

ELAR TEKS Side-by-Sides

FOR TEACHERS
ELEMENTARY

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FOR TEACHERS

KINDERGARTEN







The Knowledge and Skills Side by Side compares the similarities and differences between the 2008 and 2017 Texas Essential Knowledge and Skills statements for English Language Arts and Reading released by the Texas Education Agency. The information in this resource provides support for curriculum and instructional revisions.

New 2017	Current 2008
Strand 1 - Developing and Sustaining Foundational Language Skills	
K.1 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking-oral language. The student develops oral language through listening, speaking, and discussion.	Listening and Speaking/Listening Students use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity.
	Listening and Speaking/Speaking 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.
	Listening and Speaking/Teamwork Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity.
K.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning reading and writing. The student develops word structure knowledge through	Reading/Beginning Reading Skills/Print Awareness Students understand how English is written and printed.
phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.	Reading/Beginning Reading Skills/Phonological Awareness Students display phonological awareness.
	Reading/Beginning Reading Skills/Phonics Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English.
K.3 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingvocabulary. The student uses newly acquired vocabulary expressively.	Reading/Vocabulary Development Students understand new vocabulary and use it when reading and writing.
K.4 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. 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.	
Strand 2 - Comprehension Skills	
K.5 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.	K.Fig.19 Reading/Comprehension Skills 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.
	Reading/Beginning Reading/Strategies Students comprehend a variety of texts drawing on useful strategies as needed.





New 2017	Current 2008
Strand 3 - Response Skills	
K.6 Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.	
Strand 4 - Multiple Genres	
K.7 Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.	Reading/Comprehension of Literary Text/Theme and Genre 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.
K.8 Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional,	Reading/Comprehension of Literary Text/Poetry Students understand, make inferences, and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.
contemporary, classical, and diverse texts.	Reading/Comprehension of Literary Text/Fiction Students understand, make inferences, and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.
	Reading/Media Literacy Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.
	Reading/Comprehension of Informational Text/Culture and History 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.
	Reading/Comprehension of Informational Text/Expository Text Students analyze, make inferences, and draw conclusions about expository text and provide evidence from text to support their understanding.
	Reading/Comprehension of Informational Text/Procedural Text Students understand how to glean and use information in procedural texts and documents.





New 2017	Current 2008
Strand 5 - Author's Purpose and Craft	
K.9 Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student	Reading/Comprehension of Literary Text/Theme and Genre 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.
analyzes and applies author's craft purposefully in order to develop his or her own products and performances.	Reading/Comprehension of Literary Text/Poetry Students understand, make inferences, and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.
	Reading/Comprehension of Literary Text/Fiction Students understand, make inferences, and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.
	Reading/Comprehension of Informational Text/Culture and History 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.
	Reading/Comprehension of Informational Text/Expository Text Students analyze, make inferences, and draw conclusions about expository text and provide evidence from text to support their understanding.
	Reading/Comprehension of Informational Text/Procedural Text Students understand how to glean and use information in procedural texts and documents.





New 2017	Current 2008
Strand 6 - Composition	
K.10 Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.	Writing/Writing Process Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.
	Oral and Written Conventions/Conventions Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity.
	Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.
	Oral and Written Conventions/Spelling Students spell correctly.
K.11 Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful.	Writing/Literary Texts Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.
	Writing/Expository and Procedural Texts Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.
Strand 7 - Inquiry and Research	
K.12 Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry	Research/Research Plan Students ask open-ended research questions and develop a plan for answering them.
processes for a variety of purposes.	Research/Gathering Sources Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather.



The Student Expectation Side by Side compares the 2008 and 2017 Texas Essential Knowledge and Skills student expectations released by the Texas Education Agency. The information identifies student expectations that did not change, student expectations that changed in cognitive and/or content expectation, and student expectations that moved from another grade.

