

# TEXAS ESSENTIAL KNOWLEDGE SKILLS FOR KINDERGARTEN

## WHOLE GROUP

Discrepting and actachming feundational language altificities and answer questions using multi-word important and discussion. The student develops and inguage through listening, speaking, and discussion. The student is expected to:    Vision actively and also apesitions to understand information and answer questions using multi-word important.   Vision actively and also apesitions to understand information and answer questions using multi-word important.   Vision and information and properties of the control of the co	English Language Arts and Reading	Day 1	Day 2	Day 3	Day 4	Day 5
interesting speaking, and discissions. The student is expected to:  (A) librare actives and specialises unarrelated information and answer questions using multi-word inspirations.  (C) there information and ideas by speaking suddily and clearly using the comentions of language.  (C) there information and ideas by speaking suddily and clearly using the comentions of language.  (C) which collisionatively with others by following agreed upon rules for discussion. Including Laking turns and the content of advance.  (D) works (collisionatively with others by following agreed upon rules for discussion. Including Laking turns and the content of advance.  (D) works (collisionatively with others by following agreed upon rules for discussion. Including Laking turns and the content of advance.  (D) develops proad communications with a introductional binomial filteration in grant and advance.  (D) therefore and proaduring rules are sufficiently in the content of a					<u>.                                    </u>	
insponders  (C) whate information and ideas by speaking audibly and clearly using the conventions of language;  (C) work collaboratively with others by following agreed upon rules for discussion, including taking turns, and  (C) every collaboratively with others by following agreed upon rules for discussion, including taking turns, and  (C) every collaboratively with others by following agreed upon rules for discussion, including taking turns, and  (C) every collaboratively with others by following agreed upon rules for discussion, including taking turns, and  (C) devenormation such as introducing hymogeness filt including agreed take (training, genetiting, repressing, reading, withing, and thinking-beginning reading and writings. The student develops used structure hymogeness filt in the same speaker and the same sp		oral language	e. The student	develops ora	l language thr	ough
(C) share information and idea by speaking audibly and clearly using the conventions of language.  (B) work collaboratively with others by following agreed upon rules for discursion, including taking surror, and  (B) developes social communication such as introducing himselfineses; using common greatings and expression  (B) developes social communication such as introducing himselfineses; using common greatings and expression  (B) developes and extraction standing foundational languages allellis (larginary greatings, genetic, greatings, using, written, and thinkings, beginning reading and evintings. The student develops word structure shouldegist insurances by:  (A) demonstrate phonological assurances by:  (B) identifying and producing flyming words:  (B) identifying and producing flyming words:  (B) identifying and producing flyming words:  (B) identifying problem allestation or groups of words that begin with the same spoken onset or initial councils.  (B) identifying spikables in spoken words:  (C) identifying spikables in spoken words:  (V) identifying spikables in spoken words:  (V) identifying spikables in spoken words:  (V) identifying productions of the spikables words into spikables:  (V) identifying productions of the spikables words into spikables.  (V) identifying spikables words into spikables.  (V) identifying and matching the common sounds that letters represent:  (V) identifying and matching the common sounds that letters represent:  (V) identifying and matching the common sounds that letters represent:  (V) identifying and reading at least 25 high frequency words from a research-based list;  (V) identifying and reading at least 25 high frequency words from a research-based list;  (V) identifying the finest cover, back cover, and title page of a book:  (V) identifying the finest cover, back cover, and title page of a book:  (V) identifying the finest cover, back cover, and title page of a book:  (V) identifying the finest cover, back cover, and title page of a book:  (V) identifying the finest c		<b>/</b>	<b>/</b>	<b>/</b>	<b>/</b>	
