

Main Criteria: Classroom Supplement Units Kindergarten
Secondary Criteria: Texas Essential Knowledge and Skills (TEKS)
Subject: Language Arts
Grade: K

Classroom Supplement Units Kindergarten

Pre-writing

Texas Essential Knowledge and Skills (TEKS)

Language Arts

Grade K - Adopted: 2010

TEKS	TX.110.11	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.1)	Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to:
GRADE LEVEL EXPECTATION	K.1 (A)	Recognize that spoken words can be represented by print for communication.
GRADE LEVEL EXPECTATION	K.1 (B)	Identify upper- and lower-case letters.
GRADE LEVEL EXPECTATION	K.1 (C)	Demonstrate the one-to-one correspondence between a spoken word and a printed word in text.
GRADE LEVEL EXPECTATION	K.1 (D)	Recognize the difference between a letter and a printed word.
GRADE LEVEL EXPECTATION	K.1 (E)	Recognize that sentences are comprised of words separated by spaces and demonstrate the awareness of word boundaries (e.g., through kinesthetic or tactile actions such as clapping and jumping).
GRADE LEVEL EXPECTATION	K.1 (F)	Hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right.
TEKS	TX.110.11	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.2)	Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:
GRADE LEVEL EXPECTATION	K.2 (A)	Identify a sentence made up of a group of words.
GRADE LEVEL EXPECTATION	K.2 (B)	Identify syllables in spoken words.
GRADE LEVEL EXPECTATION	K.2 (C)	Orally generate rhymes in response to spoken words (e.g., "What rhymes with hat?").
GRADE LEVEL EXPECTATION	K.2 (D)	Distinguish orally presented rhyming pairs of words from non-rhyming pairs.
GRADE LEVEL EXPECTATION	K.2 (F)	Blend spoken onsets and rimes to form simple words (e.g., onset/c/ and rime/at/ make cat).
GRADE LEVEL EXPECTATION	K.2 (H)	Isolate the initial sound in one-syllable spoken words.
GRADE LEVEL EXPECTATION	K.2 (I)	Segment spoken one-syllable words into two to three phonemes (e.g., dog:/d/ . . /o/ . . /g/).
TEKS	TX.110.11	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.3)	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:
GRADE LEVEL EXPECTATION	K.3 (A)	Identify the common sounds that letters represent.
GRADE LEVEL EXPECTATION	K.3 (C)	Recognize that new words are created when letters are changed, added, or deleted.
GRADE LEVEL EXPECTATION	K.3 (D)	Identify and read at least 25 high-frequency words from a commonly used list.
TEKS	TX.110.11	English Language Arts and Reading, Kindergarten
STUDENT	(K.4)	Reading/Beginning Reading/Strategies. Students comprehend a variety of texts

EXPECTATION		drawing on useful strategies as needed. Students are expected to:
GRADE LEVEL EXPECTATION	K.4 (B)	Ask and respond to questions about texts read aloud.
TEKS	TX.110.11	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.5)	Reading/Vocabulary Development. Students understand new vocabulary and use it correctly when reading and writing. Students are expected to:
GRADE LEVEL EXPECTATION	K.5 (A)	Identify and use words that name actions, directions, positions, sequences, and locations.
TEKS	TX.110.11	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.6)	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:
GRADE LEVEL EXPECTATION	K.6 (A)	Identify elements of a story including setting, character, and key events.
TEKS	TX.110.11	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.8)	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:
GRADE LEVEL EXPECTATION	K.8 (B)	Describe characters in a story and the reasons for their actions.
TEKS	TX.110.11	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.9)	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.
TEKS	TX.110.11	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.10)	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:
GRADE LEVEL EXPECTATION	K.10 (A)	Identify the topic and details in expository text heard or read, referring to the words and/or illustrations.
TEKS	TX.110.11	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.13)	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:
GRADE LEVEL EXPECTATION	K.13 (A)	Plan a first draft by generating ideas for writing through class discussion.
TEKS	TX.110.11	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.16)	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:
GRADE LEVEL EXPECTATION	K.16 (A)	Understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance):
INDICATOR	K.16 (A) (i)	Past and future tenses when speaking
INDICATOR	K.16 (A) (ii)	Nouns (singular/plural)
INDICATOR	K.16 (A) (iii)	Descriptive words
INDICATOR	K.16 (A) (v)	Pronouns (e.g., I, me)
TEKS	TX.110.11	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.16)	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:

