
K.11(B)	dictate or compose informational texts			

Revision	Unit	CHECKPOINT		
		1	2	3
Composition: listening, speaking, reading, writing, and thinking using multiple texts K.10 Writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. K.11 Genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful.				

Application	Tools to Know (Writing Process) ⓘ	Unit	CHECKPOINT		
			1	2	3
K.11(A) dictate or compose literary texts , including personal narratives	K.10(B) develop drafts in oral, pictorial, or written form by organizing ideas				
K.11(B) dictate or compose informational texts	K.10(C) revise drafts by adding details in pictures or words				



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Editing	Unit	CHECKPOINT		
		1	2	3
<p>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking</p> <p>K.2 Beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.</p> <p>Composition: listening, speaking, reading, writing, and thinking using multiple texts</p> <p>K.10 Writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.</p> <p>K.11 Genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful.</p>				

Application	Instructional Focus: Encoding (Writing)	Unit	CHECKPOINT		
			1	2	3
K.2 demonstrate and apply phonetic knowledge while reading and spelling	K.2(C) (i) [demonstrate and apply spelling knowledge by:] spelling words with VC, CVC, and CCVC				
	K.2(C) (ii) [demonstrate and apply spelling knowledge by:] spelling words using sound-spelling patterns				
	K.2(C) (iii) [demonstrate and apply spelling knowledge by:] spelling high-frequency words from a research-based list				

Application	Tools to Know (Writing Process) Ⓢ	Unit	CHECKPOINT		
			1	2	3
K.11(A) dictate or compose literary texts , including personal narratives K.11(B) dictate or compose informational texts as thank you notes or letters	K.10(B) develop drafts in oral, pictorial, or written form by organizing ideas		Data included in "Revision"		
	K.10(D) (i) [edit drafts with adult assistance using standard English conventions, including] complete sentences				
	K.10(D) (ii) [edit drafts with adult assistance using standard English conventions, including] verbs				
	K.10(D) (iii) [edit drafts with adult assistance using standard English conventions, including] singular and plural nouns				
	K.10(D) (iv) [edit drafts with adult assistance using standard English conventions, including] adjectives, including articles				
	K.10(D) (v) [edit drafts with adult assistance using standard English conventions, including] prepositions				
	K.10(D) (vi) [edit drafts with adult assistance using standard English conventions, including] pronouns, including subjective, objective, and possessive cases				
K.10(D) (vii) [edit drafts with adult assistance using standard English conventions, including] capitalization of the first letter in a sentence and name					



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	K.10(D) (viii) [edit drafts with adult assistance using standard English conventions, including] punctuation marks at the end of declarative sentences				
	K.10(D) (ix) [edit drafts with adult assistance using standard English conventions, including] correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words				

Handwriting

1. [Hold a pencil correctly](#)
2. Write first and last name with appropriate upper case and lower case letters
3. [Write upper and lower case letters using the correct form/stroke pattern](#)
4. Write numerals 0-9

Social Studies Connections

Integrating Social Studies with Reading and Writing

Holidays: Informational Text Connections

- K.1(A) identify national patriotic holidays such as Constitution Day, Presidents' Day, Veterans Day, and Independence Day
- K.1(B) identify customs associated with national patriotic holidays such as parades and fireworks on Independence Day

Historical Figures: Informational Text Connections

- K.2(A) identify contributions of historical figures, including Stephen F. Austin, George Washington, Christopher Columbus, and José Antonio Navarro, who helped to shape the state and nation

Culture: Personal Narrative Writing Connections

- K.11(A) describe and explain the importance of family traditions
- K.10(A) identify similarities and differences among individuals such as kinship and religion
- K.11(B) compare traditions among families

Research Project

Spring: Complete the research project through a shared reading/writing experience.
-Students and teacher will identify a question on a given topic from Social Studies



CATHOLIC SCHOOLS

— ARCHDIOCESE OF SAN ANTONIO —

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- Students and teacher will work together to locate answers to the question using text, digital and primary sources.
- Students and teacher will create a shared writing product to report their research.
- Students will respond with pictures to support the shared writing product.

Religion Connections

Integrating Catholic Identity with Reading and Writing

Virtues in Practice

Journal entries relating to saints of the month.

