

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.

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

1.5 Reading/Fluency. Students read grade-level text with fluency and comprehension.

1.6 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing.

Tools to Know-Process				Tools to Know-Comprehension			
1.5(A)	1.6(C)	1 Fig.19(A)	1 Fig.19(B)	1 Fig.19(C)	1 Fig.19(D)*	1 Fig.19(E)*	1 Fig.19(F)*
read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension	determine what words mean from how they are used in sentences, either heard or read	establish purposes for reading selected texts based upon desired outcome to enhance comprehension	ask literal questions of text	monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud)	make inferences about text using textual evidence to support understanding	retell or act out important events in stories in logical order	make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence
			1.4(B)* ask relevant questions, seek clarification, and locate facts and details about stories and other texts	1.4(C) establish purpose for reading selected texts and monitor comprehension, making connections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud)	1.4(A) confirm predictions about what will happen next in text by “reading the part that tells”		

Knowledge and Skills (Genres)

1.9 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.

1.8 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.

1.10 Reading/Comprehension of Literary Text/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.

1.14 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)

1.6 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing.

1.7 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.

1.11 Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author’s sensory language creates imagery in literary text and provide evidence from text to support their understanding.

1.12 Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading.

1.13 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.

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

1.16 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	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(D)* identify and sort words into conceptual categories (e.g., opposites, living things) 1.12(A) read independently for a sustained period of time	Fig.19(F) taught but not assessed until grade 4 STAAR*	
		1.6(E)* alphabetize a series of words to the first or second letter and use a dictionary to find words			
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		1.9 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)*	
	Across Literary Text				
	Across Literary Text			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 1.11(A)* recognize sensory details in literary text 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)	1.7 Fig.19(D)* 1.11 Fig.19(D) 1.16 Fig.19(D)*

Rptg Cat	Genre	Readiness Standards	Supporting Standards	Figure 19
3 Understanding and Analysis of Informational Texts	Expository	1.13* 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 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)*
	Across Informational Text	Across Informational Text		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)

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

Writing Process				
1.17 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.				
1.17(A)	1.17(B)*	1.17(C)*	1.17(D)*	1.17(E)
plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas)	develop drafts by sequencing ideas through writing sentences	revise drafts by adding or deleting a word, phrase, or sentence	edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric	publish and share writing with others

Knowledge and Skills Statements
1.18 Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.
1.19 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.
1.20 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.
1.21 Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.
1.22 Oral and Written Conventions/Spelling. Students spell correctly.

Rptg Cat	STAAR	Readiness Standards	Supporting Standards
1 Composition		1.17(B)* develop drafts by sequencing ideas through writing sentences 1.17(C)* revise drafts by adding or deleting a word, phrase, or sentence 1.17(D)* edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric 1.19(A)* write brief compositions about topics of interest to the student	1.17(A) plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas) 1.17(E) publish and share writing with others 1.18(A) write brief stories that include a beginning, middle, and end (literary) 1.18(B) write short poems that convey sensory details 1.19(B) write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing) 1.19(C) write brief comments on literary or informational texts
2 Revision		1.17(C)* revise drafts by adding or deleting a word, phrase, or sentence	

Rptg Cat	STAAR	Readiness Standards	Supporting Standards
3 Editing		1.17(D)* edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric 1.20(A)* understand and use the following parts of speech in the context of reading, writing, and speaking: 1.20(B)* speak in complete sentences with correct subject-verb agreement 1.21(B)* recognize and use basic capitalization 1.21(C)* recognize and use punctuation marks at the end of declarative, exclamatory, and interrogative sentences 1.22(B)* use letter-sound patterns to spell	1.20(A)* understand and use the following parts of speech in the context of reading, writing, and speaking: (i) verbs (past, present, and future) (ii) nouns (singular/plural, common/proper) (iii) adjectives (e.g., descriptive: green, tall) (iv) adverbs (e.g., time: before, next) (v) prepositions and prepositional phrases (vi) pronouns (e.g., I, me) (vii) time-order transition words 1.20(C) ask questions with appropriate subject-verb inversion 1.21(A) form upper- and lower-case letters legibly in text, using the basic conventions of print (left-to-right and top-to-bottom progression), including spacing between words and sentences 1.21(B)* recognize and use basic capitalization for: (i) the beginning of sentences (ii) the pronoun "I" (iii) names of people 1.22(A) use phonological knowledge to match sounds to letters to construct known words 1.22(B)* use letter-sound patterns to spell: (i) consonant-vowel-consonant (CVC) words (ii) consonant-vowel-consonant-silent e (CVCe) words (e.g., "hope") (iii) one-syllable words with consonant blends (e.g., "drop") 1.22(C) spell high-frequency words from a commonly used list 1.22(D)* spell base words with inflectional endings (e.g., adding "s" to make words plurals) 1.22(E)* use resources to find correct spellings
	# Items		

