



Classroom Information & Syllabus for Helotes Kindergarten Teacher:

Paige Rodriguez

Jennifer Tracy

Teacher & Course Info:	
Teacher Contact Information	Paige Rodriguez, paige.rodriguez@nisd.net , Jennifer Tracy, jennifer.tracy@nisd.net 210-397-3800
Conference Period	1:05-1:50
Daily Schedule	7:45-8:00-K-Dog/ Morning Meeting/Class Meeting 8:00-8:25-Word Study - Phonemic Awareness / Phonics 8:25-9:25-Daily 5 Small Group and Reading 9:25-10:00-Writing/Handwriting 10:00-10:20-Recess 10:25-10:50-Science/Social Studies 10:50-11:20 Tracy Lunch 10:55-11:25 Rodriguez Lunch 11:25-11:35Math Wall 11:35-12:40-Math Whole Group/Small Group 12:40-1:00-Recess 1:05-1:50-Discovery 1:55-2:45-Centers/Snack 3:00-Dismissal
Course Overview & Content	Our grade-level instructional plan can be found at nisd.net/schools/catalogs . In addition, I will communicate information around our learning targets through [Provide specific information as to how you will share with parents what you are teaching e.g. weekly parent emails, monthly newsletters, etc.]
Grading & Progress:	

Grading Weights	E, S, N, and U are used for all areas based on the grade-level TEKS and assessments. Explanation of marking symbols: E=independently exhibits understanding beyond grade level expectations S= consistently exhibits mastery of grade level skill/concept N= exhibits skill with minimal guidance and increasing frequency U= exhibits skill with direct guidance/assistance
Redo/Retake Policy	Students will meet with the teacher in a small group or one-to-one to ensure mastery in skills that were not successfully mastered.
Make-up Work	If a student is out for more than 5 consecutive days, the teacher will meet with the parent to prepare make-up work for the student to complete.
Promotion Requirements	NISD Promotion Requirements
Measuring Progress	Student progress is monitored through a comprehensive and ongoing process that combines classroom performance, formal assessments, and continuous observation. Teachers evaluate students daily using assignments, classwork, and quizzes aligned to the Texas Essential Knowledge and Skills (TEKS), while also incorporating informal strategies such as small group instruction, observations, and quick checks for understanding. Additional information is gained through district screeners, unit assessments, student work samples, projects, and other methods of assessment.
Kindergarten	Kindergarten Addendum First Grading Cycle <u>Reading and Language Arts</u> Developing and sustaining foundational reading skills Develops oral language through listening, speaking, and discussion Listen actively and ask questions to understand information Restate and follow oral directions that involve a short, related sequence of actions Share information and ideas by speaking

audibly and clearly, using the conventions of language

Work collaboratively with others by following agreed-upon rules for discussion, including taking turns

Develop social communication, such as introducing himself/herself using common greetings and expressing needs and wants

Develops word structure knowledge

Demonstrate phonological awareness by

- identifying and producing rhyming words
- recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound
- identifying the individual words in a spoken sentence
- identifying syllables in spoken words
- blending syllables to form multisyllabic words
- segmenting multisyllabic words into syllables
- manipulating syllables within a multisyllabic word

Demonstrate and apply phonetic knowledge by

- identifying and matching the common sounds that letters represent
- using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words
- identifying and reading at least 25 high-frequency words from a research-based list

Demonstrate and apply spelling knowledge by

- spelling words with VC, CVC, CCVC
- spelling words using sound-spelling patterns

Demonstrate print awareness by

- identifying the front cover, back cover, and title page of a book
- holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right

with a return sweep
recognizing that sentences are comprised
of words separated by spaces and
recognizing word boundaries
recognizing the difference between a
letter and a printed word
identifying all uppercase and lowercase
letters

Develop handwriting by accurately forming all
uppercase and lowercase letters using
appropriate directionality

Uses newly acquired vocabulary expressively

Use illustrations and texts that the student
can read or hear to learn or clarify word
meanings

Identify and use words that name actions,
directions, positions, sequences, categories
such as colors, shapes, and textures, and
location

Reads grade-appropriate texts independently

Students should be able to read decodable
words that follow the phonics patterns
covered within this grading cycle. This
includes words in isolation and within
connected text (decodable texts).