Writing prompts in relation to the virtues for the month.

Oral language skills through presentations and discussion.

Synthesizing information as students make connections to their daily life, other characters they meet in literature, and members of their school/parish community.

Research Project

Fall: Complete the research project through a shared reading/writing experience.

-Students and teacher will identify a question on a given topic.

example: Select a saint from the Virtues in Practice program and formulate a question

-Students and teacher will work together to locate answers to the question using text, digital and primary sources.

-Students and teacher will create a shared writing product to report their research.

-Students will respond with pictures to support the shared writing product.



Teacher Learning Report Kindergarten Math

>> Representation and Comparison of Whole Numbers	Unit	CHECKPOINT		
		1	2	3
<p>K.2 Number and operations. The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system.</p> <p style="text-align: right;"><i>Connected Knowledge and Skills K.5</i></p>				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
<p>K.1(A) apply math in everyday situations ☉</p> <p>K.1(B) use problem-solving models ☉ <i>connected K.1(C)</i></p>				

Content	Unit	CHECKPOINT		
		1	2	3
Representation of Whole Numbers				
K.2(B)* read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures				
K.2(I) compose and decompose numbers up to 10 with objects and pictures ☉				
K.2(C) count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order				
K.2(D) recognize instantly the quantity of a small group of objects in organized and random arrangements				
K.5(A) recite numbers up to at least 100 by ones and tens beginning with any given number				
Comparison of Whole Numbers				
K.2(H)* use comparative language to describe two numbers up to 20 presented as written numerals ☉				
K.2(A) count forward and backward to at least 20 with and without objects				
K.2(E) generate a set using concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20				
K.2(F) generate a number that is one more than or one less than another number up to at least 20				
K.2(G) compare sets of objects up to at least 20 in each set using comparative language				



Teacher Learning Report Kindergarten Math

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
K.1(E) create representations K.1(F) analyze information ⓘ <i>connected K.1(D), K.1(G)</i>				

>> TEKS clusters typically requiring additional time and focus in the curriculum



Teacher Learning Report Kindergarten Math

>> Addition and Subtraction of Whole Numbers	Unit	CHECKPOINT		
		1	2	3
K.3 Number and operations. The student applies mathematical process standards to develop an understanding of addition and subtraction situations in order to solve problems.				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
K.1(A) apply math in everyday situations ☉				
K.1(B) use problem-solving models ☉ <i>connected K.1(C)</i>				

Content	Unit	CHECKPOINT		
		1	2	3
Addition and Subtraction of Whole Numbers				
K.3(B)* solve word problems using objects and drawings to find sums up to 10 and differences within 10 ☉				
K.3(A)* model the action of joining to represent addition and the action of separating to represent subtraction				
K.3(C)* explain the strategies used to solve problems involving adding and subtracting within 10 using spoken words, concrete and pictorial models, and number sentences				

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
K.1(E) create representations				
K.1(F) analyze information ☉ <i>connected K.1(D), K.1(G)</i>				

>> TEKS clusters typically requiring additional time and focus in the curriculum



Teacher Learning Report Kindergarten Math

>> Geometry	Unit	CHECKPOINT		
		1	2	3
K.6 Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties.				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
K.1(A) apply math in everyday situations ☉				
K.1(B) use problem-solving models ☉ <i>connected K.1(C)</i>				

Content	Unit	CHECKPOINT		
		1	2	3
Two-Dimensional				
K.6(E)* classify and sort a variety of regular and irregular two- and three-dimensional figures regardless of orientation or size ☉				
K.6(A) identify two-dimensional shapes, including circles, triangles, rectangles, and squares as special rectangles				
K.6(D) identify attributes of two-dimensional shapes using informal and formal geometric language interchangeably ☉				
K.6(F) create two-dimensional shapes using a variety of materials and drawings				

Three-Dimensional				
K.6(E)* classify and sort a variety of regular and irregular two- and three-dimensional figures regardless of orientation or size ☉				
K.6(B)* identify three-dimensional solids, including cylinders, cones, spheres, and cubes, in the real world				
K.6(C) identify two-dimensional components of three-dimensional objects				

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
K.1(E) create representations				
K.1(F) analyze information ☉ <i>connected K.1(D), K.1(G)</i>				

