

## Kindergarten Side-by-Side TEKS Comparison

2017 TEKS	2009 TEKS	Notes
<b>(a) Introduction.</b>	<b>(a) Introduction.</b>	
<p><b>(1)</b> The Spanish language arts and reading Texas Essential Knowledge and Skills (TEKS) reflect language arts standards that are authentic to the Spanish language and Spanish literacy; they are neither translations nor modifications of the English language arts TEKS. The Spanish language arts and reading TEKS embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. They are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.</p> <p><b>(2)</b> The seven strands of the essential knowledge and skills for Spanish language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. Strands include the four domains of language (listening, speaking, reading, and writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Although some strands may require more instructional time, each strand is of equal value, may be presented in any order, and should be integrated throughout the year. It is important to note that encoding (spelling) and decoding (reading) are reciprocal skills. Decoding is internalized when tactile and kinesthetic opportunities (encoding) are provided. Additionally, students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.</p>	<p><b>(1)</b> The Spanish Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) reflect language arts standards that are authentic to the Spanish language and Spanish literacy, not mere translations from English. The Spanish Language Arts and Reading 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 Spanish language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In third grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read, write, and be read to on a daily basis.</p>	<p>The 2017 TEKS explicitly focus on the interconnectedness of the four domains of language and thinking throughout the standards. The seven strands are intended to be integrated and recursive. The standards also emphasize that spelling and reading are reciprocal skills.</p>
<p><b>(4)</b> Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas Education Agency, <i>STAAR Performance Level Descriptors</i>, 2013). As skills and knowledge are obtained in each of the seven strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.</p>		<p>Students will build on the standards and skills learned in prior grade levels with additional depth and complexity in this grade level.</p>

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<p><b>(3)</b> Spanish, as opposed to English, has a closer letter-sound relationship and clearly defined syllable boundaries. The syllable in Spanish is a more critical unit of phonological awareness than in English because of the consistent phoneme-grapheme correspondence. Syllables are important units for Spanish because of their strong effect in visual word recognition (Carreiras et al., 1993) and their major role in predicting Spanish reading success. In addition, Spanish presents a much higher level of orthographic transparency than English and does not rely on sight words for decoding. This orthographic transparency accelerates the decoding process, and the focus quickly moves to fluency and comprehension. However, in English sight words are used because of words that are not decodable such as "are" or "one." In Spanish, decoding issues are not as prevalent as issues of comprehension. These specific features of the Spanish language will influence reading methodology and development.</p>	<p><b>(2)(A)</b> Spanish, as opposed to English, has a closer letter-sound relationship and clearly defined syllable boundaries. The syllable in Spanish is a more critical unit of phonological awareness than in English because of the consistent phoneme-grapheme correspondence. Syllables are important units for Spanish because of their strong effect in visual word recognition (Carreiras et al., 1993) and their major role in predicting Spanish reading success. In addition, Spanish presents a much higher level of orthographic transparency than English and does not rely on sight words for decoding. This orthographic transparency accelerates the decoding process and the focus quickly moves to fluency and comprehension. Spanish uses frequency words that are identified by the rate of occurrence in grade appropriate text and used to build on fluency and comprehension. However, in English, "sight" words are used because of words that are not decodable such as "are" or "one." In Spanish, decoding issues are not as prevalent as issues of comprehension. These specific features of the Spanish language will influence reading methodology and development.</p>	
<p><b>(5)</b> Research consistently shows that language and literacy development in the student's native language not only facilitates learning English and English literacy, but is foundational to cognitive development and learning (Cummins, 2001; Thomas &amp; Collier, 2002; Coelho, 2001). Emergent bilinguals (Sparrow et al., 2014; Slavin &amp; Cheving, 2013) are students who are in the process of acquiring two or more linguistic codes, becoming bilingual, biliterate, and bicultural. Emergent bilinguals are often defined by their perceived deficits (semilinguals) (Escamilla, 2012)...</p>	<p><b>(2)(B)</b> Spanish instruction maximizes access to English content. Students with strong literacy skills in Spanish phonemic awareness, phonics, vocabulary, and reading comprehension can be expected to transfer those skills to English. The "transfer" of knowledge and skills from one language to another refers to the metalinguistic and metacognitive processes and awareness that students gain in developing literacy in two languages. Current research on bilingual instruction (e.g., August &amp; Shanahan, 2006; Genesse et al., 2006) shows how students use native literacy knowledge when learning to read and write in another language.</p>	<p>The revised standards focus on the importance of encouraging EL students to use their native language to enhance their learning and on providing scaffolded instruction to support the needs of ELs.</p>
<p><b>(5)</b> Continued... However, research has shown that bilinguals develop a unique interdependent system (Escamilla et al. 2007; Grosjean, 1989; Valdes and Figueroa, 1994) in which languages interconnect to increase linguistic functionality. This linguistic interdependence of language acquisition facilitates a transfer of literacy skills from the primary language (L1) to the second language (L2) (August &amp; Shanahan, 2006; Bialystok, 2007; Miramontes, et al., 1997). The strength of learning through formal instruction in Spanish determines the extent of transfer to English (August, Calderon, &amp; Carlo, 2002; Slavin &amp; Calderon, 2001; Garcia, 2001). For transfer to be maximized, cross-linguistic connections between the two languages must be explicitly taught while students engage in a contrastive analysis of the Spanish and English languages (Cummins, 2007). Continued strong literacy development in Spanish provides the foundation and scaffold for literacy development given that a Common Underlying Proficiency (CUP) exists between the two languages (Cummins, 1991)...</p>	<p><b>(2)(C)</b> The effective transfer of skills transpires as students develop their metalinguistic skills and as they engage in a contrastive analysis of the Spanish and English languages (Cummins, 2007). Transfer matters occur within fundamentals of language that are common to Spanish and English; within fundamentals that are similar, but not exact in both languages; and in fundamentals specific to each language and not applicable to the other language. The strength of learning through formal instruction in Spanish determines the extent of transfer in English (August, Calderon, &amp; Carlo, 2000; Slavin &amp; Calderon, 2001; Garcia, 2001). In other words, for transfer to occur, comprehension of the "rules" and the realization of their applicability to the new language specific tasks are necessary.</p>	

