

Introduction: The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are cumulative - students will continue to address earlier standards as needed while they attend to standards for their grade. Students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.

Figure 19	Fig.19(D)* make inferences based on the cover, title, illustrations, and plot Fig.19(E)* retell or act out important events in stories Fig.19(F)* make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence
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TEKS	Genre	Literary Texts Knowledge and Skills Statement
K.8	Fiction*	Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.
K.7	Poetry*	Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.
K.12	Media Literacy* (embedded)	Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts.

TEKS	Genre	Informational Texts Knowledge and Skills Statement
K.10	Expository*	Students analyze, make inferences and draw conclusions about expository text, and provide evidence from text to support their understanding.
K.11	Procedural* (embedded)	Students understand how to glean and use information in procedural texts and documents.
K.12	Media Literacy* (embedded)	Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts.

Rptg Cat	Genre	Readiness Standards	Supporting Standards	Figure 19
1 Understanding and Analysis Across Genres	Across Genres	K.4(B)* ask and respond to questions about texts read aloud	K.5(B) recognize that compound words are made up of shorter words K.5(C)* identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures) K.5(D)* use a picture dictionary to find words	Fig.19(F) taught but not assessed until grade 4 STAAR*

NOTE: The classification of standards on this snapshot represents the reviewed and synthesized input of a sample Texas Kindergarten – Grade 2 teachers. This snapshot DOES NOT represent a publication of the Texas Education Agency. District curriculum may reflect other classifications.

* = Aligned with STAAR Assessed Curriculum

Figure 19		Fig.19(D)* make inferences based on the cover, title, illustrations, and plot Fig.19(E)* retell or act out important events in stories Fig.19(F)* make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence			
Rptg Cat	Genre	Readiness Standards Specific to Genre		Supporting Standards Specific to Genre	Figure 19
2 Understanding and Analysis of Literary Texts	Fiction	K.6(A)* identify elements of a story including setting, character, and key events K.8(A)* retell a main event from a story read aloud K.8(B)* describe characters in a story and the reasons for their actions		K.4(A)* predict what might happen next in text based on the cover, title, and illustrations K.6(B)* discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience K.6(D)* recognize recurring phrases and characters in traditional fairy tales, lullabies, and folktales from various cultures	K.8 Fig.19(D)* K.8 Fig.19(E)
	Poetry			K.7(A) respond to rhythm and rhyme in poetry through identifying a regular beat and similarities in word sounds	K.7 Fig.19(D)* K.7 Fig.19(E)*
Standards Assessed Across/Embedded Literary Genres					
3 Understanding and Analysis of Informational Texts	Expository	K.10(A)* identify the topic and details in expository text heard or read, referring to the words and/or illustrations K.10(B)* retell important facts in a text, heard or read K.10(C)* discuss the ways authors group information in text K.10(D)* use titles and illustrations to make predictions about text		K.6(C) recognize sensory details K.12(A)* identify different forms of media (e.g., advertisements, newspapers, radio programs) K.12(B)* identify techniques used in media (e.g., sound, movement)	K.12 Fig.19(D)*
				K.9(A) identify the topic of an informational text heard	K.10 Fig.19(D)* K.10 Fig.19(E)*
Standards Assessed Across/Embedded informational Genres					
				K.5(A) identify and use words that name actions, directions, positions, sequences, and locations K.11(A) follow pictorial directions (e.g., recipes, science experiments) K.11(B)* identify the meaning of specific signs (e.g., traffic signs, warning signs) K.12(A)* identify different forms of media (advertisements, newspapers, radio programs) K.12(B)* identify techniques used in media (e.g., sound, movement)	K.12 Fig.19(D)*

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Reading Processes	Research
<p>Reading/Beginning Reading Skills/Print Awareness</p> <ul style="list-style-type: none"> K.1(A) recognize that spoken words can be represented by print for communication K.1(B) identify upper- and lower-case letters K.1(C) demonstrate the one-to-one correspondence between a spoken word and a printed word in text K.1(D) recognize the difference between a letter and a printed word 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) 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 K.1(G) identify different parts of a book (e.g., front and back covers, title page) <p>Reading/Beginning Reading Skills/Phonological Awareness</p> <ul style="list-style-type: none"> K.2(A) identify a sentence made up of a group of words K.2(B) identify syllables in spoken words K.2(C) orally generate rhymes in response to spoken words (e.g., "What rhymes with hat?") K.2(D) distinguish orally presented rhyming pairs of words from non-rhyming pairs K.2(E) recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound (e.g., "baby boy bounces the ball") K.2(F) blend spoken onsets and rimes to form simple words (e.g., onset/c/ and rime/at/ make cat) K.2(G) blend spoken phonemes to form one-syllable words (e.g., /m/ .../a/ .../n/ says man) K.2(H) isolate the initial sound in one-syllable spoken words K.2(I) segment spoken one-syllable words into two to three phonemes (e.g., dog:/d/ .../o/ .../g/) <p>Reading/Beginning Reading Skills/Phonics</p> <ul style="list-style-type: none"> K.3(A) identify the common sounds that letters represent 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) K.3(C) recognize that new words are created when letters are changed, added, or deleted K.3(D) identify and read at least 25 high-frequency words from a commonly used list 	<p>Research</p> <ul style="list-style-type: none"> K.19(B) decide what sources or people in the classroom, school, library, or home can answer these questions K.20(A) gather evidence from provided text sources K.20(B) use pictures in conjunction with writing when documenting research
Listening and Speaking	
<p>Listening and Speaking</p> <ul style="list-style-type: none"> K.21(A) listen attentively by facing speakers and asking questions to clarify information K.21(B) follow oral directions that involve a short related sequence of actions K.22 share information and ideas by speaking audibly and clearly using the conventions of language K.23 follow agreed-upon rules for discussion, including taking turns and speaking one at a time 	