>> TEKS clusters typically requiring additional time and focus in the curriculum



Teacher Learning Report Kindergarten Math

Measurement	Unit	CHECKPOINT		
		1	2	3
K.7 Geometry and measurement. The student applies mathematical process standards to directly compare measurable attributes.				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
K.1(A) apply math in everyday situations ☉ K.1(B) use problem-solving models ☉ <i>connected K.1(C)</i>				

Content	Unit	CHECKPOINT		
		1	2	3
Measurement				
K.7(B) compare two objects with a common measurable attribute to see which object has more of/less of the attribute and describe the difference				
K.7(A) give an example of a measurable attribute of a given object, including length, capacity, and weight				



Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
K.1(E) create representations K.1(F) analyze information ☉ <i>connected K.1(D), K.1(G)</i>				



Teacher Learning Report Kindergarten Math

Data Analysis	Unit	CHECKPOINT		
		1	2	3
K.8 Data analysis. The student applies mathematical process standards to organize data to make it useful for interpreting information.				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
K.1(A) apply math in everyday situations ☉ K.1(B) use problem-solving models ☉ <i>connected K.1(C)</i>				

Content	Unit	CHECKPOINT		
		1	2	3
Representation of Data				
K.8(B)* use data to create real-object and picture graphs				
K.8(A) collect, sort, and organize data into two or three categories				
 Social Studies Integration K.13(A) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance				
Interpretation of Data				
K.8(C)* draw conclusions from real-object and picture graphs ☉				
 Social Studies Integration K.14(D) create and interpret visuals, including pictures and maps				


Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
K.1(E) create representations K.1(F) analyze information ☉ <i>connected K.1(D), K.1(G)</i>				



Teacher Learning Report Kindergarten Math

Personal Financial Literacy	Unit	CHECKPOINT		
		1	2	3
K.4 Number and operations. The student applies mathematical process standards to identify coins in order to recognize the need for monetary transactions.				
K.9 Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security.				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
K.1(A) apply math in everyday situations ☉				
K.1(B) use problem-solving models ☉ <i>connected K.1(C)</i>				

Content	Unit	CHECKPOINT		
		1	2	3
Money				
K.4(A) identify U.S. coins by name, including pennies, nickels, dimes, and quarters				
Needs and Income				
K.9(A) identify ways to earn income				
K.9(B) differentiate between money received as income and money received as gifts				
K.9(C) list simple skills required for jobs				
K.9(D) distinguish between wants and needs and identify income as a source to meet one's wants and needs				
 Social Studies Integration				
K.5(A) identify basic human needs of food, clothing, and shelter				
K.6(A) identify jobs in the home, school, and community				
K.5(B) explain the difference between needs and wants				
K.5(C) explain how basic human needs and wants can be met				
K.6(B) explain why people have jobs				

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
K.1(E) create representations				
K.1(F) analyze information ☉ <i>connected K.1(D), K.1(G)</i>				



Teacher Learning Report Kindergarten Math

PROCESS STANDARDS: MATHEMATICAL PROCESS STANDARDS		Unit	CHECKPOINT		
			1	2	3
K.1	The student uses mathematical processes to acquire and demonstrate mathematical understanding.				

TOOLS TO KNOW		Unit	CHECKPOINT		
			1	2	3
K.1(A)	apply mathematics to problems arising in everyday life, society, and the workplace ☉				
K.1(B)	use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution ☉				
K.1(C)	select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems				

WAYS TO SHOW		Unit	CHECKPOINT		
			1	2	3
K.1(D)	communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate				
K.1(E)	create and use representations to organize, record, and communicate mathematical ideas				
K.1(F)	analyze mathematical relationships to connect and communicate mathematical ideas ☉				
K.1(G)	display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication				



Teacher Learning Report Kindergarten Science

Properties and Patterns of Objects	Unit	CHECKPOINT		
		1	2	3
K.5 Matter and energy. The student knows that objects have properties and patterns.				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
K.2(B) plan and conduct descriptive investigations ☉ K.4(A) collect information using tools ☉ <i>connected K.1(A), K.1(B), K.2(A), K.3(A), K.4(B)</i>				