GRADE LEVEL EXPECTATION	K.16 (B)	Speak in complete sentences to communicate.
GRADE LEVEL EXPECTATION	K.16 (C)	Use complete simple sentences.
TEKS	TX.110.11	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.17)	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:
GRADE LEVEL EXPECTATION	K.17 (A)	Form upper- and lower-case letters legibly using the basic conventions of print (left-to-right and top-to-bottom progression).
GRADE LEVEL EXPECTATION	K.17 (B)	Capitalize the first letter in a sentence.
GRADE LEVEL EXPECTATION	K.17 (C)	Use punctuation at the end of a sentence.
TEKS	TX.110.11	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.18)	Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:
GRADE LEVEL EXPECTATION	K.18 (A)	Use phonological knowledge to match sounds to letters.
TEKS	TX.110.11	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.21)	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:
GRADE LEVEL EXPECTATION	K.21 (A)	Listen attentively by facing speakers and asking questions to clarify information.
TEKS	TX.110.11	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.22)	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.
STUDENT EXPECTATION	(K.23)	Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including taking turns and speaking one at a time.
TEKS	TX.110.10 (b)	Figure 19 TAC, Reading/Comprehension Skills Kindergarten
STUDENT EXPECTATION	(110.11)	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:
GRADE LEVEL EXPECTATION	110.11 (A)	Discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language).
GRADE LEVEL EXPECTATION	110.11 (B)	Ask and respond to questions about text.
GRADE LEVEL EXPECTATION	110.11 (C)	Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud).
GRADE LEVEL EXPECTATION	110.11 (F)	Make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.

Unit 1

Texas Essential Knowledge and Skills (TEKS)

Language Arts

Grade K - Adopted: 2010

TEKS	TX.110.11	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.1)	Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to:

GRADE LEVEL EXPECTATION	K.1 (A)	Recognize that spoken words can be represented by print for communication.
GRADE LEVEL EXPECTATION	K.1 (B)	Identify upper- and lower-case letters.
GRADE LEVEL EXPECTATION	K.1 (C)	Demonstrate the one-to-one correspondence between a spoken word and a printed word in text.
GRADE LEVEL EXPECTATION	K.1 (D)	Recognize the difference between a letter and a printed word.
GRADE LEVEL EXPECTATION	K.1 (E)	Recognize that sentences are comprised of words separated by spaces and demonstrate the awareness of word boundaries (e.g., through kinesthetic or tactile actions such as clapping and jumping).
GRADE LEVEL EXPECTATION	K.1 (F)	Hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right.
TEKS	TX.110.11	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.2)	Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:
GRADE LEVEL EXPECTATION	K.2 (A)	Identify a sentence made up of a group of words.
GRADE LEVEL EXPECTATION	K.2 (B)	Identify syllables in spoken words.
GRADE LEVEL EXPECTATION	K.2 (C)	Orally generate rhymes in response to spoken words (e.g., "What rhymes with hat?").
GRADE LEVEL EXPECTATION	K.2 (D)	Distinguish orally presented rhyming pairs of words from non-rhyming pairs.
GRADE LEVEL EXPECTATION	K.2 (F)	Blend spoken onsets and rimes to form simple words (e.g., onset/c/ and rime/at/ make cat).
GRADE LEVEL EXPECTATION	K.2 (H)	Isolate the initial sound in one-syllable spoken words.
GRADE LEVEL EXPECTATION	K.2 (I)	Segment spoken one-syllable words into two to three phonemes (e.g., dog:/d/ . . /o/ . . /g/).
TEKS	TX.110.11	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.3)	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:
GRADE LEVEL EXPECTATION	K.3 (A)	Identify the common sounds that letters represent.
GRADE LEVEL EXPECTATION	K.3 (B)	Use knowledge of letter-sound relationships to decode regular words in text and independent of content (e.g., VC, CVC, CCVC, and CVCC words).
GRADE LEVEL EXPECTATION	K.3 (C)	Recognize that new words are created when letters are changed, added, or deleted.
GRADE LEVEL EXPECTATION	K.3 (D)	Identify and read at least 25 high-frequency words from a commonly used list.
TEKS	TX.110.11	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.4)	Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:
GRADE LEVEL EXPECTATION	K.4 (B)	Ask and respond to questions about texts read aloud.
TEKS	TX.110.11	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.5)	Reading/Vocabulary Development. Students understand new vocabulary and use it correctly when reading and writing. Students are expected to:
GRADE LEVEL EXPECTATION	K.5 (A)	Identify and use words that name actions, directions, positions, sequences, and locations.
GRADE LEVEL EXPECTATION	K.5 (C)	Identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures).
TEKS	TX.110.11	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.9)	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.
TEKS	TX.110.11	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.10)	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:
GRADE LEVEL EXPECTATION	K.10 (A)	Identify the topic and details in expository text heard or read, referring to the words and/or illustrations.
TEKS	TX.110.11	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.16)	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:
GRADE LEVEL EXPECTATION	K.16 (A)	Understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance):
INDICATOR	K.16 (A) (i)	Past and future tenses when speaking
INDICATOR	K.16 (A) (ii)	Nouns (singular/plural)
INDICATOR	K.16 (A) (iii)	Descriptive words
INDICATOR	K.16 (A) (iv)	Prepositions and simple prepositional phrases appropriately when speaking or writing (e.g., in, on, under, over)
INDICATOR	K.16 (A) (v)	Pronouns (e.g., I, me)
TEKS	TX.110.11	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.16)	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:
GRADE LEVEL EXPECTATION	K.16 (B)	Speak in complete sentences to communicate.
GRADE LEVEL EXPECTATION	K.16 (C)	Use complete simple sentences.
TEKS	TX.110.11	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.17)	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:
GRADE LEVEL EXPECTATION	K.17 (A)	Form upper- and lower-case letters legibly using the basic conventions of print (left-to-right and top-to-bottom progression).
GRADE LEVEL EXPECTATION	K.17 (B)	Capitalize the first letter in a sentence.
GRADE LEVEL EXPECTATION	K.17 (C)	Use punctuation at the end of a sentence.
TEKS	TX.110.11	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.18)	Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:
GRADE LEVEL EXPECTATION	K.18 (A)	Use phonological knowledge to match sounds to letters.
TEKS	TX.110.11	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.20)	Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students (with adult assistance) are expected to:
GRADE LEVEL EXPECTATION	K.20 (A)	Gather evidence from provided text sources.
TEKS	TX.110.11	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.21)	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:
GRADE LEVEL	K.21 (A)	Listen attentively by facing speakers and asking questions to clarify information.

EXPECTATION		
TEKS	TX.110.11	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.22)	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.
STUDENT EXPECTATION	(K.23)	Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including taking turns and speaking one at a time.
TEKS	TX.110.10 (b)	Figure 19 TAC, Reading/Comprehension Skills Kindergarten
STUDENT EXPECTATION	(110.11)	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:
GRADE LEVEL EXPECTATION	110.11 (A)	Discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language).
GRADE LEVEL EXPECTATION	110.11 (B)	Ask and respond to questions about text.
GRADE LEVEL EXPECTATION	110.11 (C)	Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud).
GRADE LEVEL EXPECTATION	110.11 (F)	Make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.

Unit 2

Texas Essential Knowledge and Skills (TEKS)

Language Arts

Grade K - Adopted: 2010

TEKS	TX.110.11	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.1)	Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to:
GRADE LEVEL EXPECTATION	K.1 (A)	Recognize that spoken words can be represented by print for communication.
GRADE LEVEL EXPECTATION	K.1 (B)	Identify upper- and lower-case letters.
GRADE LEVEL EXPECTATION	K.1 (C)	Demonstrate the one-to-one correspondence between a spoken word and a printed word in text.
GRADE LEVEL EXPECTATION	K.1 (D)	Recognize the difference between a letter and a printed word.
GRADE LEVEL EXPECTATION	K.1 (E)	Recognize that sentences are comprised of words separated by spaces and demonstrate the awareness of word boundaries (e.g., through kinesthetic or tactile actions such as clapping and jumping).
GRADE LEVEL EXPECTATION	K.1 (F)	Hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right.
TEKS	TX.110.11	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.2)	Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:
GRADE LEVEL EXPECTATION	K.2 (A)	Identify a sentence made up of a group of words.
GRADE LEVEL EXPECTATION	K.2 (B)	Identify syllables in spoken words.
GRADE LEVEL EXPECTATION	K.2 (C)	Orally generate rhymes in response to spoken words (e.g., "What rhymes with hat?").
GRADE LEVEL EXPECTATION	K.2 (D)	Distinguish orally presented rhyming pairs of words from non-rhyming pairs.
GRADE LEVEL EXPECTATION	K.2 (F)	Blend spoken onsets and rimes to form simple words (e.g., onset/c/ and rime/at/ make cat).
GRADE LEVEL	K.2 (H)	Isolate the initial sound in one-syllable spoken words.

