

Reading/Comprehension Skills

Figure 19 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.

K.4 Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed.

Tools to Know-Process			Tools to Know-Comprehension		
K Fig.19(A)	K Fig.19(B)	K Fig.19(C)	K Fig.19(D)*	K Fig.19(E)*	K Fig.19(F)*
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)	ask and respond to questions about text	monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud)	make inferences based on the cover, title, illustrations, and plot	retell or act out important events in stories	make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence
	K.4(B)*		K.4(A)		
	ask and respond to questions about texts read aloud		predict what might happen next in text based on the cover, title and illustrations		

Knowledge and Skills (Genres)

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.

K.7 Reading/Comprehension of Literary Text/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.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.

Knowledge and Skills (Embedded or Across Genres)

K.5 Reading/Vocabulary Development. Students understand new vocabulary and use it correctly when reading and writing.

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.

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.

K.11 Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents.

K.12 Reading/Media Literacy. 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 Across Genres	Across Genres		K.5(A) identify and use words that name actions, directions, positions, sequences, and locations 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*

Rptg Cat	Genre	Readiness Standards	Supporting Standards	Figure 19
2 Understanding and Analysis of Literary Texts	Fiction	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.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)*
	Across Literary Text			
	Across Literary Text		K.6(A) identify elements of a story including setting, character, and key events K.6(B)* discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience K.6(C)* recognize sensory details K.6(D)* recognize recurring phrases and characters in traditional fairy tales, lullabies, and folktales from various cultures K.12(A) identify different forms of media (e.g., advertisements, newspapers, radio programs) [with adult assistance] K.12(B) identify techniques used in media (e.g., sound, movement) (with adult assistance)	K.6 Fig.19(D)* K.12 Fig.19(D)*
3 Understanding and Analysis of Informational Texts	Expository	K.9* analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from text to support their understanding 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.9 Fig.19(D)* K.10 Fig.19(D)* K.10 Fig.19(E)*
	Across Informational Text			
Across Informational Text			K.9(A) identify the topic of an informational text heard 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.11 Fig.19(D) K.12 Fig.19(D)*

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Writing Process				
K.13 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.				
K.13(A)	K.13(B)*	K.13(C)*	K.13(D)*	K.13(E)
plan a first draft by generating ideas for writing through class discussion (with adult assistance)	develop drafts by sequencing the action or details in the story (with adult assistance)	revise drafts by adding details or sentences (with adult assistance)	edit drafts by leaving spaces between letters and words (with adult assistance)	share writing with others (with adult assistance)

Knowledge and Skills Statements
K.14 Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.
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.
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.
K.17 Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.
K.18 Oral and Written Conventions/Spelling. Students spell correctly.

Rptg Cat	Readiness Standards	Supporting Standards
1 Composition	K.13(B)* develop drafts by sequencing the action or details in the story (with adult assistance) K.13(C)* revise drafts by adding details or sentences (with adult assistance) K.13(D)* edit drafts by leaving spaces between letters and words (with adult assistance) K.15(A)* dictate or write information for lists, captions, or invitations	K.13(A) plan a first draft by generating ideas for writing through class discussion (with adult assistance) K.13(E) share writing with others (with adult assistance) K.14(A)* dictate or write sentences to tell a story and put the sentences in chronological sequence K.14(B) write short poems
2 Revision	K.13(C)* revise drafts by adding details or sentences (with adult assistance)	