Content	Unit	CHECKPOINT		
		1	2	3
Properties of Matter				
K.5(A) observe and record properties of objects, including bigger or smaller, heavier or lighter, shape, color, and texture ☉				
K.5(B) observe, record, and discuss how materials can be changed by heating or cooling ☉				

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
K.2(D) record and organize data and observations ☉ K.2(E) communicate observations about investigations <i>connected K.2(C), K.3(B), K.3(C)</i>				



Teacher Learning Report Kindergarten Science

>> Force, Motion, and Energy	Unit	CHECKPOINT		
		1	2	3
K.6 Force, motion, and energy. The student knows that energy, force, and motion are related and are a part of their everyday life.				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
K.2(B) plan and conduct descriptive investigations ☉ K.4(A) collect information using tools ☉ K.4(B) use the senses as a tool of observation <i>connected K.1(A), K.1(B), K.2(A), K.3(A)</i>				

Content	Unit	CHECKPOINT		
		1	2	3
Forms of Energy				
K.6(A) use the senses to explore different forms of energy such as light, thermal, and sound				
Magnets				
K.6(B) explore interactions between magnets and various materials				
Location				
K.6(C) observe and describe the location of an object in relation to another such as above, below, behind, in front of, and beside				
Motion				
K.6(D) observe and describe the ways that objects can move such as in a straight line, zigzag, up and down, back and forth, round and round, and fast and slow ☉				

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
K.2(D) record and organize data and observations ☉ K.2(E) communicate observations about investigations <i>connected K.2(C), K.3(B), K.3(C)</i>				


>> TEKS clusters typically requiring additional time and focus in the curriculum



Teacher Learning Report Kindergarten Science

Earth's Materials	Unit	CHECKPOINT		
		1	2	3
K.7 Earth and space. The student knows that the natural world includes earth materials.				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
K.1(B) demonstrate how to use, conserve, and dispose of natural resources and materials K.2(B) plan and conduct descriptive investigations ③ K.4(A) collect information using tools ③ <i>connected K.1(A), K.2(A), K.3(A), K.4(B)</i>				

Content	Unit	CHECKPOINT		
		1	2	3
Rocks				
K.7(A) observe, describe, and sort rocks by size, shape, color, and texture ③				
Water				
K.7(B) observe and describe physical properties of natural sources of water, including color and clarity				
Uses of Rocks, Soil, and Water				
K.7(C) give examples of ways rocks, soil, and water are useful				
Physical Characteristics of Place				
 Social Studies Integration K.4(A) identify the physical characteristics of place such as landforms, bodies of water, Earth's resources, and weather				

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
K.2(D) record and organize data and observations ③ K.2(E) communicate observations about investigations <i>connected K.2(C), K.3(B), K.3(C)</i>				



Teacher Learning Report Kindergarten Science

>> Patterns in the Natural World	Unit	CHECKPOINT		
		1	2	3
K.8 Earth and space. The student knows that there are recognizable patterns in the natural world and among objects in the sky.				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
K.2(A) ask questions about observations				
K.4(B) use the senses as a tool of observation				
<i>connected K.1(A), K.1(B), K.2(B), K.3(A), K.4(A)</i>				

Content	Unit	CHECKPOINT		
		1	2	3
Objects in the Sky				
K.8(C) observe, describe, and illustrate objects in the sky such as the clouds, Moon, and stars, including the Sun ☉				

Patterns in Weather and Seasons	Unit	1	2	3
K.8(B) identify events that have repeating patterns, including seasons of the year and day and night				

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
K.2(D) record and organize data and observations ☉				
K.2(E) communicate observations about investigations				
K.3(B) make predictions				
<i>connected K.2(C), K.3(C)</i>				

>> TEKS clusters typically requiring additional time and focus in the curriculum



Teacher Learning Report Kindergarten Science

Basic Needs of Plants and Animals	Unit	CHECKPOINT		
		1	2	3
K.9 Organisms and environments. The student knows that plants and animals have basic needs and depend on the living and nonliving things around them for survival.				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
K.2(A) ask questions about observations				
K.2(B) plan and conduct descriptive investigations ⓘ <i>connected K.1(A), K.1(B), K.3(A), K.4(A), K.4(B)</i>				

Content	Unit	CHECKPOINT		
		1	2	3
Living and Nonliving Things				
K.9(B) examine evidence that living organisms have basic needs such as food, water, and shelter for animals and air, water, nutrients, sunlight, and space for plants ⓘ				
K.9(A) differentiate between living and nonliving things based upon whether they have basic needs and produce offspring				

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
K.2(D) record and organize data and observations ⓘ				
K.2(E) communicate observations about investigations <i>connected K.2(C), K.3(B), K.3(C)</i>				



Teacher Learning Report Kindergarten Science

>> Characteristics of Plants and Animals		Unit	CHECKPOINT		
			1	2	3
K.10	Organisms and environments. The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments.				