(D) work collaborathedy with others by following agreed upon rules for discussion, including taking turns and collaboratively with others by following agreed upon rules for discussion, including taking turns and collaboratively with others by following agreed upon rules for discussion, including taking turns and collaboratively with others by following and sustaining foundations characteristic productions of the state of the collaborative phonological awareness by:  (2) Developing and sustaining foundational language skills listening, speaking, reading, writing, and thinking, and thinking, and thinking and producing thyring under the collaborative phonological awareness by:  (3) demonstrate phonological awareness by:  (4) demonstrate phonological awareness by:  (4) demonstrate phonological awareness by:  (5) identifying a poken allibroation or groups of words that begin with the same spoken onset or initial sounds;  (6) identifying spikelists in spoken words;  (6) identifying spikelists in spoken words;  (7) beginning spoken analities and initials are spoken sentence;  (8) identifying spikelists words into syllable;  (9) identifying syllables words into syllable;  (9) identifying syllables words into syllable;  (9) identifying spoken ancest of form one-syllable words;  (9) identifying and matching the common sounds that letters represent;  (9) demonstrate and apply phonelist knowledge by:  (9) identifying and matching the common sounds that letters represent;  (9) identifying and matching the common sounds that letters represent;  (9) identifying and reading at lesst 25 high frequency words from a research based list;  (9) spelling words with VC, CVC, and CCVC;  (10) recogniting the difference between a letter and a printed word; and (volve congrising word boundarian);  (10) demonstrate print as	(B) restate and follow oral directions that involve a short, related sequence of actions;					
did-devolop social communication such as introducing himself/herself, using common greetings, and expressing reviews and work.  20. Developing and sustaining foundational language skills listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:  (a) demonstrate phonological awareness by:  (a) demonstrate phonological awareness by:  (b) demonstrate phonological awareness by:  (d) demonstrate phonological awareness by:  (d) demonstrate phonological awareness by:  (d) demonstrate phonological awareness by:  (e) demonstrate phonological awareness by:  (d) demonstrate phonological awareness by:  (e) demonstrate and apply specimes to knowledge by:  (e) demonstrate and apply specimes (words on one-syllable words;  (e) demonstrate and apply specimes (words are created when letters are changed, added, or deleted such as it—pit—tip  (e) demonstrate and apply specimes (words are created when letters are changed, added, or deleted such as it—pit—tip  (e) demonstrate awareness by:  (e) demonstrate print awareness	(C) share information and ideas by speaking audibly and clearly using the conventions of language;	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>/</b>	
needs and wants.  (2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-beginning reading and writing. The student develops word structures knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:  (I) identifying and producing rhyming words; (II) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sounds; (III) identifying the individual words in a spoken sentence; (IV) identifying spikelables in spoken words; (IV) blending spikelables in spoken words; (IV) blending spikelables to form multistyfilable words; (IV) blending spikelables to form multistyfilable words. (IV) blending spikelables to form multistyfilable words. (IV) blending spikelables to form multistyfilable words. (IV) blending spikelables within a multistyfilable word and to the spikelable words into individual phonemes; (IV) blending spikelables within a multistyfilable word and to disconsistate and apply phonetic knowledge by: (IV) identifying and matching the common sounds that letters represent: (IV) using letter-round relationships to decode, including VC, CVC, CVC, and CVCC words; (IV) words words are created when letters are changed, added, or deleted such as it -pit - Itip (IV) demonstrate and apply spelling patterns and (IV) spelling words with VC, CVC, and CVCC. (IV) demonstrate print awareness by: (IV) identifying a the fourth cover, back cover, and title page of a book. (IV) identifying a branching be such as a printed word; and inverse between a letter and a printed word; and (IV) of the page of the book. (IV) demonstrate print awareness by: (IV) demonstrate print awareness by: (IV) demonstrate print awareness by: (IV) demonstra		<b>/</b>	<b>/</b>	<b>/</b>	<b>/</b>	
structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:  (i) demonstate phonological awareness by:  (ii) identifying and producing rhyming words:  (iii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound:  (iii) identifying the individual words in a spoken sentence;  (iv) identifying the individual words in a spoken sentence;  (iv) identifying pullables in spoken words:  (iv) identifying multisyllables words into syllables;  (iv) identifying multisyllables words into syllables;  (iv) identifying multisyllables words into syllables;  (iv) identifying and producing spoken phonemes to form simple words;  (iv) identifying and multisyllable words into individual phonemes;  (iv) identifying and matching in a multisyllable words and  (iv) segmenting spoken one-syllable words into individual phonemes;  (iv) identifying and matching the common sounds that letters represent:  (ii) using letter-about relationships to decode, including VC, VC, CVC, and CVCC words;  (iii) in letter-about relationships to decode, including VC, VC, CVC, and CVCC words;  (iv) identifying and reading at least 25 high frequency words from a research based list;  (iv) identifying and reading at least 25 high frequency words from a research based list;  (iv) identifying and reading at least 25 high frequency words from a research based list;  (iv) identifying and reading at least 25 high frequency words from a research based list;  (iv) identifying the individual special phonemes specially in the words when letters are changed, added, or deleted such as it - pit - tip and the pit of the pit of the time of the pit of the pit of the time of the pit of the						
