

## TTUISD - TEKS Tracker

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<b>TTU Course: ELAR KB - Kindergarten, English Language Arts &amp; Reading, Second Semester (v.3.0)</b>					
<b>TEKS: §110.11. English Language Arts and Reading, Kindergarten, Beginning with School Year 2009-2010.</b>					
<b>Text:</b>					
TEKS Requirement		Sem. B	Lesson & Assignment Number	Textbook Chapter/Page #	Bloom's Taxonomy
§110.11. English Language Arts and Reading, Kindergarten, Beginning with School Year 2009-2010.					
(a) Introduction.					
(1) The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The Reading strand is structured to reflect the major topic areas of the National Reading Panel Report. In Kindergarten, students engage in activities that build on their natural curiosity and prior knowledge to develop their reading, writing, and oral language skills.					
(2) For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.					
(A) English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.					
(B) For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.					
(C) During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.					
(3) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge, skills, and student expectations at Kindergarten as described in subsection (b) of this section.					

(4) To meet Texas Education Code, §28.002(h), which states, ". . . each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.					
(b) Knowledge and skills.					
(1) Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to:					
(A) recognize that spoken words can be represented by print for communication;	<b>B</b>	89,93,96,111, 130,140			Understand
(B) identify upper- and lower-case letters;	<b>B</b>	76-149			Understand
(C) demonstrate the one-to-one correspondence between a spoken word and a printed word in text;	<b>B</b>	93,96,110,112, 126,130			Apply
(D) recognize the difference between a letter and a printed word;	<b>B</b>	76, 84, 110, 112, 145			Understand
(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);	<b>B</b>	94, 112, 136			Understand
(F) hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right; and	<b>B</b>	76-149			Apply
(G) identify different parts of a book (e.g., front and back covers, title page).	<b>B</b>	76, 88, 91, 110, 114, 143			Understand
(2) Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:					
(A) identify a sentence made up of a group of words;	<b>B</b>	81, 112, 129, 136, 145			Understand
(B) identify syllables in spoken words;	<b>B</b>	113, 126, 127, 142			Understand
(C) orally generate rhymes in response to spoken words (e.g., "What rhymes with hat?");	<b>B</b>	79, 84, 87, 90, 107, 117, 133, 138, 143			Create
(D) distinguish orally presented rhyming pairs of words from non-rhyming pairs;	<b>B</b>	84, 90, 104, 144			Understand
(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");	<b>B</b>	148			Understand
(F) blend spoken onsets and rimes to form simple words (e.g., onset /c/ and rime /at/ make cat);	<b>B</b>	79, 87, 11, 123, 130, 149			Apply
(G) blend spoken phonemes to form one-syllable words (e.g., /m/ ... /a/ ... /n/ says man);	<b>B</b>	87, 96, 107, 124, 133, 144			Apply
(H) isolate the initial sound in one-syllable spoken words; and	<b>B</b>	77, 86, 88, 92, 93, 102, 104, 107, 114, 131, 133, 145			Apply
(I) segment spoken one-syllable words into two to three phonemes (e.g., dog: /d/ ... /o/ ... /g/).	<b>B</b>	80, 98, 105, 124, 139, 135, 139			Apply
(3) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to:					
(A) identify the common sounds that letters represent;	<b>B</b>	76-149			Understand
(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);	<b>B</b>	91, 94, 99, 111, 116, 123, 131, 145, 148			Apply
(C) recognize that new words are created when letters are changed, added, or deleted; and	<b>B</b>	79, 121, 122, 130, 136, 149			Understand
(D) identify and read at least 25 high-frequency words from a commonly used list.	<b>B</b>	76-149			Apply
(4) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:					

(A) predict what might happen next in text based on the cover, title, and illustrations; and		<b>B</b>	81, 88, 91, 116, 118, 132, 140		Understand
(B) ask and respond to questions about texts read aloud.		<b>B</b>	77, 82, 89, 107, 114, 116, 119, 127, 133, 135, 138, 139		Understand
(5) Reading/Vocabulary Development. Students understand new vocabulary and use it correctly when reading and writing. Students are expected to:					
(A) identify and use words that name actions, directions, positions, sequences, and locations;		<b>B</b>	79, 84, 101, 108, 11, 112, 141, 145		Apply
(B) recognize that compound words are made up of shorter words;			117, 137		Understand
(C) identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures); and		<b>B</b>	97, 112, 117, 123, 141, 143, 148		Apply
(D) use a picture dictionary to find words.			148		Apply
(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. Students are expected to:					
(A) identify elements of a story including setting, character, and key events;		<b>B</b>	84, 85, 97, 98, 110, 116, 126, 127, 132, 133, 138, 139, 146		Understand
(B) discuss the big idea (theme) of a well-known folk tale or fable and connect it to personal experience;		<b>B</b>	99, 116, 146		Understand
(C) recognize sensory details; and		<b>B</b>	91, 98, 110, 133		Understand
(D) recognize recurring phrases and characters in traditional fairy tales, lullabies, and folk tales from various cultures.			121, 148		Understand
(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. Students are expected to respond to rhythm and rhyme in poetry through identifying a regular beat and similarities in word sounds.		<b>B</b>	84, 107, 143, 144		Evaluate
(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. Students are expected to:					
(A) retell a main event from a story read aloud; and		<b>B</b>	77, 84, 86, 98, 121, 139, 141, 148		Understand
(B) describe characters in a story and the reasons for their actions.		<b>B</b>	84, 85, 98, 111, 116, 121, 127, 133, 146, 148		Understand
(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. Students are expected to identify the topic of an informational text heard.					Evaluate
(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. Students are expected to:					
(A) identify the topic and details in expository text heard or read, referring to the words and/or illustrations;		<b>B</b>	88, 89, 102, 113, 114, 118, 127		Understand
(B) retell important facts in a text, heard or read;		<b>B</b>	77, 86, 106, 114, 119, 123, 148		Understand
(C) discuss the ways authors group information in text; and		<b>B</b>	102		Understand
(D) use titles and illustrations to make predictions about text.		<b>B</b>	76, 88, 110, 118, 140, 146		Understand

