































## Kindergarten Side-by-Side TEKS Comparison

2017 TEKS	2009 TEKS	Notes
<p><b>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p> <p><b>(D)</b> recognize characteristics and structures of informational text, including:</p> <p style="padding-left: 20px;"><b>(i)</b> the central idea and supporting evidence with adult assistance;</p>		Note that SE 8.D.i requires adult assistance.
<p><b>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p> <p><b>(D)</b> recognize characteristics and structures of informational text, including:</p> <p style="padding-left: 20px;"><b>(ii)</b> titles and simple graphics to gain information; and</p>	<p><b>(10) Reading/Comprehension of Informational Text/Expository Text.</b> Students analyze, make inferences and draw conclusions about expository text, and provide evidence from text to support their understanding. Students are expected to:</p> <p><b>(D)</b> use titles and illustrations to make predictions about text.</p>	SE 8.D.ii requires that the student gain information from titles and simple graphics rather than solely making predictions about them.
<p><b>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p> <p><b>(D)</b> recognize characteristics and structures of informational text, including:</p> <p style="padding-left: 20px;"><b>(iii)</b> the steps in a sequence with adult assistance;</p>	<p><b>(11) Reading/Comprehension of Informational Text/Procedural Texts.</b> Students understand how to glean and use information in procedural texts and documents. Students are expected to:</p> <p><b>(A)</b> follow pictorial directions (e.g., recipes, science experiments); and</p>	<p>Note that SE 8.D.iii requires adult assistance.</p> <p>Procedural text is not specifically referenced in the 2017 TEKS. However, it is considered a type of informational text. Instruction of informational text is addressed in SEs 8.D.i-8.D.iii.</p>
<p><b>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p> <p><b>(E)</b> recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do; and</p>		Note SE 8.E requires adult assistance.

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<p><b>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p> <p><b>(F)</b> recognize characteristics of multimodal and digital texts.</p>		Multimodal texts incorporate more than one mode within a single text.
<p><b>(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> 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. The student is expected to:</p> <p><b>(A)</b> discuss with adult assistance the author's purpose for writing text;</p>		Note that SE 9.A requires adult assistance.
<p><b>(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> 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. The student is expected to:</p> <p><b>(B)</b> discuss with adult assistance how the use of text structure contributes to the author's purpose;</p>		Note that SE 9.B requires adult assistance in making a connection between text structure and the author's purpose.
<p><b>(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> 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. The student is expected to:</p> <p><b>(C)</b> discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;</p>		Note that SE 9.C requires adult assistance in making a connection between the use of print and graphic features and the author's purpose.
<p><b>(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> 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. The student is expected to:</p> <p><b>(D)</b> discuss with adult assistance how the author uses words that help the reader visualize; and</p>		Note that SE 9.D requires adult assistance.



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<p><b>(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> 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. The student is expected to:</p> <p><b>(E)</b> listen to and experience first- and third-person texts.</p>		
<p><b>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p><b>(A)</b> plan by generating ideas for writing through class discussions and drawings;</p>	<p><b>(13) Writing/Writing Process.</b> Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students (with adult assistance) are expected to:</p> <p><b>(A)</b> plan a first draft by generating ideas for writing through class discussion;</p>	
<p><b>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p><b>(B)</b> develop drafts in oral, pictorial, or written form by organizing ideas;</p>	<p><b>(13) Writing/Writing Process.</b> Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students (with adult assistance) are expected to:</p> <p><b>(B)</b> develop drafts by sequencing the action or details in the story;</p> <p><b>(C)</b> revise drafts by adding details or sentences;</p> <p><b>(14) Writing/Literary Texts.</b> Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</p> <p><b>(A)</b> dictate or write sentences to tell a story and put the sentences in chronological sequence; and</p> <p><b>(15) Writing/Expository and Procedural Texts.</b> 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.</p>	

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<p><b>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p><b>(C)</b> revise drafts by adding details in pictures or words;</p>	<p><b>(13) Writing/Writing Process.</b> Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students (with adult assistance) are expected to:</p> <p><b>(B)</b> develop drafts by sequencing the action or details in the story;</p> <p><b>(C)</b> revise drafts by adding details or sentences;</p> <p><b>(14) Writing/Literary Texts.</b> Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</p> <p><b>(A)</b> dictate or write sentences to tell a story and put the sentences in chronological sequence; and</p> <p><b>(15) Writing/Expository and Procedural Texts.</b> 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.</p>	
<p><b>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p><b>(D)</b> edit drafts with adult assistance using standard English conventions, including:</p> <p style="padding-left: 20px;"><b>(i)</b> complete sentences;</p>	<p><b>(16) Oral and Written Conventions/Conventions.</b> 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:</p> <p><b>(C)</b> use complete simple sentences.</p>	
<p><b>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p><b>(D)</b> edit drafts with adult assistance using standard English conventions, including:</p> <p style="padding-left: 20px;"><b>(ii)</b> verbs;</p>		Note that SE 10.D.ii requires adult assistance.

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<p><b>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p><b>(D)</b> edit drafts with adult assistance using standard English conventions, including:</p> <ul style="list-style-type: none"> <li><b>(iii)</b> singular and plural nouns;</li> <li><b>(iv)</b> adjectives, including articles;</li> <li><b>(v)</b> prepositions;</li> <li><b>(vi)</b> pronouns, including subjective, objective, and possessive cases;</li> </ul>	<p><b>(16) Oral and Written Conventions/Conventions.</b> 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:</p> <p><b>(A)</b> understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance):</p> <ul style="list-style-type: none"> <li><b>(ii)</b> nouns (singular/plural);</li> <li><b>(iii)</b> descriptive words;</li> <li><b>(iv)</b> prepositions and simple prepositional phrases appropriately when speaking or writing (e.g., in, on, under, over); and</li> <li><b>(v)</b> pronouns (e.g., I, me);</li> </ul>	
<p><b>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p><b>(D)</b> edit drafts with adult assistance using standard English conventions, including:</p> <ul style="list-style-type: none"> <li><b>(vii)</b> capitalization of the first letter in a sentence and name;</li> </ul>	<p><b>(17) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation.</b> Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p> <p><b>(B)</b> capitalize the first letter in a sentence; and</p>	Note that SE 10.D.vii requires adult assistance,
<p><b>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p><b>(D)</b> edit drafts with adult assistance using standard English conventions, including:</p> <ul style="list-style-type: none"> <li><b>(viii)</b> punctuation marks at the end of declarative sentences; and</li> </ul>	<p><b>(17) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation.</b> Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p> <p><b>(C)</b> use punctuation at the end of a sentence.</p>	Note that SE 10.D.viii requires adult assistance,
<p><b>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p><b>(D)</b> edit drafts with adult assistance using standard English conventions, including:</p> <ul style="list-style-type: none"> <li><b>(ix)</b> correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and</li> </ul>		Note that SE 10.D.ix requires adult assistance.

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<p><b>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p><b>(E)</b> share writing.</p>	<p><b>(13) Writing/Writing Process.</b> Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students (with adult assistance) are expected to:</p> <p><b>(E)</b> share writing with others.</p>	
<p><b>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <p><b>(A)</b> dictate or compose literary texts, including personal narratives; and</p>	<p><b>(14) Writing/Literary Texts.</b> Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</p> <p><b>(A)</b> dictate or write sentences to tell a story and put the sentences in chronological sequence; and</p>	
<p><b>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <p><b>(B)</b> dictate or compose informational texts.</p>	<p><b>(15) Writing/Expository and Procedural Texts.</b> 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.</p>	SE 11.B has been expanded to include informational texts in general and is not limited to lists, captions, or invitations.
<p><b>(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p><b>(A)</b> generate questions for formal and informal inquiry with adult assistance;</p> <p><b>(B)</b> develop and follow a research plan with adult assistance;</p>	<p><b>(19) Research/Research Plan.</b> Students ask open-ended research questions and develop a plan for answering them. Students (with adult assistance) are expected to:</p> <p><b>(A)</b> ask questions about topics of class-wide interest; and</p>	<p>Note that 2017 SE 12.B aligns to the Knowledge and Skills statement for 2009 19.</p> <p>Note that SEs 12.A and 12.B require adult assistance.</p>
<p><b>(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p><b>(C)</b> gather information from variety of sources with adult assistance;</p>	<p><b>(19) Research/Research Plan.</b> Students ask open-ended research questions and develop a plan for answering them. Students (with adult assistance) are expected to:</p> <p><b>(B)</b> decide what sources or people in the classroom, school, library, or home can answer these questions.</p> <p><b>(20) Research/Gathering Sources.</b> 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:</p> <p><b>(A)</b> gather evidence from provided text sources; and</p>	Note that SE 12.C requires adult assistance.
<p><b>(12) Inquiry and research: listening, speaking, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p><b>(D)</b> demonstrate understanding of information gathered with adult assistance; and</p>	<p><b>(20) Research/Gathering Sources.</b> 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:</p> <p><b>(B)</b> use pictures in conjunction with writing when documenting research.</p>	Note that SE 12.D requires adult assistance.