(ii) identifying and producing rhyming words: (iii) identifying the individual words in a spoken sentence; (iii) identifying the individual words in a spoken sentence; (iii) identifying gritables in form multisyllabic words; (iv) identifying multisyllabic words into syllables; (iv) identifying and interest form one-yllable words; (iv) identifying and interest form simple words; (iv) identifying a poken phonemes to form one-yllable words; (iv) identifying a poken phonemes to form one-yllable words; (iv) identifying a poken phonemes to form one-yllable words; (iv) identifying a poken phonemes to form one-yllable words; (iii) identifying a poken phonemes to form one-yllable words; (iii) identifying a poken phonemes to form one-yllable words; (iii) identifying a poken phonemes to form one-yllable words; (iii) identifying a poken phonemes to form one-yllable words; (iii) identifying a poken phonemes to form one-yllable words; (iii) identifying a poken phonemes to form one-yllable words; (iii) identifying and matching the common sounds that letters represent; (iii) identifying and matching the common sounds that letters represent; (iii) identifying and matching the common sounds that letters represent; (iv) identifying and matching at least 25 high-frequency words from a research-based list; (iv) identifying and reading at least 25 high-frequency words from a research-based list; (iv) identifying and reading at least 25 high-frequency words from a research-based list; (iv) identifying a poken						lops word
(ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial some spoken alliteration or groups of words that begin with the same spoken onset or initial (iii) dentifying the individual words in a spoken sentence;  (iv) identifying syllables in spoken words;  (vi) blending syllables to form multisyllabic words;  (vii) blending spoken onsets and rimes to form simple words;  (viii) blending spoken onsets and rimes to form simple words;  (viii) blending spoken onsets and rimes to form simple words;  (viii) blending spoken onsets and rimes to form one-syllable words;  (iv) manipulating syllables within a multisyllable;  (viii) blending spoken onsets and rimes to form one-syllable words;  (iv) manipulating syllables within a multisyllable;  (iv) denomentate and apply phonemes to form one-syllable words;  (iv) denomentate and split spoken one-syllable words into individual phonemes;  (iv) denomentate and split spoken one-syllable words into individual phonemes;  (iv) denomentate and relationships to decode, including VC, CVC, CVC, CVC, and CVCC words;  (iii) using letter-sound relationships to decode, including VC, CVC, CVC, and CVCC words;  (iii) using letter-sound relationships to decode, including VC, CVC, CVC, and CVCC words;  (iii) using letter-sound relationships to decode, including VC, CVC, CVC, and CVCC words;  (iii) using letter-sound relationships to decode, including VC, CVC, CVC, and CVCC words;  (iv) identifying and reading at least 25 high-frequency words from a research-based list;  (iv) identifying and reading at least 25 high-frequency words from a research-based list;  (iv) denomentate and apply spelling knowledge by:  (ii) spelling words with VC, CVC, and cVCVC,	(A) demonstrate phonological awareness by:					
sound;  (iii) identifying the individual words in a spoken sentence; (iv) identifying syllables in spoken words: (iv) blending syllables to form multisyllabic words; (iv) blending syllables to form multisyllabic words; (iv) segmenting multisyllabic words into syllables; (iv) blending spoken onsets and rimes to form simple words; (iv) blending spoken phonemes to form one-syllable words; (iv) blending spoken phonemes to form one-syllable words; (iv) demanding spoken phonemes to form one-syllable words; (iv) demanding spoken one-syllable words into individual phonemes; (iv) demanding spoken one-syllable words into individual phonemes; (iv) demanding spoken one-syllable words into individual phonemes; (iv) demonstrate and apply phonetic knowledge by: (iv) demonstrate and apply phonetic knowledge by: (iv) demonstrate and relationships to decode, including VC, CVC, CCVC, and CVCC words; (iv) necogniting that new words are created when letters are changed, added, or deleted such as R - pit - tip - tap and (iv) identifying and reading at least 25 high-frequency words from a research-based list; (iv) demonstrate and apply spelling knowledge by: (ii) spelling words with VC, CVC, and CVCC; (iii) spelling words with VC, CVC, and CVCC; (iii) spelling words with VC, CVC, and CVCC; (iv) spelling browds with VC, CVC, and	(i) identifying and producing rhyming words;	<b>/</b>	<b>/</b>	<b>/</b>	1	
