

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 about text and use textual evidence to support understanding Fig.19(E)* retell or act out important events in stories in logical order 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
1.9	Fiction*	Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.
1.8	Poetry*	Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.
1.10	Literary Nonfiction*	Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding.
1.16	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
1.14	Expository*	Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.
115	Procedural* (embedded)	Students understand how to glean and use information in procedural texts and documents.
1.16	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	1.4(B)* ask relevant questions, seek clarification, and locate facts and details about stories and other texts 1.6(C)* determine what words mean from how they are used in a sentence, either heard or read	1.6(A) identify words that name actions (verbs) and words that name persons, places, or things (nouns) 1.6(B) determine the meaning of compound words using knowledge of the meaning of their individual component words (e.g., lunchtime) 1.6(E)* alphabetize a series of words to the first or second letter and use a 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 about text and use textual evidence to support understanding
 Fig.19(E)* retell or act out important events in stories in logical order
 Fig.19(D)* 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	1.9(A)* describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events 1.9(B)* describe characters in a story and the reasons for their actions and feelings	1.7(A)* connect the meaning of a well-known story or fable to personal experiences 1.7(B) explain the function of recurring phrases (e.g., "Once upon a time" or "They lived happily ever after") in traditional folk- and fairy tales	1.9 Fig.19(D)* 1.9 Fig.19(E)
	Poetry		1.8(A)* respond to and use rhythm, rhyme, and alliteration in poetry	1.8 Fig.19(D)* 1.8 Fig.19(E)*
	Literary Nonfiction		1.10(A) determine whether a story is true or a fantasy and explain why	1.10 Fig.19(D)* 1.10 Fig.19(E)*
	Standards Assessed Across/Embedded Literary Genres			
			1.11(A) recognize sensory details in literary text 1.15(A) follow written multi-step directions with picture cues to assist with understanding 1.15(B) explain the meaning of specific signs and symbols (e.g., map features) 1.16(A) recognize different purposes of media (e.g., informational, entertainment) (with adult assistance) 1.16(B) identify techniques used in media (e.g., sound, movement)	1.16 Fig.19(D)*
3 Understanding and Analysis of Informational Texts	Expository	1.14(A) restate the main idea, heard or read 1.14(B)* identify important facts or details in text, heard or read 1.14(C)* retell the order of events in a text by referring to the words and/or illustrations 1.14(D)* use text features (e.g., title, table of contents, illustrations) to locate specific information in text		1.14 Fig.19(D)* 1.14 Fig.19(E)*
	Standards Assessed Across/Embedded informational Genres			
			1.13(A)* identify the topic and explain the author's purpose in writing about the text 1.15(A) follow written multi-step directions with picture cues to assist with understanding 1.15(B) explain the meaning of specific signs and symbols (e.g., map features) 1.16(A) recognize different purposes of media (e.g., informational, entertainment) (with adult assistance) 1.16(B) identify techniques used in media (e.g., sound, movement)	1.16 Fig.19(D)*

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Reading Processes

Reading/Beginning Reading Skills/Print Awareness

- 1.1(A) recognize that spoken words are represented in written English by specific sequences of letters
- 1.1(B) identify upper- and lower-case letters
- 1.1(C) sequence the letters of the alphabet
- 1.1(D) recognize the distinguishing features of a sentence (e.g., capitalization of first word, ending punctuation);
- 1.1(E) read texts by moving from top to bottom of the page and tracking words from left to right with return sweep
- 1.1(F) identify the information that different parts of a book provide (e.g., title, author, illustrator, table of contents)

Reading/Beginning Reading Skills/Phonological Awareness

- 1.2(A) orally generate a series of original rhyming words using a variety of phonograms (e.g., -ake, -ant, -ain) and consonant blends (e.g., bl, st, tr)
- 1.2(B) distinguish between long- and short-vowel sounds in spoken one-syllable words (e.g., bit/bite)
- 1.2(C) recognize the change in a spoken word when a specified phoneme is added, changed, or removed (e.g., /b/l/o/w/ to /g/l/o/w/)
- 1.2(D) blend spoken phonemes to form one- and two-syllable words, including consonant blends (e.g., spr)
- 1.2(E) isolate initial, medial, and final sounds in one-syllable spoken words
- 1.2(F) segment spoken one-syllable words of three to five phonemes into individual phonemes (e.g., splat = /s/p/l/a/t/)

Reading/Beginning Reading/Strategies

- 1.4(C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud)

Reading/Fluency

- 1.5 read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension

Reading/Beginning Reading Skills/Phonics

- 1.3(A) decode words in context and in isolation by applying common letter-sound correspondences, including:
 - (i) single letters (consonants) including b, c=/k/, c=/s/, d, f, g=/g/ (hard), g=/j/ (soft), h, j, k, l, m, n, p, qu=/kw/, r, s=/s/, s=/z/, t, v, w, x=/ks/, y, and z
 - (ii) single letters (vowels) including short a, short e, short i, short o, short u, long a (a-e), long e (e), long i (i-e), long o (o-e), long u (u-e), y=long e, and y=long i
 - (iii) consonant blends (e.g., bl, st)
 - (iv) consonant digraphs including ch, tch, sh, th=as in thing, wh, ng, ck, kn, -dge, and ph
 - (v) vowel digraphs including oo as in foot, oo as in moon, ea as in eat, ea as in bread, ow as in how, ow as in snow, ou as in out, ay, ai, aw, au, ew, oa, ie as in chief, ie as in pie, and -igh
 - (vi) vowel diphthongs including oy, oi, ou, and ow
- 1.3(B) combine sounds from letters and common spelling patterns (e.g., consonant blends, long- and short-vowel patterns) to create recognizable words
- 1.3(C) use common syllabication patterns to decode words, including:
 - (i) closed syllable (CVC) (e.g., mat, rab-bit)
 - (ii) open syllable (CV) (e.g., he, ba-by)
 - (iii) final stable syllable (e.g., ap-ple, a-ble)
 - (iv) vowel-consonant-silent "e" words (VCe) (e.g., kite, hide)
 - (v) vowel digraphs and diphthongs (e.g., boy-hood, oat-meal)
 - (vi) r-controlled vowel sounds (e.g., tar); including er, ir, ur, ar, and or
- 1.3(D) decode words with common spelling patterns (e.g., -ink, -onk, -ick)
- 1.3(E) read base words with inflectional endings (e.g., plurals, past tenses)
- 1.3(F) use knowledge of the meaning of base words to identify and read common compound words (e.g., football, popcorn, daydream)
- 1.3(G) identify and read contractions (e.g., isn't, can't)
- 1.3(H) identify and read at least 100 high-frequency words from a commonly used list
- 1.3(I) monitor accuracy of decoding

Research

Research

- 1.23(B) decide what sources of information might be relevant to answer these questions
- 1.24(A) gather evidence from available sources (natural and personal) as well as from interviews with local experts
- 1.24(B) use text features (e.g., table of contents, alphabetized index) in age-appropriate reference works (e.g., picture dictionaries) to locate information
- 1.24(C) record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams)
- 1.25 revise the topic as a result of answers to initial research questions. Clarify research questions and evaluate and synthesize collected information
- 1.26 create a visual display or dramatization to convey the results of the research. Organize and present their ideas and information according to the purpose of the research and their audience

Listening and Speaking

Listening and Speaking

- 1.27(A) listen attentively to speakers and ask relevant questions to clarify information
- 1.27(B) follow, restate, and give oral instructions that involve a short related sequence of actions
- 1.28 share information and ideas about the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language
- 1.29 follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions