Texas English Language Arts and Reading

Grade K

Adopted 2017

The student develops oral language through listening, speaking, and discussion. K.1

- **A. listen actively and ask questions to understand information and answer questions using multi-word responses;** K.1.A
- **B. restate and follow oral directions that involve a short, related sequence of actions;** K.1.B
- **C. share information and ideas by speaking audibly and clearly using the conventions of language;** K.1.C
- **D. work collaboratively with others by following agreed-upon rules for discussion, including taking turns; and** K.1.D
- **E. develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.** K.1.E

The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. K.2

- **A. demonstrate phonological awareness by:** K.2.A
  - i. identifying and producing rhyming words; K.2.A.I
  - ii. recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound; K.2.A.II
  - iii. identifying the individual words in a spoken sentence; K.2.A.III
  - iv. identifying syllables in spoken words; K.2.A.IV
  - v. blending syllables to form multisyllabic words; K.2.A.V
  - vi. segmenting multisyllabic words into syllables; K.2.A.VI
  - vii. blending spoken onsets and rimes to form simple words; K.2.A.VII
  - viii. blending spoken phonemes to form one-syllable words; K.2.A.VIII
  - ix. manipulating syllables within a multisyllabic word; and K.2.A.IX
  - x. segmenting spoken one-syllable words into individual phonemes; K.2.A.X
- **B. demonstrate and apply phonetic knowledge by:** K.2.B
  - i. identifying and matching the common sounds that letters represent; K.2.B.I
  - ii. using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; K.2.B.II
  - iii. recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and K.2.B.III

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iv. identifying and reading at least 25 high-frequency words from a research-based list; K.2.B.IV

C. demonstrate and apply spelling knowledge by: K.2.C

i. spelling words with VC, CVC, and CCVC; K.2.C.I

ii. spelling words using sound-spelling patterns; and K.2.C.II

iii. spelling high-frequency words from a research-based list; K.2.C.III

D. demonstrate print awareness by: K.2.D

i. identifying the front cover, back cover, and title page of a book; K.2.D.I

ii. holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep; K.2.D.II

iii. recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries; K.2.D.III

iv. recognizing the difference between a letter and a printed word; and K.2.D.IV

v. identifying all uppercase and lowercase letters; and K.2.D.V

E. develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality. K.2.E

The student uses newly acquired vocabulary expressively. K.3

A. use a resource such as a picture dictionary or digital resource to find words; K.3.A

B. use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and K.3.B

C. identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations. K.3.C

The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time. K.4

4. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time. K.4

The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. K.5

A. establish purpose for reading assigned and self-selected texts with adult assistance; K.5.A

B. generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; K.5.B

make and confirm predictions using text features and structures with adult assistance; K.5.C

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	D. create mental images to deepen understanding with adult assistance; K.5.D
	E. make connections to personal experiences, ideas in other texts, and society with adult assistance; K.5.E
	F. make inferences and use evidence to support understanding with adult assistance; K.5.F
	G. evaluate details to determine what is most important with adult assistance; K.5.G
	H. synthesize information to create new understanding with adult assistance; and K.5.H
	I. monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance. K.5.I
The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. K.6	**A.** describe personal connections to a variety of sources; K.6.A
	B. provide an oral, pictorial, or written response to a text; K.6.B
	C. use text evidence to support an appropriate response; K.6.C
	D. retell texts in ways that maintain meaning; K.6.D
	E. interact with sources in meaningful ways such as illustrating or writing; and K.6.E
	F. respond using newly acquired vocabulary as appropriate. K.6.F
The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. K.7	**A.** discuss topics and determine the basic theme using text evidence with adult assistance; K.7.A
	B. identify and describe the main characters; K.7.B
	C. describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance; and K.7.C
	D. describe the setting. K.7.D
The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and ac[illegible] co[illegible]	**A.** demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes; K.8.A
	B. discuss rhyme and rhythm in nursery rhymes and a variety of poems; K.8.B
	C. discuss main characters in drama; K.8.C

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contemporary, classical, and diverse texts. K.8	**D. recognize characteristics and structures of informational text, including:** K.8.D i. the central idea and supporting evidence with adult assistance; K.8.D.I ii. titles and simple graphics to gain information; and K.8.D.II iii. the steps in a sequence with adult assistance; K.8.D.III **E. recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do; and** K.8.E **F. recognize characteristics of multimodal and digital texts.** K.8.F
The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. K.9	**A. discuss with adult assistance the author's purpose for writing text;** K.9.A **B. discuss with adult assistance how the use of text structure contributes to the author's purpose;** K.9.B **C. discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;** K.9.C **D. discuss with adult assistance how the author uses words that help the reader visualize; and** K.9.D **E. listen to and experience first- and third-person texts.** K.9.E
The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. K.10	**A. plan by generating ideas for writing through class discussions and drawings;** K.10.A **B. develop drafts in oral, pictorial, or written form by organizing ideas;** K.10.B **C. revise drafts by adding details in pictures or words;** K.10.C **D. edit drafts with adult assistance using standard English conventions, including:** K.10.D i. complete sentences; K.10.D.I ii. verbs; K.10.D.II iii. singular and plural nouns; K.10.D.III iv. adjectives, including articles; K.10.D.IV v. prepositions; K.10.D.V vi. pronouns, including subjective, objective, and possessive cases; K.10.D.VI vii. capitalization of the first letter in a sentence and name; K.10.D.VII viii. punctuation marks at the end of declarative sentences; and K.10.D.VIII ix. correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and K.10.D.IX

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	E. share writing. K.10.E
The student uses genre characteristics and craft to compose multiple texts that are meaningful. K.11	**A.** dictate or compose literary texts, including personal narratives; and K.11.A
	B. dictate or compose informational texts. K.11.B
The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. K.12	**A.** generate questions for formal and informal inquiry with adult assistance; K.12.A
	B. develop and follow a research plan with adult assistance; K.12.B
	C. gather information from a variety of sources with adult assistance; K.12.C
	D. demonstrate understanding of information gathered with adult assistance; and K.12.D
	E. use an appropriate mode of delivery, whether written, oral, or multimodal, to present results. K.12.E