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	<p><b>(3)</b> 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 Grade 3 as described in subsection (b) of this section.</p>	
	<p><b>(4)</b> 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.</p>	
<p><b>(6)</b> English language learners (ELLs) are expected to meet standards in a second language, and their proficiency in English directly impacts their ability to meet these standards. The comprehension of text throughout the stages of English language acquisition requires scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected oral and written discourse so that it is meaningful.</p>		<p>The 2017 standards focus on the importance of encouraging EL students to use their native language to enhance their learning and on providing scaffolded instruction to support the needs of ELs.</p>
<p><b>(7)</b> Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the ELPS and proficiency-level descriptors adopted in Chapter 74, Subchapter A, of this title (relating to Required Curriculum).</p>		<p>This includes specific information to guide the instruction of ELs in their acquisition of reading skills, their vocabulary development, and the improvement of their English-language proficiency.</p>

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<p><b>(8)</b> Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Kinsella, 2010). In order for students to become thinkers and proficient speakers in science, social studies, mathematics, fine arts, language arts and reading, and career and technical education, they must have multiple opportunities to practice and apply the academic language of each discipline (Fisher, Frey, &amp; Rothenberg, 2008).</p>		<p>There is an emphasis on the role of oral language proficiency as it relates to student success at school.</p>
<p><b>(9)</b> Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>		
<p><b>(b) Knowledge and skills.</b></p>	<p><b>(b) Knowledge and skills.</b></p>	
<p><b>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language.</b> The student develops oral language through listening, speaking, and discussion. The student is expected to:</p> <p><b>(A)</b> listen actively and ask questions to understand information and answer questions using multi-word responses;</p>	<p><b>(21) Listening and Speaking/Listening.</b> 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:</p> <p><b>(A)</b> listen attentively by facing speakers and asking questions to clarify information; and.</p>	
<p><b>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language.</b> The student develops oral language through listening, speaking, and discussion. The student is expected to:</p> <p><b>(B)</b> restate and follow oral directions that involve a short, related sequence of actions;</p>	<p><b>(21) Listening and Speaking/Listening.</b> 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:</p> <p><b>(B)</b> follow oral directions that involve a short related sequence of actions.</p>	
<p><b>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language.</b> The student develops oral language through listening, speaking, and discussion. The student is expected to:</p> <p><b>(C)</b> share information and ideas by speaking audibly and clearly using the conventions of language;</p>	<p><b>(22) Listening and Speaking/Speaking.</b> 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.</p>	
<p><b>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language.</b> The student develops oral language through listening, speaking, and discussion. The student is expected to:</p> <p><b>(D)</b> work collaboratively with others by following agreed-upon rules for discussion, including taking turns; and</p>	<p><b>(23) Listening and Speaking/Teamwork.</b> 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.</p>	