Process (Tools to Know)		Unit	CHECKPOINT		
			1	2	3
K.2(A)	ask questions about observations				
K.2(B)	plan and conduct descriptive investigations ☉				
K.4(B)	use the senses as a tool of observation				
<i>connected K.1(A), K.1(B), K.3(A), K.4(A)</i>					

Content		Unit	CHECKPOINT		
			1	2	3
Physical Characteristics of Plants and Animals					
K.10(B)	identify basic parts of plants and animals ☉				
K.10(A)	sort plants and animals into groups based on physical characteristics such as color, size, body covering, or leaf shape				
Inherited Traits					
K.10(C)	identify ways that young plants resemble the parent plant				
Life Cycles					
K.10(D)	observe changes that are part of a simple life cycle of a plant: seed, seedling, plant, flower, and fruit				

Process (Ways to Show)		Unit	CHECKPOINT		
			1	2	3
K.2(D)	record and organize data and observations ☉				
K.2(E)	communicate observations about investigations				
K.3(B)	make predictions				
<i>connected K.2(C), K.3(C)</i>					

>> TEKS clusters typically requiring additional time and focus in the curriculum



Teacher Learning Report Kindergarten Science

PROCESS STANDARDS: SCIENTIFIC INVESTIGATION AND REASONING		Unit	CHECKPOINT		
			1	2	3
K.1	The student conducts classroom and outdoor investigations following home and school safety procedures and uses environmentally appropriate and responsible practices.	Tools to Know			
K.2	The student develops abilities to ask questions and seek answers in classroom and outdoor investigations.				
K.3	The student knows that information and critical thinking are used in scientific problem solving.	Ways to Show			
K.4	The student uses age-appropriate tools and models to investigate the natural world.				

TOOLS TO KNOW		Unit	CHECKPOINT		
			1	2	3
K.1(A)	identify, discuss, and demonstrate safe and healthy practices as outlined in Texas Education Agency-approved safety standards during classroom and outdoor investigations, including wearing safety goggles or chemical splash goggles, as appropriate, washing hands, and using materials appropriately				
K.1(B)	demonstrate how to use, conserve, and dispose of natural resources and materials such as conserving water and reusing or recycling paper, plastic, and metal				
K.2(A)	ask questions about organisms, objects, and events observed in the natural world				
K.2(B)	plan and conduct simple descriptive investigations ☉				
K.4(A)	collect information using tools, including computing devices, hand lenses, primary balances, cups, bowls, magnets, collecting nets, and notebooks; timing devices; non-standard measuring items; weather instruments such as demonstration thermometers; and materials to support observations of habitats of organisms such as terrariums and aquariums ☉				
K.4(B)	use the senses as a tool of observation to identify properties and patterns of organisms, objects, and events in the environment				

WAYS TO SHOW		Unit	CHECKPOINT		
			1	2	3
K.2(C)	collect data and make observations using simple tools				
K.2(D)	record and organize data and observations using pictures, numbers, and words ☉				
K.2(E)	communicate observations about simple descriptive investigations				
K.3(A)	identify and explain a problem such as the impact of littering and propose a solution				



Teacher Learning Report Kindergarten Science

K.3(B) make predictions based on observable patterns in nature				
K.3(C) explore that scientists investigate different things in the natural world and use tools to help in their investigations				



Teacher Learning Report Kindergarten Social Studies

Exploring Places	Unit	CHECKPOINT		
		1	2	3
K.3 Geography. The student understands the concept of location.				
K.4 Geography. The student understands physical and human characteristics of place to better understand self, home, family, classroom, and the world around them.				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
K.13(A) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance <i>connected K.14(B)</i>				