EXPECTATION		
GRADE LEVEL EXPECTATION	K.2 (I)	Segment spoken one-syllable words into two to three phonemes (e.g., dog:/d/ . . /o/ . . /g/).
TEKS	TX.110.11	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.3)	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:
GRADE LEVEL EXPECTATION	K.3 (A)	Identify the common sounds that letters represent.
GRADE LEVEL EXPECTATION	K.3 (B)	Use knowledge of letter-sound relationships to decode regular words in text and independent of content (e.g., VC, CVC, CCVC, and CVCC words).
GRADE LEVEL EXPECTATION	K.3 (C)	Recognize that new words are created when letters are changed, added, or deleted.
GRADE LEVEL EXPECTATION	K.3 (D)	Identify and read at least 25 high-frequency words from a commonly used list.
TEKS	TX.110.11	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.4)	Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:
GRADE LEVEL EXPECTATION	K.4 (B)	Ask and respond to questions about texts read aloud.
TEKS	TX.110.11	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.5)	Reading/Vocabulary Development. Students understand new vocabulary and use it correctly when reading and writing. Students are expected to:
GRADE LEVEL EXPECTATION	K.5 (A)	Identify and use words that name actions, directions, positions, sequences, and locations.
GRADE LEVEL EXPECTATION	K.5 (C)	Identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures).
TEKS	TX.110.11	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.6)	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:
GRADE LEVEL EXPECTATION	K.6 (A)	Identify elements of a story including setting, character, and key events.
TEKS	TX.110.11	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.8)	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:
GRADE LEVEL EXPECTATION	K.8 (B)	Describe characters in a story and the reasons for their actions.
TEKS	TX.110.11	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.9)	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.
TEKS	TX.110.11	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.10)	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:
GRADE LEVEL EXPECTATION	K.10 (A)	Identify the topic and details in expository text heard or read, referring to the words and/or illustrations.
TEKS	TX.110.11	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.13)	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:

GRADE LEVEL EXPECTATION	K.13 (C)	Revise drafts by adding details or sentences.
TEKS	TX.110.11	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.16)	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:
GRADE LEVEL EXPECTATION	K.16 (A)	Understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance):
INDICATOR	K.16 (A) (i)	Past and future tenses when speaking
INDICATOR	K.16 (A) (ii)	Nouns (singular/plural)
INDICATOR	K.16 (A) (iii)	Descriptive words
INDICATOR	K.16 (A) (iv)	Prepositions and simple prepositional phrases appropriately when speaking or writing (e.g., in, on, under, over)
INDICATOR	K.16 (A) (v)	Pronouns (e.g., I, me)
TEKS	TX.110.11	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.16)	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:
GRADE LEVEL EXPECTATION	K.16 (B)	Speak in complete sentences to communicate.
GRADE LEVEL EXPECTATION	K.16 (C)	Use complete simple sentences.
TEKS	TX.110.11	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.17)	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:
GRADE LEVEL EXPECTATION	K.17 (A)	Form upper- and lower-case letters legibly using the basic conventions of print (left-to-right and top-to-bottom progression).
GRADE LEVEL EXPECTATION	K.17 (B)	Capitalize the first letter in a sentence.
GRADE LEVEL EXPECTATION	K.17 (C)	Use punctuation at the end of a sentence.
TEKS	TX.110.11	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.18)	Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:
GRADE LEVEL EXPECTATION	K.18 (A)	Use phonological knowledge to match sounds to letters.
TEKS	TX.110.11	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.20)	Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students (with adult assistance) are expected to:
GRADE LEVEL EXPECTATION	K.20 (A)	Gather evidence from provided text sources.
TEKS	TX.110.11	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.21)	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:
GRADE LEVEL EXPECTATION	K.21 (A)	Listen attentively by facing speakers and asking questions to clarify information.
TEKS	TX.110.11	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.22)	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.
STUDENT EXPECTATION	(K.23)	Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including taking turns and speaking one at a time.
TEKS	TX.110.10 (b)	Figure 19 TAC, Reading/Comprehension Skills Kindergarten
STUDENT EXPECTATION	(110.11)	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:
GRADE LEVEL EXPECTATION	110.11 (A)	Discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language).
GRADE LEVEL EXPECTATION	110.11 (B)	Ask and respond to questions about text.
GRADE LEVEL EXPECTATION	110.11 (C)	Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud).
GRADE LEVEL EXPECTATION	110.11 (F)	Make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.