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<p><b>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language.</b> The student develops oral language through listening, speaking, and discussion. The student is expected to:</p> <p><b>(E)</b> develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.</p>		
<p><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(A)</b> demonstrate phonological awareness by:</p> <p style="padding-left: 20px;"><b>(i)</b> identifying and producing rhyming words;</p>	<p><b>(2) Reading/Beginning Reading Skills/Phonological Awareness.</b> Students display phonological awareness. Students are expected to:</p> <p><b>(C)</b> orally generate rhymes in response to spoken words (e.g., "¿Qué rima con mesa?");</p> <p><b>(D)</b> distinguish orally presented rhyming pairs of words from non-rhyming pairs;</p>	
<p><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(A)</b> demonstrate phonological awareness by:</p> <p style="padding-left: 20px;"><b>(ii)</b> recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sound;</p>	<p><b>(2) Reading/Beginning Reading Skills/Phonological Awareness.</b> Students display phonological awareness. Students are expected to:</p> <p><b>(E)</b> recognize spoken alliteration or groups of words that begin with the same initial sound (e.g., "Pepe Pecas pica papas");</p>	
<p><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(A)</b> demonstrate phonological awareness by:</p> <p style="padding-left: 20px;"><b>(iii)</b> identifying the individual words in a spoken sentence;</p>		
<p><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(A)</b> demonstrate phonological awareness by:</p> <p style="padding-left: 20px;"><b>(iv)</b> identifying syllables in spoken words;</p>	<p><b>(2) Reading/Beginning Reading Skills/Phonological Awareness.</b> Students display phonological awareness. Students are expected to:</p> <p><b>(B)</b> identify syllables in spoken words;</p>	

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<p><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(A)</b> demonstrate phonological awareness by:</p> <p style="padding-left: 20px;"><b>(v)</b> blending syllables to form multisyllabic words;</p>	<p><b>(2) Reading/Beginning Reading Skills/Phonological Awareness.</b> Students display phonological awareness. Students are expected to:</p> <p><b>(F)</b> blend spoken phonemes to form syllables and words (e.g., /m/ ... /a/ says ma, ma-pa says "mapa");</p>	
<p><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(A)</b> demonstrate phonological awareness by:</p> <p style="padding-left: 20px;"><b>(vi)</b> segmenting multisyllabic words into syllables;</p>	<p><b>(2) Reading/Beginning Reading Skills/Phonological Awareness.</b> Students display phonological awareness. Students are expected to:</p> <p><b>(H)</b> separate spoken multi-syllabic words into two to three syllables (e.g., /to/ /ma/ /te/).</p>	
<p><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(A)</b> demonstrate phonological awareness by:</p> <p style="padding-left: 20px;"><b>(vii)</b> identifying initial and final sounds in simple words;</p>	<p><b>(2) Reading/Beginning Reading Skills/Phonological Awareness.</b> Students display phonological awareness. Students are expected to:</p> <p><b>(G)</b> isolate the initial syllabic sound in spoken words (e.g., /pa/ta, /la/ta, /ra/ta); and</p>	
<p><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(A)</b> demonstrate phonological awareness by:</p> <p style="padding-left: 20px;"><b>(viii)</b> blending spoken phonemes to form syllables; and</p>	<p><b>(2) Reading/Beginning Reading Skills/Phonological Awareness.</b> Students display phonological awareness. Students are expected to:</p> <p><b>(F)</b> blend spoken phonemes to form syllables and words (e.g., /m/ ... /a/ says ma, ma-pa says "mapa");</p>	
<p><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(A)</b> demonstrate phonological awareness by:</p> <p style="padding-left: 20px;"><b>(ix)</b> manipulating syllables within a multisyllabic word;</p>		