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

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Listening and Speaking	
Knowledge and Skills Statements	
<p>1.27 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.</p>	
<p><i>SEs Not Included in Assessed Curriculum</i></p>	<p>1.27(A) <i>listen attentively to speakers and ask relevant questions to clarify information</i> 1.27(B) <i>follow, restate, and give oral instructions that involve a short related sequence of actions</i></p>
<p>1.28 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 about the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.</p>	
<p>1.29 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 listening to others, speaking when recognized, and making appropriate contributions.</p>	

Beginning Reading Skills	
Knowledge and Skills Statements	
<p>1.1 Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed.</p>	
<p><i>SEs Not Included in Assessed Curriculum</i></p>	<p>1.1(A) <i>recognize that spoken words are represented in written English by specific sequences of letters</i> 1.1(B) <i>identify upper- and lower-case letters</i> 1.1(C) <i>sequence the letters of the alphabet</i> 1.1(D) <i>recognize the distinguishing features of a sentence (e.g., capitalization of first word, ending punctuation)</i> 1.1(E) <i>read texts by moving from top to bottom of the page and tracking words from left to right with return sweep</i> 1.1(F) <i>identify the information that different parts of a book provide (e.g., title, author, illustrator, table of contents)</i></p>
<p>1.2 Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness.</p>	
<p><i>SEs Not Included in Assessed Curriculum</i></p>	<p>1.2(A) <i>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)</i> 1.2(B) <i>distinguish between long- and short-vowel sounds in spoken one-syllable words (e.g., bit/bite)</i> 1.2(C) <i>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/)</i> 1.2(D) <i>blend spoken phonemes to form one- and two-syllable words, including consonant blends (e.g., spr)</i> 1.2(E) <i>isolate initial, medial, and final sounds in one-syllable spoken words</i> 1.2(F) <i>segment spoken one-syllable words of three to five phonemes into individual phonemes (e.g., splat =/s/p/l/a/t/)</i></p>

Beginning Reading Skills

Knowledge and Skills Statements

1.3 Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.

<p>SEs Not Included in Assessed Curriculum</p>	<p>1.3(A) <i>decode words in context and in isolation by applying common letter-sound correspondences, including:</i></p> <ul style="list-style-type: none"> (i) <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</i> (ii) <i>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</i> (iii) <i>consonant blends (e.g., bl, st)</i> (iv) <i>consonant digraphs including ch, tch, sh, th=as in thing, wh, ng, ck, kn, -dge, and ph</i> (v) <i>vowel digraphs including oo as in foot, oo as in moon, ea as in eat, ea as in bread, ee, 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</i> (vi) <i>vowel diphthongs including oy, oi, ou, and ow</i> <p>1.3(B) <i>combine sounds from letters and common spelling patterns (e.g., consonant blends, long- and short-vowel patterns) to create recognizable words</i></p> <p>1.3(C) <i>use common syllabication patterns to decode words, including:</i></p> <ul style="list-style-type: none"> (i) <i>closed syllable (CVC) (e.g., mat, rab-bit)</i> (ii) <i>open syllable (CV) (e.g., he, ba-by)</i> (iii) <i>final stable syllable (e.g., ap-ple, a-ble)</i> (iv) <i>vowel-consonant-silent “e” words (VCe) (e.g., kite, hide)</i> (v) <i>vowel digraphs and diphthongs (e.g., boy-hood, oat-meal)</i> (vi) <i>r-controlled vowel sounds (e.g., tar); including er, ir, ur, ar, and or</i> <p>1.3(D) <i>decode words with common spelling patterns (e.g., -ink, -onk, -ick)</i></p> <p>1.3(E) <i>read base words with inflectional endings (e.g., plurals, past tenses)</i></p> <p>1.3(F) <i>use knowledge of the meaning of base words to identify and read common compound words (e.g., football, popcorn, daydream)</i></p> <p>1.3(G) <i>identify and read contractions (e.g., isn’t, can’t)</i></p> <p>1.3(H) <i>identify and read at least 100 high-frequency words from a commonly used list</i></p> <p>1.3(I) <i>monitor accuracy of decoding</i></p>
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Research	
Knowledge and Skills Statements	
1.23 Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them.	
<i>SEs Not Included in Assessed Curriculum</i>	<i>Students (with adult assistance) are expected to:</i> 1.23(A) generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics 1.23(B) decide what sources of information might be relevant to answer these questions
1.24 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.	
<i>SEs Not Included in Assessed Curriculum</i>	<i>Students (with adult assistance) are expected to:</i> 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 Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students (with adult assistance) are expected to revise the topic as a result of answers to initial research questions.	
1.26 Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students (with adult assistance) are expected to create a visual display or dramatization to convey the results of the research.	

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