Content	Unit	CHECKPOINT		
		1	2	3
Exploring Places				
K.3(A) use spatial terms, including over, under, near, far, left, and right, to describe relative location ③				
K.3(B) locate places on the school campus and describe their relative locations ③				
K.3(C) identify and use geographic tools that aid in determining location, including maps and globes				
K.4(B) identify how geographic location influences human characteristics of place such as shelter, clothing, food, and activities ③				

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
K.13(B) sequence and categorize information				
K.14(D) create and interpret visuals, including pictures and maps <i>connected K.14(A), K.14(C), K.15(A)</i>				



Teacher Learning Report Kindergarten Social Studies

Leaders and Rules	Unit	CHECKPOINT		
		1	2	3
K.7 Government. The student understands the purpose of rules.				
K.8 Government. The student understands the role of authority figures.				
<i>Connected Knowledge and Skills K.9</i>				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
K.13(A) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance				
<i>connected K.14(B)</i>				

Content	Unit	CHECKPOINT		
		1	2	3
Need for Rules				
K.7(A) identify purposes for having rules				
K.7(B) identify rules that provide order, security, and safety in the home and school				
K.9(C) use voting as a method for group decision making ☒				

Authority Figures	Unit	1	2	3
K.8(B) explain how authority figures enforce rules ☒				

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
K.13(B) sequence and categorize information				
K.14(D) create and interpret visuals, including pictures and maps				
<i>connected K.14(A), K.14(C), K.15(A)</i>				



Teacher Learning Report Kindergarten Social Studies

Flags and Symbols	Unit	CHECKPOINT		
		1	2	3
K.9 Citizenship. The student understands important symbols, customs, and responsibilities that represent American beliefs and principles and contribute to our national identity.				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
K.13(A) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance <i>connected K.14(B)</i>				

Content	Unit	CHECKPOINT		
		1	2	3
Flags and Symbols				
K.9(A) identify the United States flag and the Texas state flag				
K.9(B) recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag				

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
K.13(B) sequence and categorize information K.14(D) create and interpret visuals, including pictures and maps <i>connected K.14(A), K.14(C), K.15(A)</i>				



Teacher Learning Report Kindergarten Social Studies

Integrating Social Studies with Reading and Writing



Holidays, Historical Figures, and Culture

- K.1 History.** The student understands that holidays are celebrations of special events.
- K.2 History.** The student understands how historical figures helped shape the state and nation.
- K.10 Culture.** The student understands similarities and differences among individuals.
- K.11 Culture.** The student understands the importance of family traditions.

Unit	CHECKPOINT		
	1	2	3

Process (Tools to Know)

- K.13(A)** gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance

connected K.14(B)

Unit	CHECKPOINT		
	1	2	3

Content

Holidays: Informational Text Connections

- K.1(A)** identify national patriotic holidays such as Constitution Day, Presidents' Day, Veterans Day, and Independence Day
- K.1(B)** identify customs associated with national patriotic holidays such as parades and fireworks on Independence Day

Unit	CHECKPOINT		
	1	2	3

Historical Figures: Informational Text Connections

- K.2(A)** identify contributions of historical figures, including Stephen F. Austin, George Washington, Christopher Columbus, and José Antonio Navarro, who helped to shape the state and nation

Culture: Personal Narrative Writing Connections

- K.11(A)** describe and explain the importance of family traditions ☉
- K.10(A)** identify similarities and differences among individuals such as kinship and religion ☉
- K.11(B)** compare traditions among families ☉

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Process (Ways to Show)

- K.13(B)** sequence and categorize information
- K.14(A)** place events in chronological order
- K.14(D)** create and interpret visuals, including pictures and maps

connected K.14(C), K.15(A)

Unit	CHECKPOINT		
	1	2	3



Teacher Learning Report Kindergarten Social Studies

Research

Spring: Complete the research project through a shared reading/writing experience.

- Students and teacher will identify a question on a given topic from Social Studies
- Students and teacher will work together to locate answers to the question using text, digital and primary sources.
- Students and teacher will create a shared writing product to report their research.
- Students will respond with pictures to support the shared writing product.