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<p><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(B)</b> demonstrate and apply phonetic knowledge by:</p> <p style="padding-left: 20px;"><b>(i)</b> identifying and matching the common sounds that letters represent;</p>	<p><b>(3) Reading/Beginning Reading Skills/Phonics.</b> Students use the relationships between letters and sounds and morphological analysis to decode written Spanish. Students are expected to:</p> <p><b>(A)</b> decode the five vowel sounds;</p> <p><b>(C)</b> use phonological knowledge to match sounds to individual letters and syllables, including hard and soft consonants such as "r," "c," and "g";</p> <p><b>(D)</b> decode the written "y" when used as a conjunction, as in "mamá y papá";</p> <p><b>(18) Oral and Written Conventions/Spelling.</b> Students spell correctly. Students are expected to:</p> <p><b>(A)</b> use phonological knowledge to match sounds to individual letters or syllables;</p>	
<p><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(B)</b> demonstrate and apply phonetic knowledge by:</p> <p style="padding-left: 20px;"><b>(ii)</b> using letter-sound relationships to decode one- and two-syllable words and multisyllabic words, including CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV;</p>	<p><b>(3) Reading/Beginning Reading Skills/Phonics.</b> Students use the relationships between letters and sounds and morphological analysis to decode written Spanish. Students are expected to:</p> <p><b>(B)</b> decode syllables;</p> <p><b>(H)</b> use knowledge of consonant/vowel sound relationships to decode syllables and words in text and independent of content (e.g., CV, VC, CVC, CVCV words); and</p>	
<p><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(B)</b> demonstrate and apply phonetic knowledge by:</p> <p style="padding-left: 20px;"><b>(iii)</b> decoding words with silent h and consonant digraphs such as /ch/, /rr/, and /ll/; and</p>	<p><b>(3) Reading/Beginning Reading Skills/Phonics.</b> Students use the relationships between letters and sounds and morphological analysis to decode written Spanish. Students are expected to:</p> <p><b>(E)</b> become familiar with the concept that "h" is silent;</p> <p><b>(F)</b> become familiar with the digraphs /ch/, /rr/;</p> <p><b>(G)</b> become familiar with the concept that "ll" and "y" have the same sound (e.g., llave, ya);</p>	
<p><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(B)</b> demonstrate and apply phonetic knowledge by:</p> <p style="padding-left: 20px;"><b>(iv)</b> recognizing that new words are created when syllables are changed, added, or deleted;</p>	<p><b>(3) Reading/Beginning Reading Skills/Phonics.</b> Students use the relationships between letters and sounds and morphological analysis to decode written Spanish. Students are expected to:</p> <p><b>(I)</b> recognize that new words are created when syllables are changed, added, or deleted.</p>	