(iv) Identifying syllables to form multisyllabic words; (v) blending syllables to form multisyllabic words; (vi) blending spoken onsets and rimes to form simple words; (vii) blending spoken onsets and rimes to form simple words; (viii) blending spoken onsets and rimes to form simple words; (viii) blending spoken phonemes to form one-syllable words; (ix) manipulating syllables within a multisyllabic word; and (v) segmenting spoken one-syllable words into individual phonemes; (iii) deministrate and apply phonetic knowledge by: (iii) letting and matching the common sounds that letters represent: (iii) using letters sound relationships to decode, including VC, CVC, CCVC, and CVCC words; (iii) recognizing but new words are created when letters are changed, added, or deleted such as it - pit - tip		<b>/</b>				
(ii) segniling words with VC, CVC, and CVCC (iii) spelling and reading at least 25 high frequency words from a research-based list; (iv) identifying and reading at least 25 high frequency words from a research-based list; (ii) spelling words with VC, CVC, and CVCC (iii) spelling words with VC, CVC, and CVCC (iv) spelling words	(iii) identifying the individual words in a spoken sentence;	<b>/</b>	<b>/</b>	<b>/</b>	<b>/</b>	
(wi) segmenting multisyllabic words into syllables; (vii) blending spoken onsets and rimes to form simple words; (viii) blending spoken phonemes to form one-syllable words; (iii) manipulating syllables within a multisyllabic word; and (iv) segmenting spoken one-syllable words into individual phonemes; (ii) demonstrate and apply phonetic knowledge by: (ii) identifying and matching the common sounds that letters represent; (iii) identifying and matching the common sounds that letters represent; (iii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; (iii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and (iv) identifying and reading at least 25 high-frequency words from a research-based list; (i) demonstrate and apply spelling knowledge by: (ii) spelling words with VC, CVC, and CCVC; (ii) spelling words with VC, CVC, and CCVC; (ii) spelling words with vords with vords from a research-based list; (iii) spelling high-frequency words from a research-based list; (iv) demonstrate print awareness by: (ii) demonstrate print awareness by: (iii) pelling high frequency words from a research-based list; (iv) demonstrate print awareness by: (iii) pecling a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep; (iii) pecling that sentences are comprised of words separated by spaces and recognizing word boundaries; (iv) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries; (iv) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries; (iv) recognizing that sentences are comprised of words and (iv) dentifying all uppercase and lowercase letters, and (iv) dentifying all uppercase and lowercase letters using appropriate directionally of the student is expected to:  (iii) secloping and sustaining foundational language skills: listening, speaking, reading, writing	(iv) identifying syllables in spoken words;	<b>/</b>				
(vii) blending spoken onsets and rimes to form simple words; (viii) blending spoken phonemes to form one-syllable words; (ix) manipulating syllables within a multisyllabic word; and (ix) segmenting spoken one-syllable words into individual phonemes; (ii) demonstrate and apply phonemic knowledge by: (ii) identifying and matching the common sounds that letters represent; (iii) identifying and matching the common sounds that letters represent; (iii) is possible to expect the syllable words are created when letters are changed, added, or deleted such as it is pit—tip - tap; and (iv) identifying and reading at least 25 high-frequency words from a research-based list; (iv) demonstrate and apply spelling knowledge by: (ii) spelling words using sound-spelling patterns; and (iii) spelling words using sound-spelling patterns; and (iii) spelling words using sound-spelling patterns; and (iii) spelling the front cover, back cover, and title page of a book; (iv) identifying the front cover, back cover, and title page of a book; (iv) identifying the front cover, back cover, and title page of a book; (iv) recognizing that sentences are comprised of words separated by spaces and recognizing word bound-aries; (iv) recognizing that sentences are comprised of words separated by spaces and recognizing word bound-aries; (iv) recognizing that sentences are comprised of words separated by spaces and recognizing word bound-aries; (iv) recognizing that sentences are comprised of words separated by spaces and recognizing word bound-aries; (iv) recognizing that sentences are comprised of words separated by spaces and recognizing word bound-aries; (iv) recognizing that sentences are comprised of words separated by spaces and recognizing word bound-aries; (iv) recognizing that sentences are comprised of words separated by spaces and recognizing word bound-aries; (iv) recognizing that sentences are comprised of words separated by spaces and recognizing word bound-aries; (iv) recognizing that sentences are comprised of words separated by spac	(v) blending syllables to form multisyllabic words;	<b>✓</b>				