Integrating Social Studies with Math

Data Analysis and Personal Financial Literacy

- K.5 Economics.** The student understands the difference between human needs and wants and how they are met.
- K.6 Economics.** The student understands the value of jobs.
- K.13 Social Studies skills.** The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology.
- K.14 Social Studies skills.** The student communicates in oral and visual forms.

Unit	CHECKPOINT		
	1	2	3

Process (Tools to Know)

- K.13(A)** gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance

connected K.14(B)

Unit	CHECKPOINT		
	1	2	3

Content

Data Analysis: Representation of Data

- K.13(A)** gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance

Unit	CHECKPOINT		
	1	2	3

Data Analysis: Interpretation of Data

- K.14(D)** create and interpret visuals, including pictures and maps

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Personal Financial Literacy: Needs and Income

- K.5(A)** identify basic human needs of food, clothing, and shelter ③

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Teacher Learning Report Kindergarten Social Studies

K.6(A)	identify jobs in the home, school, and community
K.5(B)	explain the difference between needs and wants ⑧
K.5(C)	explain how basic human needs and wants can be met ⑧
K.6(B)	explain why people have jobs ⑧

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
K.13(B) sequence and categorize information				
K.14(D) create and interpret visuals, including pictures and maps				
<i>connected K.14(A), K.14(C), K.15(A)</i>				



Teacher Learning Report Kindergarten Social Studies



Integrating Social Studies with Science

Earth's Materials

K.4 Geography. The student understands physical and human characteristics of place to better understand self, home, family, classroom, and the world around them.

Unit	CHECKPOINT		
	1	2	3

Process (Tools to Know)

K.13(A) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance

connected K.14(B)

Unit	CHECKPOINT		
	1	2	3

Content

Earth's Materials: Physical Characteristics of Place

K.4(A) identify the physical characteristics of place such as landforms, bodies of water, Earth's resources, and weather ☒

Unit	CHECKPOINT		
	1	2	3

Process (Ways to Show)

K.13(B) sequence and categorize information

K.14(D) create and interpret visuals, including pictures and maps

connected K.14(A), K.14(C), K.15(A)

Unit	CHECKPOINT		
	1	2	3



Teacher Learning Report Kindergarten Social Studies



Integrating Social Studies with Technology Applications

Technology

K.12 Science, technology, and society. The student understands ways technology is used in the home and school and how technology affects people's lives.

Unit	CHECKPOINT		
	1	2	3

Process (Tools to Know)

K.13(A) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance

connected K.14(B)

Unit	CHECKPOINT		
	1	2	3

Content

Technology

K.12(A) identify examples of technology used in the home and school ☒

K.12(B) describe how technology helps accomplish specific tasks and meet people's needs ☒

K.12(C) describe how his or her life might be different without modern technology ☒

Unit	CHECKPOINT		
	1	2	3

Process (Ways to Show)

K.13(B) sequence and categorize information

K.14(D) create and interpret visuals, including pictures and maps

connected K.14(A), K.14(C), K.15(A)

Unit	CHECKPOINT		
	1	2	3



Teacher Learning Report Kindergarten Social Studies

PROCESS STANDARDS: SOCIAL STUDIES SKILLS		Unit	CHECKPOINT		
			1	2	3
K.13	The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology.	Tools to Know			
K.14	The student communicates in oral and visual forms.				
K.15	The student uses problem-solving and decision-making skills, working independently and with others.	Ways to Show			

TOOLS TO KNOW		Unit	CHECKPOINT		
			1	2	3
Using and Evaluating Sources	K.13(A) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance				
Understanding Vocabulary and Terms	K.14(B) use social studies terminology related to time and chronology correctly, including before, after, next, first, last, yesterday, today, and tomorrow ☒				

WAYS TO SHOW		Unit	CHECKPOINT		
			1	2	3
Analyzing Information	K.13(B) sequence and categorize information				
	K.14(A) place events in chronological order				
Representing and Communicating Information	K.14(C) express ideas orally based on knowledge and experiences				
	K.14(D) create and interpret visuals, including pictures and maps				
Researching	K.15(A) use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution				



CATHOLIC SCHOOLS

— ARCHDIOCESE OF SAN ANTONIO —

Teacher Learning Report Kindergarten Social Studies