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<p><b>(12) Inquiry and research: listening, speaking, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p><b>(E)</b> use an appropriate method of delivery, whether written, oral, or multimodal, to present results.</p>		Multimodal presentations include more than one mode of delivery.
<b>2009 standards with no identified 2017 alignment</b>		
	<p><b>(1) Reading/Beginning Reading Skills/Print Awareness.</b> Students understand how English is written and printed. Students are expected to:</p> <p><b>(A)</b> recognize that spoken words can be represented by print for communication;</p>	
	<p><b>(1) Reading/Beginning Reading Skills/Print Awareness.</b> Students understand how English is written and printed. Students are expected to:</p> <p><b>(C)</b> demonstrate the one-to-one correspondence between a spoken word and a printed word in text;</p>	
	<p><b>(2) Reading/Beginning Reading Skills/Phonological Awareness.</b> Students display phonological awareness. Students are expected to:</p> <p><b>(H)</b> isolate the initial sound in one-syllable spoken words; and</p>	
	<p><b>(5) Reading/Vocabulary Development.</b> Students understand new vocabulary and use it correctly when reading and writing. Students are expected to:</p> <p><b>(B)</b> recognize that compound words are made up of shorter words;</p>	
	<p><b>(5) Reading/Vocabulary Development.</b> Students understand new vocabulary and use it correctly when reading and writing. Students are expected to:</p> <p><b>(C)</b> identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures); and</p>	
	<p><b>(6) Reading/Comprehension of Literary Text/Theme and Genre.</b> 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:</p> <p><b>(C)</b> recognize sensory details; and</p>	

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	<p><b>(6) Reading/Comprehension of Literary Text/Theme and Genre.</b> 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:</p> <p><b>(D)</b> recognize recurring phrases and characters in traditional fairy tales, lullabies, and folktales from various cultures.</p>	
	<p><b>(9) Reading/Comprehension of Informational Text/Culture and History.</b> 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.</p>	
	<p><b>(10) Reading/Comprehension of Informational Text/Expository Text.</b> Students analyze, make inferences and draw conclusions about expository text, and provide evidence from text to support their understanding. Students are expected to:</p> <p><b>(A)</b> identify the topic and details in expository text heard or read, referring to the words and/or illustrations;</p>	
	<p><b>(10) Reading/Comprehension of Informational Text/Expository Text.</b> Students analyze, make inferences and draw conclusions about expository text, and provide evidence from text to support their understanding. Students are expected to:</p> <p><b>(C)</b> discuss the ways authors group information in text; and</p>	
	<p><b>(11) Reading/Comprehension of Informational Text/Procedural Texts.</b> Students understand how to glean and use information in procedural texts and documents. Students are expected to:</p> <p><b>(B)</b> identify the meaning of specific signs (e.g., traffic signs, warning signs).</p>	Procedural text is not specifically referenced in the 2017 TEKS. However, it is considered a type of informational text. Instruction of informational text is addressed in SEs 8.D.i-8.D.iii.
	<p><b>(12) Reading/Media Literacy.</b> 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:</p> <p><b>(A)</b> identify different forms of media (e.g., advertisements, newspapers, radio programs); and</p>	

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	<p><b>(12) Reading/Media Literacy.</b> 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:</p> <p><b>(B)</b> identify techniques used in media (e.g., sound, movement).</p>	
	<p><b>(13) Writing/Writing Process.</b> Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students (with adult assistance) are expected to:</p> <p><b>(D)</b> edit drafts by leaving spaces between letters and words; and</p>	
	<p><b>(14) Writing/Literary Texts.</b> Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</p> <p><b>(B)</b> write short poems.</p>	
	<p><b>(16) Oral and Written Conventions/Conventions.</b> 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:</p> <p><b>(A)</b> understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance):</p> <p style="padding-left: 20px;"><b>(i)</b> past and future tenses when speaking;</p>	
	<p><b>(16) Oral and Written Conventions/Conventions.</b> 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:</p> <p><b>(B)</b> speak in complete sentences to communicate; and</p>	
	<p><b>(18) Oral and Written Conventions/Spelling.</b> Students spell correctly. Students are expected to:</p> <p><b>(C)</b> write one's own name.</p>	