Unit 3

Texas Essential Knowledge and Skills (TEKS)

Language Arts

Grade K - Adopted: 2010

TEKS	TX.110.11	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.1)	Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to:
GRADE LEVEL EXPECTATION	K.1 (A)	Recognize that spoken words can be represented by print for communication.
GRADE LEVEL EXPECTATION	K.1 (B)	Identify upper- and lower-case letters.
GRADE LEVEL EXPECTATION	K.1 (C)	Demonstrate the one-to-one correspondence between a spoken word and a printed word in text.
GRADE LEVEL EXPECTATION	K.1 (D)	Recognize the difference between a letter and a printed word.
GRADE LEVEL EXPECTATION	K.1 (E)	Recognize that sentences are comprised of words separated by spaces and demonstrate the awareness of word boundaries (e.g., through kinesthetic or tactile actions such as clapping and jumping).
GRADE LEVEL EXPECTATION	K.1 (F)	Hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right.
TEKS	TX.110.11	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.2)	Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:
GRADE LEVEL EXPECTATION	K.2 (A)	Identify a sentence made up of a group of words.
GRADE LEVEL EXPECTATION	K.2 (B)	Identify syllables in spoken words.
GRADE LEVEL EXPECTATION	K.2 (C)	Orally generate rhymes in response to spoken words (e.g., "What rhymes with hat?").
GRADE LEVEL EXPECTATION	K.2 (D)	Distinguish orally presented rhyming pairs of words from non-rhyming pairs.
GRADE LEVEL EXPECTATION	K.2 (F)	Blend spoken onsets and rimes to form simple words (e.g., onset/c/ and rime/at/ make cat).
GRADE LEVEL EXPECTATION	K.2 (H)	Isolate the initial sound in one-syllable spoken words.
GRADE LEVEL EXPECTATION	K.2 (I)	Segment spoken one-syllable words into two to three phonemes (e.g., dog:/d/ . . /o/ . . /g/).
TEKS	TX.110.11	English Language Arts and Reading, Kindergarten

STUDENT EXPECTATION	(K.3)	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:
GRADE LEVEL EXPECTATION	K.3 (A)	Identify the common sounds that letters represent.
GRADE LEVEL EXPECTATION	K.3 (B)	Use knowledge of letter-sound relationships to decode regular words in text and independent of content (e.g., VC, CVC, CCVC, and CVCC words).
GRADE LEVEL EXPECTATION	K.3 (C)	Recognize that new words are created when letters are changed, added, or deleted.
GRADE LEVEL EXPECTATION	K.3 (D)	Identify and read at least 25 high-frequency words from a commonly used list.
TEKS	TX.110.11	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.4)	Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:
GRADE LEVEL EXPECTATION	K.4 (B)	Ask and respond to questions about texts read aloud.
TEKS	TX.110.11	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.5)	Reading/Vocabulary Development. Students understand new vocabulary and use it correctly when reading and writing. Students are expected to:
GRADE LEVEL EXPECTATION	K.5 (A)	Identify and use words that name actions, directions, positions, sequences, and locations.
TEKS	TX.110.11	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.6)	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:
GRADE LEVEL EXPECTATION	K.6 (A)	Identify elements of a story including setting, character, and key events.
TEKS	TX.110.11	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.8)	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:
GRADE LEVEL EXPECTATION	K.8 (A)	Retell a main event from a story read aloud.
GRADE LEVEL EXPECTATION	K.8 (B)	Describe characters in a story and the reasons for their actions.
TEKS	TX.110.11	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.16)	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:
GRADE LEVEL EXPECTATION	K.16 (A)	Understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance):
INDICATOR	K.16 (A) (i)	Past and future tenses when speaking
INDICATOR	K.16 (A) (ii)	Nouns (singular/plural)
INDICATOR	K.16 (A) (iii)	Descriptive words
INDICATOR	K.16 (A) (iv)	Prepositions and simple prepositional phrases appropriately when speaking or writing (e.g., in, on, under, over)
INDICATOR	K.16 (A) (v)	Pronouns (e.g., I, me)
TEKS	TX.110.11	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.16)	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:
GRADE LEVEL EXPECTATION	K.16 (B)	Speak in complete sentences to communicate.