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<p><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(C)</b> demonstrate and apply spelling knowledge by:</p> <p style="padding-left: 20px;"><b>(i)</b> spelling common letter and sound correlations; and</p>	<p><b>(18) Oral and Written Conventions/Spelling.</b> Students spell correctly. Students are expected to:</p> <p><b>(A)</b> use phonological knowledge to match sounds to individual letters or syllables;</p>	
<p><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(C)</b> demonstrate and apply spelling knowledge by:</p> <p style="padding-left: 20px;"><b>(ii)</b> spelling words with common syllabic patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV;</p>	<p><b>(18) Oral and Written Conventions/Spelling.</b> Students spell correctly. Students are expected to:</p> <p><b>(B)</b> use letter-sound correspondences to spell mono- and multi-syllabic words;</p> <p><b>(C)</b> use knowledge of consonant/vowel sound relationships to spell syllables and words in text and independent of content (e.g., CV, ma; VC, un; VCV, oso; CVC, sol; CVCV, mesa);</p>	
<p><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(D)</b> demonstrate print awareness by:</p> <p style="padding-left: 20px;"><b>(i)</b> identifying the front cover, back cover, and title page of a book;</p>	<p><b>(1) Reading/Beginning Reading Skills/Print Awareness.</b> Students understand how Spanish is written and printed. Students are expected to:</p> <p><b>(G)</b> identify different parts of a book (e.g., front and back covers, title page).</p>	
<p><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(D)</b> demonstrate print awareness by:</p> <p style="padding-left: 20px;"><b>(ii)</b> 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;</p>	<p><b>(1) Reading/Beginning Reading Skills/Print Awareness.</b> Students understand how Spanish is written and printed. Students are expected to:</p> <p><b>(F)</b> hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right; and</p>	
<p><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(D)</b> demonstrate print awareness by:</p> <p style="padding-left: 20px;"><b>(iii)</b> recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries;</p>	<p><b>(1) Reading/Beginning Reading Skills/Print Awareness.</b> Students understand how Spanish is written and printed. Students are expected to:</p> <p><b>(E)</b> 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);</p> <p><b>(2) Reading/Beginning Reading Skills/Phonological Awareness.</b> Students display phonological awareness. Students are expected to:</p> <p><b>(A)</b> identify a sentence made up of a group of words;</p>	



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<p><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(D)</b> demonstrate print awareness by:</p> <p style="padding-left: 20px;"><b>(iv)</b> recognizing the difference between a letter and a printed word; and</p>	<p><b>(1) Reading/Beginning Reading Skills/Print Awareness.</b> Students understand how Spanish is written and printed. Students are expected to:</p> <p><b>(D)</b> recognize the difference between a letter and a printed word;</p>	
<p><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(D)</b> demonstrate print awareness by:</p> <p style="padding-left: 20px;"><b>(v)</b> identifying all uppercase and lowercase letters; and</p>	<p><b>(1) Reading/Beginning Reading Skills/Print Awareness.</b> Students understand how Spanish is written and printed. Students are expected to:</p> <p><b>(B)</b> identify upper- and lower-case letters;</p>	
<p><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(E)</b> develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.d</p>	<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>(A)</b> form upper- and lower-case letters legibly using the basic conventions of print (left-to-right and top-to-bottom progression);</p>	
<p><b>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.</b> The student uses newly acquired vocabulary expressively. The student is expected to:</p> <p><b>(A)</b> use a resource such as a picture dictionary or digital resource to find 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>(E)</b> use a picture dictionary to find words.</p>	
<p><b>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.</b> The student uses newly acquired vocabulary expressively. The student is expected to:</p> <p><b>(B)</b> use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and</p>		
<p><b>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.</b> The student uses newly acquired vocabulary expressively. The student is expected to:</p> <p><b>(C)</b> identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.</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>(A)</b> identify and use words that name actions, directions, positions, sequences, and locations;</p>	

## Kindergarten Side-by-Side TEKS Comparison

2017 TEKS	2009 TEKS	Notes
<p><b>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading.</b> The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.</p>		
<p><b>(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p><b>(A)</b> establish purpose for reading assigned and self-selected texts with adult assistance;</p>	<p><b>Figure 19: Reading/Comprehension Skills.</b> Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self- directed, critical readers. The student is expected to:</p> <p><b>(A)</b> discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language);</p>	<p>Specificity has been added to include student-selected texts.</p> <p>Note that SE 5.A requires adult assistance.</p>
<p><b>(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p><b>(B)</b> generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;</p>	<p><b>(4) Reading/Beginning Reading/Strategies.</b> Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:</p> <p><b>(B)</b> ask and respond to questions about texts read aloud.</p> <p><b>Figure 19: Reading/Comprehension Skills.</b> Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self- directed, critical readers. The student is expected to:</p> <p><b>(B)</b> ask and respond to questions about text;</p>	<p>Note that SE 5.B requires adult assistance.</p>
<p><b>(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p><b>(C)</b> make and confirm predictions using text features and structures with adult assistance;</p>	<p><b>(4) Reading/Beginning Reading/Strategies.</b> Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:</p> <p><b>(A)</b> predict what might happen next in text based on the cover, title, and illustrations; and</p>	<p>Note that SE 5.C requires adult assistance.</p>
<p><b>(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p><b>(D)</b> create mental images to deepen understanding with adult assistance;</p>	<p><b>Figure 19: Reading/Comprehension Skills.</b> Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self- directed, critical readers. The student is expected to:</p> <p><b>(C)</b> monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud);</p>	<p>Note that SE 5.D requires adult assistance.</p>

