

## Draft English Language Arts and Reading, Kindergarten

### (a) Introduction.

- (1) The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, and writing through the integrated strands of developing and sustaining foundational language skills; comprehension; response; collaboration; multiple genres; author's purpose and craft; composition and presentation; and inquiry and research. The strands focus on authentic reading and writing to ensure a literate Texas and 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.
- (2) The eight strands of the essential knowledge and skills for English language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. Each strand is of equal value and may be presented in any order throughout the year. All 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. As skills and knowledge are obtained in each of the eight 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. 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.
- (3) English language learners (ELLs) are expected to meet standards in a second language; however, their proficiency in English influences the ability to meet these standards. To demonstrate this knowledge throughout the stages of English language acquisition, comprehension of text requires additional scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. 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 discourse so that it is meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.
- (4) To meet Texas Education Code, §28.002(h), which states, "... each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.

Current research [add references] 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 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 English Language Proficiency Standards and proficiency-level descriptors located in Chapter 74, Subchapter B.

- (5) Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Dr. Kate Kinsella, NCLB, 2010). Students need practice with academic language if they are to become proficient in that language: they must learn to speak the language of science, history, mathematics, art, literature, and technical subjects if they are to become thinkers in those disciplines (Fisher, Frey & Rothenberg, 2008).
- (6) 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.

### (b) Knowledge and skills.

(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop word structure knowledge through phonological awareness, print concepts, and phonics to decode and encode texts. Students apply knowledge and relationships found when studying the structures, origins, and contextual meanings of words. The student is expected to:

(A) demonstrate print awareness by:

- (i) recognizing environmental print;
- (ii) holding a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right with return sweep;
- (iii) identifying the front cover, back cover and title page of a book;
- (iv) recognizing that spoken words can be represented by print for communication;
- (v) recognizing that sentences are comprised of words separated by spaces and demonstrate the awareness of word boundaries;
- (vi) demonstrating the one-to-one correspondence between a spoken word and a printed word in text;
- (vii) recognizing the difference between a letter and a printed word; and
- (viii) identifying all upper- and lower-case letters.

(B) demonstrate phonological awareness by:

- (i) identifying the individual words in a spoken simple sentence;
- (ii) identifying and producing rhyming words in response to an oral prompt;
- (iii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound such as, "baby boy bounces the ball";
- (iv) identifying syllables in spoken words;
- (v) blending spoken onsets and rimes to form simple words such as, onset/c/ and rime/at/ make cat;
- (vi) isolating the initial sound in one-syllable spoken words;
- (vii) blending spoken phonemes to form one-syllable words such as, /m/ .../a/ .../n/ says man; and
- (viii) segmenting spoken one-syllable words into individual phonemes such as, dog:/d/ .../o/ .../g/;

(C) demonstrate phonetic knowledge by:

- (i) identifying and matching the common sounds that letters represent with automaticity;
- (ii) using letter-sound relationships to decode including, VC, CVC, CCVC, and CVCC words; and encode including, VC, CVC words; regular words in text and independent of content
- (iii) recognizing that new words can be created when letters are changed, added, or deleted; and
- (iv) identifying and reading at least 25 high-frequency words with automaticity from a research-based list;

(D) develop vocabulary to:

- (i) identify and use words that name actions, directions, positions, sequences, and locations;
- (ii) understand that compound words are made up of shorter words;



- (B) share information and ideas by speaking audibly and clearly using the conventions of language;
- (C) listen attentively by facing speakers and asking questions to clarify information; and
- (D) work productively with others in teams.
- (5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize genre-specific characteristics, structures, and purposes in order to analyze, respond to, and compose a variety of texts. The student is expected to:
- (A) read, respond to, and dictate or write literary text (fiction and narrative) by attending to character, setting, key events, sensory details, and structure including beginning, middle and end;
- (B) read and respond to traditional literature from a variety of cultures;
- (C) read, respond to and dictate or write poetry by attending to rhyme, rhythm, beat and similarities in words;
- (D) read, respond to and dictate or write informational text attending to topic, details, title, illustrations and structure including descriptive and sequential; and
- (E) read, respond to and dictate or write procedural expository text attending to pictorial directions and structure including sequential order.
- (6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students emulate author's craft purposefully in order to develop their own products and performances. The student is expected to:
- (A) notice and discuss the ways authors structure text with a focus on sequential and descriptive;
- (B) notice and discuss the author's purpose for writing text including to entertain or inform; and
- (C) identify and use, with support, elements of craft such as punctuation, capitalization, bold words, and descriptive words.
- (7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to:
- (A) plan a first draft by generating ideas for writing through class discussion;
- (B) develop drafts by sequencing the action or details in the story;
- (C) revise drafts by adding details or sentences;
- (D) edit drafts by leaving spaces between letters and words;
- (E) share writing with others;
- (F) understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance):
- (i) verbs (past, present, and future);
- (ii) nouns (singular/plural);
- (iii) adjectives;
- (iv) prepositions and simple prepositional phrases; and
- (v) pronouns such as, I, me;
- (G) speak and write in complete sentences.

- (H) capitalize the first letter in a sentence; and
- (I) use punctuation at the end of a sentence ; and
- (J) write one's own name.
- (8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for self-selected and assigned purposes. The student is expected to:
  - (A) ask questions about topics of class-wide interest;
  - (B) decide what sources or people in the classroom, school, library, or home can answer these questions;
  - (C) gather evidence from provided text sources; and
  - (D) use pictures in conjunction with writing when documenting research.

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