GRADE LEVEL EXPECTATION	K.16 (C)	Use complete simple sentences.
TEKS	TX.110.11	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.17)	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:
GRADE LEVEL EXPECTATION	K.17 (A)	Form upper- and lower-case letters legibly using the basic conventions of print (left-to-right and top-to-bottom progression).
GRADE LEVEL EXPECTATION	K.17 (B)	Capitalize the first letter in a sentence.
GRADE LEVEL EXPECTATION	K.17 (C)	Use punctuation at the end of a sentence.
TEKS	TX.110.11	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.18)	Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:
GRADE LEVEL EXPECTATION	K.18 (A)	Use phonological knowledge to match sounds to letters.
TEKS	TX.110.11	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.21)	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:
GRADE LEVEL EXPECTATION	K.21 (A)	Listen attentively by facing speakers and asking questions to clarify information.
TEKS	TX.110.11	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.22)	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.
STUDENT EXPECTATION	(K.23)	Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including taking turns and speaking one at a time.
TEKS	TX.110.10 (b)	Figure 19 TAC, Reading/Comprehension Skills Kindergarten
STUDENT EXPECTATION	(110.11)	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:
GRADE LEVEL EXPECTATION	110.11 (A)	Discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language).
GRADE LEVEL EXPECTATION	110.11 (B)	Ask and respond to questions about text.
GRADE LEVEL EXPECTATION	110.11 (C)	Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud).
GRADE LEVEL EXPECTATION	110.11 (E)	Retell or act out important events in stories.
GRADE LEVEL EXPECTATION	110.11 (F)	Make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.

Unit 5

Texas Essential Knowledge and Skills (TEKS)

Language Arts

Grade K - Adopted: 2010

TEKS	TX.110.11	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.1)	Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to:
GRADE LEVEL	K.1 (A)	Recognize that spoken words can be represented by print for communication.

EXPECTATION		
GRADE LEVEL EXPECTATION	K.1 (B)	Identify upper- and lower-case letters.
GRADE LEVEL EXPECTATION	K.1 (C)	Demonstrate the one-to-one correspondence between a spoken word and a printed word in text.
GRADE LEVEL EXPECTATION	K.1 (D)	Recognize the difference between a letter and a printed word.
GRADE LEVEL EXPECTATION	K.1 (E)	Recognize that sentences are comprised of words separated by spaces and demonstrate the awareness of word boundaries (e.g., through kinesthetic or tactile actions such as clapping and jumping).
GRADE LEVEL EXPECTATION	K.1 (F)	Hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right.
TEKS	TX.110.11	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.2)	Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:
GRADE LEVEL EXPECTATION	K.2 (A)	Identify a sentence made up of a group of words.
GRADE LEVEL EXPECTATION	K.2 (B)	Identify syllables in spoken words.
GRADE LEVEL EXPECTATION	K.2 (C)	Orally generate rhymes in response to spoken words (e.g., "What rhymes with hat?").
GRADE LEVEL EXPECTATION	K.2 (D)	Distinguish orally presented rhyming pairs of words from non-rhyming pairs.
GRADE LEVEL EXPECTATION	K.2 (F)	Blend spoken onsets and rimes to form simple words (e.g., onset/c/ and rime/at/ make cat).
GRADE LEVEL EXPECTATION	K.2 (H)	Isolate the initial sound in one-syllable spoken words.
GRADE LEVEL EXPECTATION	K.2 (I)	Segment spoken one-syllable words into two to three phonemes (e.g., dog:/d/ . . /o/ . . /g/).
TEKS	TX.110.11	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.3)	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:
GRADE LEVEL EXPECTATION	K.3 (A)	Identify the common sounds that letters represent.
GRADE LEVEL EXPECTATION	K.3 (B)	Use knowledge of letter-sound relationships to decode regular words in text and independent of content (e.g., VC, CVC, CCVC, and CVCC words).
GRADE LEVEL EXPECTATION	K.3 (C)	Recognize that new words are created when letters are changed, added, or deleted.
GRADE LEVEL EXPECTATION	K.3 (D)	Identify and read at least 25 high-frequency words from a commonly used list.
TEKS	TX.110.11	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.4)	Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:
GRADE LEVEL EXPECTATION	K.4 (B)	Ask and respond to questions about texts read aloud.
TEKS	TX.110.11	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.5)	Reading/Vocabulary Development. Students understand new vocabulary and use it correctly when reading and writing. Students are expected to:
GRADE LEVEL EXPECTATION	K.5 (A)	Identify and use words that name actions, directions, positions, sequences, and locations.
GRADE LEVEL EXPECTATION	K.5 (C)	Identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures).
TEKS	TX.110.11	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.6)	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:
GRADE LEVEL	K.6 (A)	Identify elements of a story including setting, character, and key events.