## Kindergarten Side-by-Side TEKS Comparison

2017 TEKS	2009 TEKS	Notes
<p><b>(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p><b>(E)</b> make connections to personal experiences, ideas in other texts, and society with adult assistance;</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>(B)</b> discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience;</p> <p><b>Figure 19: Reading/Comprehension Skills.</b> Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self- directed, critical readers. The student is expected to:</p> <p><b>(F)</b> make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.</p>	<p>Instruction of children’s literature, including folktales, fables, fairy tales, and nursery rhymes is also addressed in SE 8.A.</p> <p>Note that SE 5.E requires adult assistance.</p>
<p><b>(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p><b>(F)</b> make inferences and use evidence to support understanding with adult assistance;</p>	<p><b>Figure 19: Reading/Comprehension Skills.</b> Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self- directed, critical readers. The student is expected to:</p> <p><b>(D)</b> make inferences based on the cover, title, illustrations, and plot;</p>	<p>Note that SE 5.F requires adult assistance.</p>
<p><b>(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p><b>(G)</b> evaluate details to determine what is most important with adult assistance;</p>		<p>Note that SE 5.G requires adult assistance.</p>
<p><b>(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p><b>(H)</b> synthesize information to create new understanding with adult assistance; and</p>		<p>Note that SE 5.H requires adult assistance.</p>

## Kindergarten Side-by-Side TEKS Comparison

2017 TEKS	2009 TEKS	Notes
<p><b>(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p><b>(I)</b> 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.</p>	<p><b>Figure 19: Reading/Comprehension Skills.</b> Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self- directed, critical readers. The student is expected to:</p> <p><b>(C)</b> monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud);</p>	<p>Note that SE 5.I requires adult assistance.</p>
<p><b>(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p><b>(A)</b> describe personal connections to a variety of sources;</p>	<p><b>Figure 19: Reading/Comprehension Skills.</b> Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self- directed, critical readers. The student is expected to:</p> <p><b>(F)</b> make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.</p>	
<p><b>(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p><b>(B)</b> provide an oral, pictorial, or written response to a text;</p>		
<p><b>(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p><b>(C)</b> use text evidence to support an appropriate response;</p>		

## Kindergarten Side-by-Side TEKS Comparison

2017 TEKS	2009 TEKS	Notes
<p><b>(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p><b>(D)</b> retell texts in ways that maintain meaning;</p>	<p><b>(8) Reading/Comprehension of Literary Text/Fiction.</b> 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:</p> <p><b>(A)</b> retell a main event from a story read aloud; 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>(B)</b> retell important facts in a text, heard or read;</p> <p><b>Figure 19: Reading/Comprehension Skills.</b> Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self- directed, critical readers. The student is expected to:</p> <p><b>(E)</b> retell or act out important events in stories; and</p>	
<p><b>(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p><b>(E)</b> interact with sources in meaningful ways such as illustrating or writing; and</p>		
<p><b>(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p><b>(F)</b> respond using newly acquired vocabulary as appropriate.</p>		
<p><b>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.</b> The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p> <p><b>(A)</b> discuss topics and determine the basic theme using text evidence with adult assistance;</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>(B)</b> discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience;</p>	Note that SE 7.A requires adult assistance.