Rptg Cat	Readiness Standards	Supporting Standards
3 Editing	<p>K.13(D)* edit drafts by leaving spaces between letters and words (with adult assistance)</p> <p>K.16(A)* understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance):</p> <p>K.16(B)* speak in complete sentences to communicate</p> <p>K.17(B)* capitalize the first letter in a sentence</p> <p>K.17(C)* use punctuation at the end of a sentence</p> <p>K.18(B)* use letter-sound correspondences to spell consonant-vowel-consonant (CVC) words (e.g., "cut")</p>	<p>K.16(A)* understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance):</p> <ul style="list-style-type: none"> (i)* past and future tenses when speaking (ii)* nouns (singular/plural) (iii)* descriptive words (iv)* prepositions and simple prepositional phrases appropriately when speaking or writing (e.g., in, on, under, over) (v)* pronouns (e.g., I, me) <p>K.16(C)* use complete simple sentences</p> <p>K.17(A) form upper- and lower-case letters legibly using the basic conventions of print (left-to-right and top-to-bottom progression)</p> <p>K.18(A) use phonological knowledge to match sounds to letters</p> <p>K.18(C) write one's own name</p>

Genres	
<p>Literary</p> <ul style="list-style-type: none"> • Fiction • Poetry 	<p>Informational</p> <ul style="list-style-type: none"> • Expository

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Listening and Speaking	
Knowledge and Skills Statements	
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.	
SEs Not Included in Assessed Curriculum	<p>K.21(A) <i>listen attentively by facing speakers and asking questions to clarify information</i></p> <p>K.21(B) <i>follow oral directions that involve a short related sequence of actions</i></p>
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.	
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.	

Beginning Reading Skills	
Knowledge and Skills Statements	
K.1 Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed.	
SEs Not Included in Assessed Curriculum	<p>K.1(A) <i>recognize that spoken words can be represented by print for communication</i></p> <p>K.1(B) <i>identify upper- and lower-case letters</i></p> <p>K.1(C) <i>demonstrate the one-to-one correspondence between a spoken word and a printed word in text</i></p> <p>K.1(D) <i>recognize the difference between a letter and a printed word</i></p> <p>K.1(E) <i>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)</i></p> <p>K.1(F) <i>hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right</i></p> <p>K.1(G) <i>identify different parts of a book (e.g., front and back covers, title page)</i></p>
K.2 Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness.	
SEs Not Included in Assessed Curriculum	<p>K.2(A) <i>identify a sentence made up of a group of words</i></p> <p>K.2(B) <i>identify syllables in spoken words</i></p> <p>K.2(C) <i>orally generate rhymes in response to spoken words (e.g., “What rhymes with hat?”)</i></p> <p>K.2(D) <i>distinguish orally presented rhyming pairs of words from non-rhyming pairs</i></p> <p>K.2(E) <i>recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound (e.g., “baby boy bounces the ball”)</i></p> <p>K.2(F) <i>blend spoken onsets and rimes to form simple words (e.g., onset/c/ and rime/at/ make cat)</i></p> <p>K.2(G) <i>blend spoken phonemes to form one-syllable words (e.g., /m/ .../a/ .../n/ says man)</i></p> <p>K.2(H) <i>isolate the initial sound in one-syllable spoken words</i></p> <p>K.2(I) <i>segment spoken one-syllable words into two to three phonemes (e.g., dog:/d/ .../o/ .../g/)</i></p>
K.3 Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English.	
SEs Not Included in Assessed Curriculum	<p>K.3(A) <i>identify the common sounds that letters represent</i></p> <p>K.3(B) <i>use knowledge of letter-sound relationships to decode regular words in text and independent of content (e.g., VC, CVC, CCVC, and CVCC words)</i></p> <p>K.3(C) <i>recognize that new words are created when letters are changed, added, or deleted</i></p> <p>K.3(D) <i>identify and read at least 25 high-frequency words from a commonly used list</i></p>

Research	
Knowledge and Skills Statements	
K.19 Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them.	
SEs Not Included in Assessed Curriculum	<i>K.19(A) ask questions about topics of class-wide interest (with adult assistance)</i> <i>K.19(B) decide what sources or people in the classroom, school, library, or home can answer these questions (with adult assistance)</i>
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.	
SEs Not Included in Assessed Curriculum	<i>K.20(A) gather evidence from provided text sources (with adult assistance)</i> <i>K.20(B) use pictures in conjunction with writing when documenting research (with adult assistance)</i>

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