EXPECTATION		
TEKS	TX.110.11	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.8)	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:
GRADE LEVEL EXPECTATION	K.8 (A)	Retell a main event from a story read aloud.
GRADE LEVEL EXPECTATION	K.8 (B)	Describe characters in a story and the reasons for their actions.
TEKS	TX.110.11	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.9)	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.
TEKS	TX.110.11	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.10)	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:
GRADE LEVEL EXPECTATION	K.10 (A)	Identify the topic and details in expository text heard or read, referring to the words and/or illustrations.
TEKS	TX.110.11	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.13)	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:
GRADE LEVEL EXPECTATION	K.13 (C)	Revise drafts by adding details or sentences.
TEKS	TX.110.11	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.15)	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.
TEKS	TX.110.11	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.16)	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:
GRADE LEVEL EXPECTATION	K.16 (A)	Understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance):
INDICATOR	K.16 (A) (i)	Past and future tenses when speaking
INDICATOR	K.16 (A) (ii)	Nouns (singular/plural)
INDICATOR	K.16 (A) (iii)	Descriptive words
INDICATOR	K.16 (A) (iv)	Prepositions and simple prepositional phrases appropriately when speaking or writing (e.g., in, on, under, over)
INDICATOR	K.16 (A) (v)	Pronouns (e.g., I, me)
TEKS	TX.110.11	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.16)	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:
GRADE LEVEL EXPECTATION	K.16 (B)	Speak in complete sentences to communicate.
GRADE LEVEL EXPECTATION	K.16 (C)	Use complete simple sentences.
TEKS	TX.110.11	English Language Arts and Reading, Kindergarten

STUDENT EXPECTATION	(K.17)	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:
GRADE LEVEL EXPECTATION	K.17 (A)	Form upper- and lower-case letters legibly using the basic conventions of print (left-to-right and top-to-bottom progression).
GRADE LEVEL EXPECTATION	K.17 (B)	Capitalize the first letter in a sentence.
GRADE LEVEL EXPECTATION	K.17 (C)	Use punctuation at the end of a sentence.
TEKS	TX.110.11	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.18)	Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:
GRADE LEVEL EXPECTATION	K.18 (A)	Use phonological knowledge to match sounds to letters.
TEKS	TX.110.11	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.21)	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:
GRADE LEVEL EXPECTATION	K.21 (A)	Listen attentively by facing speakers and asking questions to clarify information.
TEKS	TX.110.11	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.22)	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.
STUDENT EXPECTATION	(K.23)	Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including taking turns and speaking one at a time.
TEKS	TX.110.10 (b)	Figure 19 TAC, Reading/Comprehension Skills Kindergarten
STUDENT EXPECTATION	(110.11)	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:
GRADE LEVEL EXPECTATION	110.11 (A)	Discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language).
GRADE LEVEL EXPECTATION	110.11 (B)	Ask and respond to questions about text.
GRADE LEVEL EXPECTATION	110.11 (C)	Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud).
GRADE LEVEL EXPECTATION	110.11 (E)	Retell or act out important events in stories.
GRADE LEVEL EXPECTATION	110.11 (F)	Make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.