## Kindergarten Side-by-Side TEKS Comparison

2017 TEKS	2009 TEKS	Notes
<p><b>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.</b> The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p> <p><b>(B)</b> identify and describe the main character(s);</p>	<p><b>(8) Reading/Comprehension of Literary Text/Fiction.</b> 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:</p> <p><b>(B)</b> describe characters in a story and the reasons for their actions.</p>	
<p><b>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.</b> The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p> <p><b>(C)</b> describe the elements of plot development, including the main events, the problem, and the resolution, for texts read aloud with adult assistance; and</p> <p><b>(D)</b> describe the setting.</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>(A)</b> identify elements of a story including setting, character, and key events;</p>	Note that SE 7.C 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>(A)</b> demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;</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>(B)</b> discuss rhyme and rhythm in nursery rhymes and a variety of poems;</p>	<p><b>(7) Reading/Comprehension of Literary Text/Poetry.</b> 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.</p>	SE 8.B has been expanded to include nursery rhymes.
<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>(C)</b> discuss main characters in drama;</p>		

## 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.
<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.

## Kindergarten Side-by-Side TEKS Comparison

2017 TEKS	2009 TEKS	Notes
<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 texts;</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.
<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>		



## Kindergarten Side-by-Side TEKS Comparison

2017 TEKS	2009 TEKS	Notes
<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>	
<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>	

## Kindergarten Side-by-Side TEKS Comparison

2017 TEKS	2009 TEKS	Notes
<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 Spanish 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 Spanish conventions, including:</p> <p style="padding-left: 20px;"><b>(ii)</b> verbs, including the difference between ser and estar;</p>		Note that SE 10.D.ii 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 Spanish conventions, including:</p> <p style="padding-left: 20px;"><b>(iii)</b> singular and plural nouns, including gender-specific articles;</p> <p style="padding-left: 20px;"><b>(iv)</b> adjectives, including articles;</p> <p style="padding-left: 20px;"><b>(v)</b> prepositions;</p> <p style="padding-left: 20px;"><b>(vi)</b> pronouns, including personal, and the difference in the use of formal pronoun usted and informal pronoun tú;</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>(ii)</b> nouns (singular/plural);</p> <p style="padding-left: 20px;"><b>(iii)</b> descriptive words;</p> <p style="padding-left: 20px;"><b>(iv)</b> prepositions and simple prepositional phrases appropriately when speaking or writing (e.g., en, de, por la tarde, en la mañana); and</p> <p style="padding-left: 20px;"><b>(v)</b> personal pronouns (e.g., yo, ellos);</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 Spanish conventions, including:</p> <p style="padding-left: 20px;"><b>(vii)</b> capitalization of the first letter in a sentence and names;</p>	<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 Spanish conventions, including:</p> <p style="padding-left: 20px;"><b>(viii)</b> punctuation marks at the end of declarative sentences; and</p>	<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 beginning (when appropriate) and at the end of a sentence.</p>	Note that SE 10.D.viii requires adult assistance,

## Kindergarten Side-by-Side TEKS Comparison

2017 TEKS	2009 TEKS	Notes
<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 Spanish conventions, including:</p> <p style="padding-left: 20px;"><b>(ix)</b> correct spelling of words with grade-appropriate orthographic patterns and rules; and</p>		Note that SE 10.D.ix 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>(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>

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<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 a 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, 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>(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.
<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>(E)</b> use an appropriate mode 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 Spanish 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 Spanish 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>(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> become familiar with grade appropriate vocabulary including content and function words;</p>	

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	<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> recognize that compound words are made by putting two words together (e.g., saca + puntas = sacapuntas);</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>(D)</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>	
	<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>	

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	<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>	<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>(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>	<p>Media literacy is not specifically referenced in the 2017 TEKS. (En el SBS de March 2020, inglés quitó esta leyenda)</p>
	<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>Media literacy is not specifically referenced in the 2017 TEKS. (En el SBS de March 2020, inglés quitó esta leyenda)</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> verbs, including commands and 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>	

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	<p><b>(18) Oral and Written Conventions/Spelling.</b> Students spell correctly. Students are expected to:</p> <p><b>(D)</b> use "y" to represent /i/ when used as a conjunction (e.g. mamá y papá); and</p>	
	<p><b>(18) Oral and Written Conventions/Spelling.</b> Students spell correctly. Students are expected to:</p> <p><b>(E)</b> write one's own name.</p>	