(iii) blending spoken phonemes to form one-syllable words; (iix) manipulating syllables within a multisyllabic word; and (ix) manipulating syllables within a multisyllabic word; and (ix) demonstrate and apply phonetic knowledge by: (ii) identifying and matching the common sounds that letters represent; (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; (iii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit- tip (iv) identifying and reading at least 25 high-frequency words from a research-based list; (iv) demonstrate and apply spelling knowledge by: (iv) spelling words with VC, CVC, and CVCC; (iv) spelling high-frequency words from a research-based list; (iv) demonstrate print awareness by: (iv) demonstrate print awareness by: (iv) identifying the front cover, back cover, and title page of a book; (iv) including a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left for right with returns weep; (iv) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries; (iv) recognizing the difference between a letter and a printed word; and (iv) identifying all uppercase and lowercase letters; and (iv) identifying all uppercase and lowercase not letter susing appropriate directionary acquired vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:  (A) use a resource such as a picture dictionary or digital resource to find words: (iii) use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and (iv) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes,	(vi) segmenting multisyllabic words into syllables;	<b>/</b>				
(ix) manipulating syllables within a multisyllabic word; and (x) segmenting spoken one-syllable words into individual phonemes; (ii) demostrate and apply phonetic knowledge by: (ii) identifying and matching the common sounds that letters represent; (iii) sing letter-sound relationships to decode, including VC, CVC, CVC, and CVCC words; (iii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and (iv) identifying and reading at least 25 high-frequency words from a research-based list; (C) demonstrate and apply spelling knowledge by: (i) spelling words with VC, CVC, and CCVC; (ii) spelling words with VC, CVC, and CCVC; (ii) spelling words with VC, CVC, and CCVC; (iii) spelling words using sound-spelling patterns; and (iii) spelling high-frequency words from a research-based list; (D) demonstrate print awareness by: (i) identifying the front cover, back cover, and title page of a book; (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; (iii) precognizing that sentences are comprised of words separated by spaces and recognizing word boundaries; (iv) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries; (iv) recognizing that sentences between a letter and a printed word; and (v) identifying all uppercase and lowercase letters; and (c) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionary.  (a) Use a resource such as a picture dictionary or digital resource to find words; (a) Use a resource such as a picture dictionary or digital resource to find words; (d) Use all further and a picture dictionary or digital resource to find words; (e) identify and use words that name actions; directions, positions; sequences; categories such as colors, shapes,	(vii) blending spoken onsets and rimes to form simple words;	1				
(x) segmenting spoken one-syllable words into individual phonemes; (B) demonstrate and apply phonetic knowledge by: (ii) identifying and matching the common sounds that letters represent; (iii) using letter-sound relationships to decode, including VC, CVC, CVC, and CVCC words; (iii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip	(viii) blending spoken phonemes to form one-syllable words;	<b>✓</b>	<b>✓</b>	<b>✓</b>	1	
(B) demonstrate and apply phonetic knowledge by: (i) identifying and matching the common sounds that letters represent; (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; (iii) recognizing that new words are created when letters are changed, added, or deleted such as it – pit – tip – tap; and (iv) identifying and reading at least 25 high-frequency words from a research-based list; (C) demonstrate and apply spelling knowledge by: (i) spelling words with VC, CVC, and CCVC; (ii) spelling words with VC, CVC, and CCVC; (ii) spelling words with VC, CVC, and CCVC; (iii) spelling high-frequency words from a research-based list; (D) demonstrate print awareness by: (ii) identifying the front cover, back cover, and title page of a book; (iii) 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; (iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries; (iv) recognizing the difference between a letter and a printed word; and (v) identifying all uppercase and lowercase letters; and (E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.  (B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and (C) identify and use words that name actions, directions; positions; sequences; categories such as colors, shapes,	(ix) manipulating syllables within a multisyllabic word; and					
(i) identifying and matching the common sounds that letters represent; (ii) using letter-sound relationships to decode, including VC, CVC, CVCC, and CVCC words; (iii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and (iv) identifying and reading at least 25 high-frequency words from a research-based list; (C) demonstrate and apply spelling knowledge by: (i) spelling words with VC, CVC, and CCVC; (ii) spelling words using sound-spelling patterns; and (iii) spelling high-frequency words from a research-based list; (D) demonstrate print awareness by: (i) identifying the front cover, back cover, and title page of a book; (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; (iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries; (iv) recognizing the difference between a letter and a printed word; and (V) identifying all uppercase and lowercase letters; and (E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.  (B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and (C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes,	(x) segmenting spoken one-syllable words into individual phonemes;	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>/</b>	
(ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words;  (iii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip; - tap; and (iv) identifying and reading at least 25 high-frequency words from a research-based list; (C) demonstrate and apply spelling knowledge by: (i) spelling words with VC, CVC, and CCVC; (ii) spelling words with VC, CVC, and CCVC; (ii) spelling words using sound-spelling patterns; and (iii) spelling high-frequency words from a research-based list; (D) demonstrate print awareness by: (i) identifying the front cover, back cover, and title page of a book; (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; (iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries; (iv) recognizing the difference between a letter and a printed word; and (v) identifying all uppercase and lowercase letters; and (E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.  (B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and (C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes,	(B) demonstrate and apply phonetic knowledge by:		,	,	,	
(iii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip; - tap; and (iv) identifying and reading at least 25 high-frequency words from a research-based list; (C) demonstrate and apply spelling knowledge by: (i) spelling words with VC, CVC, and CCVC; (ii) spelling words with VC, CVC, and CCVC; (ii) spelling words using sound-spelling patterns; and (iii) spelling high-frequency words from a research-based list; (D) demonstrate print awareness by: (i) identifying the front cover, back cover, and title page of a book; (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; (iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries; (iv) recognizing the difference between a letter and a printed word; and (V) identifying all uppercase and lowercase letters; and (E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality. (S) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:  (A) use a resource such as a picture dictionary or digital resource to find words; (B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and (C) identify and use words that name actions; directions; positions; sequences; categories such as a colors, shapes,	(i) identifying and matching the common sounds that letters represent;	<b>/</b>	<b>/</b>	<b>/</b>	<b>/</b>	
- tap; and  (iv) identifying and reading at least 25 high-frequency words from a research-based list;  (C) demonstrate and apply spelling knowledge by:  (i) spelling words with VC, CVC, and CCVC;  (ii) spelling words using sound-spelling patterns; and  (iii) spelling high-frequency words from a research-based list;  (D) demonstrate print awareness by:  (i) identifying the front cover, back cover, and title page of a book;  (ii) identifying the front cover, back cover, and title page of a book;  (iii) 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;  (iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries;  (iv) recognizing the difference between a letter and a printed word; and  (v) identifying all uppercase and lowercase letters; and  (E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.  (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:  (A) use a resource such as a picture dictionary or digital resource to find words;  (B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and  (C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes,		<b>/</b>	/	/	/	
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	(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and	<b>/</b>	1	1	1	
	(C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.	<b>/</b>	1	1	1	



# TEXAS ESSENTIAL KNOWLEDGE SKILLS FOR KINDERGARTEN

### WHOLE GROUP

English Language Arts and Reading	Day 1	Day 2	Day 3	Day 4	Day 5
b) Knowledge and Skills cont'd					
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinl texts independently. The student is expected to self-select text and interact independently with text for inc			g. The student	t reads grade-	appropriate
(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The stud- comprehension of increasingly complex texts. The student is expected to:	ent uses meta	cognitive skil	ls to both dev	elop and deep	en
(A) establish purpose for reading assigned and self-selected texts with adult assistance;					
(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;	<b>/</b>	/	1	1	
(C) make and confirm predictions using text features and structures with adult assistance;	<b>/</b>	<b>/</b>	<b>/</b>		
(D) create mental images to deepen understanding with adult assistance;		<b>/</b>			
(E) make connections to personal experiences, ideas in other texts, and society with adult	<b>/</b>	<b>/</b>	<b>/</b>	<b>/</b>	
(F) make inferences and use evidence to support understanding with adult assistance;		<b>/</b>	<b>/</b>		
(G) evaluate details to determine what is most important with adult assistance;		<b>√</b>	<b>√</b>	<b>√</b>	
(H) synthesize information to create new understanding with adult assistance; and		<b>/</b>	<b>/</b>	<b>/</b>	
(l) 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.					