Students should also be able to read
high-frequency words in isolation and within
connected texts (decodable texts) that have
been taught.

Comprehension Skills

**Uses metacognitive skills to comprehend text with
increasing depth and complexity**

Make connections to personal experiences,
ideas in other texts, and the larger community
with adult assistance

Monitor comprehension and make
adjustments such as re-reading, using
background knowledge, check for visual
cues, and asking questions when
understanding breaks down with adult
assistance

Composition Skills

**Uses the writing process recursively to compose multiple
texts that are legible and use appropriate conventions**

Plan by generating ideas for writing through

class discussions and drawings
Develop drafts in oral, pictorial, or written form by organizing ideas
Revise drafts by adding details in pictures or words
Edit drafts with adult assistance using standard English conventions, including
Capitalization of the first letter in a sentence and a name
Share writing

Uses genre characteristics and craft to compose multiple texts that are meaningful

BLANK

Mathematics

Understands mathematics concepts and skills

Number and Operations

Count forward and backward to at least 10 with and without objects
Read, write, and represent whole numbers from 0 to 10 with and without objects or pictures
Count a set of objects up to at least 10 and demonstrate that the last number said tells the number of objects in the set, regardless of their arrangement or order
Recognize instantly the quantity of a small group of objects in organized and random arrangements

Algebraic Reasoning

Recite numbers up to at least 30 by ones and tens beginning with any given numbers

Data Analysis

Collect, sort, and organize data into two or more categories

Science

Understands Science concepts and skills

Identify and record observable physical properties of objects, including shape, color, texture and material, and generate ways to classify objects
Describe the properties of objects in terms of relative size (scale) and relative quantity

Social Studies

Understands Social Studies concepts and skills

	Identify purposes for having rules Identify rules that provide order, security, and safety in the home and school Identify authority figures in the home, school, and community Explain how authority figures enforce rules Use voting as a method for group decision-making Use spatial terms, including over, under, near, far, left, and right, to describe relative location Identify and use geographic tools that aid in determining location, including maps locate places on the school campus and describe their relative locations Identify similarities and differences among individuals Identify national patriotic holidays, such as Constitution Day Identify customs associated with national patriotic holidays
Assessments:	
MAP Growth (Fall/Winter/Spring)	Fall Math MAP: September 8-11, 2026 Fall Reading MAP: September 14-18, 2026 Winter Math MAP: January 11-15, 2027 Winter Reading MAP: January 19-22, 2027 Spring Math MAP: May 3-7, 2027 Spring Reading MAP: May 10-14, 2027
STAAR Testing	N/A
TELPAS Testing	N/A
Early Childhood Assessments	Kindergarten Progress Monitoring (KPM)- Wave 1 - September 28- October 9, 2026 Wave 2 - February 1-12 2026 Wave 3 and Dyslexia Screener- April 19- 23, 2026

Unit Assessments	Students will take a district unit assessment at the end of each unit of instruction.
Student Support:	
Intervention	In our classroom, we are committed to the success of every student. If a student needs additional support in a specific skill or concept, they will have access to targeted intervention opportunities such as small-group instruction and computer-based interventions. These interventions are designed to close learning gaps and help students build confidence.
Enrichment	Enrichment opportunities are built into our curriculum to challenge students through higher-level thinking and deeper exploration of class topics. Our goal is to ensure every student remains engaged and continues to grow at their own individual pace.
Communication:	
Communication Method	Communication between home and school is vital for student success. I will communicate using ClassDojo.
Report Cards	Report Cards will be shared four times a year, following the end of each grading period.
Parent Conferences	We value the partnership between teachers and parents. Parents are offered the opportunity for at least two in-person conferences. We will send out a schedule to sign up for our first conference before the first grade cycle is over. We will send out a schedule to sign up for during the second semester.