

TEKS Language Arts – GRADE K

1. Listening/speaking/purposes. The student listens attentively and engages actively in various oral language experiences.
(A) determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate (K-3)
(B) respond appropriately and courteously to directions and questions (K-3)
(C) participate in rhymes, songs, conversations, and discussions (K-3)
(D) listen critically to interpret and evaluate (K-3)
(E) listen responsively to stories and other texts read aloud, including selections from classic and contemporary works (K-3);
(F) identify the musical elements of literary language, including its rhymes, or repeated sounds (K-1)
2. Listening/speaking/culture. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures.
(A) connect experiences and ideas with those of others through speaking and listening(K-3)
(B) compare language and oral traditions (family stories) that reflect customs, regions, and cultures (K-3)
3. Listening/speaking/audiences. The student speaks appropriately to different audiences for different purposes and occasions.
(A) choose and adapt spoken language appropriate to the audience, purpose, and occasion, including use of appropriate volume and rate (K-3)
(B) use verbal and nonverbal communication in effective ways such as making announcements, giving directions, or making introductions(K-3)
(C) ask and answer relevant questions and make contributions in small or large group discussions(K-3)
(D) present dramatic interpretations of experiences, stories, poems, or plays(K-3)
(E) gain increasing control of grammar when speaking such as using subject-verb agreement, complete sentences, and correct tense (K-3)
4. Listening/speaking/communication. The student communicates clearly by putting thoughts and feelings into spoken words.
(A) learn the vocabulary of school such as numbers, shapes, colors, directions, and categories (K-1)
(B) use vocabulary to describe clearly ideas, feelings, and experiences (K-3)
(C) clarify and support spoken messages using appropriate props, including objects, pictures, and charts (K-3)
(D) retell a spoken message by summarizing or clarifying (K-3).
5 Reading/print awareness. The student demonstrates knowledge of concepts of print.
(A) recognize that print represents spoken language and conveys meaning such as his/her own name and signs such as <i>Exit</i> and <i>Danger</i> (K-1);
(B) know that print moves left-to-right across the page and top-to-bottom (K-1);
(C) understand that written words are separated by spaces (K-1);
(D) know the difference between individual letters and printed words (K-1);
(E) know the difference between capital and lowercase letters (K-1);
(F) recognize how readers use capitalization and punctuation to comprehend (K-1);
(G) understand that spoken words are represented in written language by specific sequences of letters (K-1); and
(H) recognize that different parts of a book such as cover, title page, and table of contents offer information (K-1).
6 Reading/phonological awareness. The student orally demonstrates phonological awareness (an understanding that spoken language is composed of sequences of sounds).
(A) demonstrate the concept of word by dividing spoken sentences into individual words (K-1);
(B) identify, segment, and combine syllables within spoken words such as by clapping syllables and moving manipulatives to represent syllables in words (K-1);

(C) produce rhyming words and distinguish rhyming words from non-rhyming words (K-1);
(D) identify and isolate the initial and final sound of a spoken word (K-1);
(E) blend sounds to make spoken words such as moving manipulatives to blend phonemes in a spoken word (K);
(F) segment one-syllable spoken words into individual phonemes, clearly producing beginning, medial, and final sounds (K-1).
7 Reading/letter-sound relationships. The student uses letter-sound knowledge to decode written language.
(A) name and identify each letter of the alphabet (K-1);
(B) understand that written words are composed of letters that represent sounds (K-1); and
(C) learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1).
8 Reading/vocabulary development. The student develops an extensive vocabulary.
(A) discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2);
(B) develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud (K-3); and
(C) identify words that name persons, places, or things and words that name actions (K-1).
9 Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud.
(A) use prior knowledge to anticipate meaning and make sense of texts (K-3);
(B) establish purposes for reading or listening such as to be informed, to follow directions, and to be entertained (K-3); and
(C) retell or act out the order of important events in stories (K-3).
10 Reading/literary response. The student responds to various texts.
(A) listen to stories being read aloud (K-1);
(B) participate actively (react, speculate, join in, read along) when predictable and patterned selections are read aloud (K-1);
(C) respond through talk, movement, music, art, drama, and writing to a variety of stories and poems in ways that reflect understanding and interpretation (K-1);
(D) describe how illustrations contribute to the text (K-1).
11 Reading/text structures/literary concepts. The student recognizes characteristics of various types of texts.
(A) distinguish different forms of texts such as lists, newsletters, and signs and the functions they serve (K-3);
(B) understand simple story structure (K-1);
(C) distinguish fiction from nonfiction, including fact and fantasy (K-3);
(D) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, and information books (K-2);
(E) understand literary terms by distinguishing between the roles of the author and illustrator such as the author writes the story and the illustrator draws the pictures (K-1).
12 Reading/inquiry/research. The student generates questions and conducts research about topics introduced through selections read aloud and from a variety of other sources.
(A) identify relevant questions for inquiry such as "Why did knights wear armor?" (K-3);
(B) use pictures, print, and people to gather information and answer questions (K-1);
(C) draw conclusions from information gathered (K-3);
(D) locate important areas of the library/media center (K-1).
13 Reading/culture. The student reads or listens to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures.

(A) connect his/her own experiences with the life experiences, language, customs, and culture of others (K-3);
(B) compare experiences of characters across cultures (K-3).
14 Writing/spelling/penmanship. The student develops the foundations of writing.
(A) write his/her own name and other important words (K-1);
(B) write each letter of the alphabet, both capital and lowercase (K);
(C) use phonological knowledge to map sounds to letters to write messages (K-1);
(D) write messages that move left- to-right and top-to-bottom on the page (K-1);
(E) gain increasing control of penmanship such as pencil grip, paper position, and beginning stroke (K).
15 Writing/composition. The student composes original texts.
(A) dictate messages such as news and stories for others to write (K-1);
(B) write labels, notes, and captions for illustrations, possessions, charts, centers (K-1);
(C) write to record ideas and reflections (K-3);
(D) generate ideas before writing on self-selected topics (K-1);
(E) generate ideas before writing on assigned tasks (K-1);
(F) use available technology to compose text (K-3).
16 Writing/inquiry/research. The student uses writing as a tool for learning and research.
(A) record or dictate questions for investigating (K-1); and
(B) record or dictate his/her own knowledge of a topic in various ways such as by drawing pictures, making lists, and showing connections among ideas (K-3).