(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student res read, heard, or viewed. The student is expected to:	ponds to an i	ncreasingly cl	nallenging var	riety of source	s that are
(A) describe personal connections to a variety of sources;	<b>/</b>	1	1	1	
(B) provide an oral, pictorial, or written response to a text;		1	1	1	
(C) use text evidence to support an appropriate response;	1	<b>/</b>	1	1	
(D) retell texts in ways that maintain meaning;			1	1	
(E) interact with sources in meaningful ways such as illustrating or writing; and		<b>/</b>	1	1	
(F) respond using newly acquired vocabulary as appropriate.	<b>/</b>	<b>/</b>	1	1	
(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-literary eleme and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The studen			and analyzes	literary elem	ents within
(A) discuss topics and determine the basic theme using text evidence with adult assistance;	<b>✓</b>	<b>√</b>	<b>√</b>	<b>√</b>	
(B) identify and describe the main character(s);			1	1	
(C) describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance; and			1	1	
(D) describe the setting.			<b>/</b>	<b>/</b>	
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The structures, and purposes within and across increasingly complex traditional, contemporary, classical, and o					ristics,
<ul> <li>(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folk- tales, fables, fairy tales, and nursery rhymes;</li> </ul>					
(B) discuss rhyme and rhythm in nursery rhymes and a variety of poems;	<b>/</b>	<b>/</b>	<b>/</b>	<b>/</b>	
(C) discuss main characters in drama;	<b>/</b>	<b>/</b>	1	1	
(D) recognize characteristics and structures of informational text, including:					
(i) the central idea and supporting evidence with adult assistance;	<b>/</b>	1	1	1	
(ii) titles and simple graphics to gain information; and	<b>/</b>	1	1	1	
(iii) the steps in a sequence with adult assistance;					
(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					
(F) recognize characteristics of multimodal and digital texts.	<b>/</b>	<b>/</b>	<b>/</b>	<b>/</b>	
(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The how they influence and communicate meaning within a variety of texts. The student analyzes and applies a products and performances. The student is expected to:					
(A) discuss with adult assistance the author's purpose for writing text;					
(B) discuss with adult assistance how the use of text structure contributes to the author's purpose					
(C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes:		/		/	



# TEXAS ESSENTIAL KNOWLEDGE SKILLS FOR KINDERGARTEN

### WHOLE GROUP

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English Language Arts and Reading	Day 1	Day 2	Day 3	Day 4	Day 5
b) Knowledge and Skills cont'd					
(D) discuss with adult assistance how the author uses words that help the reader visualize; and	<b>✓</b>	<b>/</b>		<b>/</b>	
(E) listen to and experience first- and third-person texts.					
10) Composition: listening, speaking, reading, writing, and thinking using multiple texts-writingprocess multiple texts that are legible and uses appropriate conventions. The student is expected to:	. The student u	ses the writin	g process recu	rsively to com	ipose
(A) plan by generating ideas for writing through class discussions and drawings;	<b>/</b>	<b>/</b>	<b>✓</b>	<b>✓</b>	
(B) develop drafts in oral, pictorial, or written form by organizing ideas;	<b>/</b>	/	1	<b>/</b>	
(C) revise drafts by adding details in pictures or words;		<b>/</b>	<b>✓</b>	<b>/</b>	
(D) edit drafts with adult assistance using standard English conventions, including:					
(i) complete sentences;	<b>/</b>	1	1	1	
(ii) verbs;	<b>/</b>	1	1	1	
(iii) singular and plural nouns;					
(iv) adjectives, including articles;	1	1	1	1	
(v) prepositions;	1	1	1	1	
(vi) pronouns, including subjective, objective, and possessive cases;	1	1	1	1	
(vii) capitalization of the first letter in a sentence and name;	1	1	1	1	
(viii) punctuation marks at the end of declarative sentences; and	<b>/</b>	1	1	1	
(ix) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and					
(E) share writing.			•	•	
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The st that are meaningful. The student is expected to:	udent uses gen	re characteris	tics and craft	to compose m	ultiple texts
(A) dictate or compose literary texts, including personal narratives; and	1	1	1	1	
(B) dictate or compose informational texts	<b>/</b>	1	1	1	
(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The stup processes for a variety of purposes. The student is expected to:	udent engages	in both short-	term and sust	ained recursiv	e inquiry
(A) generate questions for formal and informal inquiry with adult assistance;	1	<b>/</b>	<b>/</b>	1	
(B) develop and follow a research plan with adult assistance;	<b>/</b>	<b>/</b>	/	1	
(C) gather information from a variety of sources with adult assistance;	<b>/</b>	<b>/</b>	<b>/</b>	<b>/</b>	
(D) demonstrate understanding of information gathered with adult assistance; and	1	1	1	1	
(E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.				1	