(11) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:				
(A) follow pictorial directions (e.g., recipes, science experiments); and	B	146		Apply
(B) identify the meaning of specific signs (e.g., traffic signs, warning signs).	B	149		Understand
(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. Students (with adult assistance) are expected to:				
(A) identify different forms of media (e.g., advertisements, newspapers, radio programs); and	B	146-148		Understand
(B) identify techniques used in media (e.g., sound, movement).	B	146-148		Understand
(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students (with adult assistance) are expected to:				
(A) plan a first draft by generating ideas for writing through class discussion;	B	79, 93, 101, 116, 148		Create
(B) develop drafts by sequencing the action or details in the story;	B	80, 93, 94, 102, 112, 116, 148		Create
(C) revise drafts by adding details or sentences;	B	80, 94, 104, 112, 149		Create
(D) edit drafts by leaving spaces between letters and words; and	B	80, 94, 104, 112, 149		Create
(E) share writing with others.	B	81, 94, 104, 112, 117, 133, 145, 149		Apply
(14) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:				
(A) dictate or write sentences to tell a story and put the sentences in chronological sequence; and	B	79, 80, 81, 101, 102, 103, 133, 143, 144, 145		Create
(B) write short poems.	B	107, 111, 137		Create
(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. Students are expected to dictate or write information for lists, captions, or invitations.	B	77, 93, 94, 101, 107, 109, 110, 113, 144, 147		Create
(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. Students are expected to:				
(A) understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance):				Apply
(i) past and future tenses when speaking;	B	135		Apply
(ii) nouns (singular/plural);	B	94, 113		Apply
(iii) descriptive words;	B	88, 89, 95, 96, 106, 110, 118, 131		Apply
(iv) prepositions and simple prepositional phrases appropriately when speaking or writing (e.g., in, on, under, over); and	B	76, 78, 83, 87, 108, 11		Apply
(v) pronouns (e.g., I, me);		113, 134		Apply
(B) speak in complete sentences to communicate; and	B	81, 92, 122, 131, 135, 138		Apply
(C) use complete simple sentences.	B	88, 94, 107, 131, 147		Apply
(17) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:				
(A) form upper- and lower-case letters legibly using the basic conventions of print (left-to-right and top-to-bottom progression);	B	76-149		Apply

(B) capitalize the first letter in a sentence; and		B	83, 85, 94, 104, 112, 114, 116, 145, 146, 148		Apply
(C) use punctuation at the end of a sentence.		B	83, 85, 94, 104, 112, 114, 116, 145, 146, 148		Apply
(18) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:					
(A) use phonological knowledge to match sounds to letters;		B	76-149		Apply
(B) use letter-sound correspondences to spell consonant-vowel-consonant (CVC) words (e.g., "cut"); and		B	96, 111, 144, 146, 147, 149		Apply
(C) write one's own name.		B	92, 111, 139		Apply
(19) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students (with adult assistance) are expected to:					
(A) ask questions about topics of class-wide interest; and		B	107		Understand
(B) decide what sources or people in the classroom, school, library, or home can answer these questions.		B	107		Apply
(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. Students (with adult assistance) are expected to:					
(A) gather evidence from provided text sources; and		B	107		Evaluate
(B) use pictures in conjunction with writing when documenting research.		B	107		Apply
(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. Students are expected to:					
(A) listen attentively by facing speakers and asking questions to clarify information; and		B	107		Apply
(B) follow oral directions that involve a short related sequence of actions.		B	79, 84, 108, 111, 141, 146		Apply
(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.		B	89, 96, 101, 110, 135, 137		Apply
(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.		B	107		Apply
<i>Source: The provisions of this §110.11 adopted to be effective September 4, 2008, 33 TexReg 7162.</i>					