K.1 Developing and sustaining foundational language skills: Listening, Speaking, Discussion and Thinking--Oral Language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	K.1(A) listen actively and ask questions to understand information and answer questions using multi-word responses	K.21(A) listen attentively by facing speakers and asking questions to clarify information	Changed	Changed • attentively to actively
	K.1(B) restate and follow oral directions that involve a short, related sequence of actions	K.21(B) follow oral directions that involve a short related sequence of actions	Added • restate	
	K.1(C) share information and ideas by speaking audibly and clearly using the conventions of language	K.22(A) 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 that focus on the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language		
	K.1(D) work collaboratively with others by following agreed-upon rules for discussion, including taking turns	K.23(A) 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		
new	K.1(E) develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants			

K.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	K.2(A) demonstrate phonological awareness by:(i) identifying and producing rhyming words	K.2(C) orally generate rhymes in response to spoken words (e.g., "What rhymes with hat?") K.2(D) distinguish orally presented rhyming pairs of words from non-rhyming pairs	Added demonstrate phonological awareness Changed orally generate to identifying distinguish to producing	Changed rhyming pairs of words to rhyming words Removed from non-rhyming pairs





K.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	K.2(A) demonstrate phonological awareness by: (ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound	K.2(E) recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound (e.g., "baby boy bounces the ball")		
	K.2(A) demonstrate phonological awareness by: (iii) identifying the individual words in a spoken sentence	K.2(A) identify a sentence made up of a group of words		Added • spoken sentence
	K.2(A) demonstrate phonological awareness by: (iv) identifying syllables in spoken words	K.2(B) identify syllables in spoken words		
new	K.2(A) demonstrate phonological awareness by: (v) blending syllables to form multisyllabic words			
new	K.2(A) demonstrate phonological awareness by: (vi) segmenting multisyllabic words into syllables			
	K.2(A) demonstrate phonological awareness by: (vii) blending spoken onsets and rimes to form simple words	K.2(F) blend spoken onsets and rimes to form simple words (e.g., onset/c/ and rime/at/ make cat)		
	K.2(A) demonstrate phonological awareness by: (viii) blending spoken phonemes to form one-syllable words	K.2(G) blend spoken phonemes to form one-syllable words (e.g., /m//a//n/ says man)		
	K.2(A) demonstrate phonological awareness by: (ix) manipulating syllables within a multisyllabic word	K.2(B) identify syllables in spoken words	Removed • identify Added • manipulate	

K.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	K.2(A) demonstrate phonological awareness by: (x) segmenting spoken one-syllable words into individual phonemes	K.2(I) segment spoken one-syllable words into two to three phonemes (e.g., dog:/d//o//g/)		Changed two to three phonemes to individual phonemes
	K.2(B) demonstrate and apply phonetic knowledge by: (i) identifying and matching the common sounds that letters represent	K.3(A) identify the common sounds that letters represent K.18(A) use phonological knowledge to match sounds to letters		
	K.2(B) demonstrate and apply phonetic knowledge by: (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words	K.3(B) use knowledge of letter-sound relationships to decode regular words in text and independent of content (e.g., VC, CVC, CCVC, and CVCC words)		
	K.2(B) demonstrate and apply phonetic knowledge by: (iii) recognizing that new words are created when letters are changed, added, or deleted such as it-pit-tip-tap	K.3(C) recognize that new words are created when letters are changed, added, or deleted		
	K.2(B) demonstrate and apply phonetic knowledge by: (iv) identifying and reading at least 25 high-frequency words from a research-based list	K.3(D) identify and read at least 25 high- frequency words from a commonly used list		Changed commonly used list to research-based list
	K.2(C) demonstrate and apply spelling	K.18(B) READINESS STANDARD		Added
	knowledge by: (i) spelling words with VC, CVC, and CCVC	use letter-sound correspondences to spell consonant-vowel-consonant (CVC) words (e.g., "cut")		• VC • CCVC
Ŷ	K.2(C) demonstrate and apply spelling knowledge by: (ii) spelling words using sound-spelling patterns			This student expectation moved to kindergarten from grade 1.
î	K.2(C) demonstrate and apply spelling knowledge by: (iii) spelling high-frequency words from a research-based list			This student expectation moved to kindergarten from grade 1.





K.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	K.2(D) demonstrate print awareness by: (i) identifying the front cover, back cover, and title page of a book	K.1(G) identify different parts of a book (e.g., front and back covers, title page)	Removed • identify Added • demonstrate	
	K.2(D) demonstrate print awareness by: (ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep	K.1(F) hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right		Added • return sweep
	K.2(D) demonstrate print awareness by: (iii) recognizing that sentences are com- prised of words separated by spaces and recognizing word boundaries	K.1(E) 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)		
	K.2(D) demonstrate print awareness by: (iv) recognizing the difference between a letter and a printed word	K.1(D) recognize the difference between a letter and a printed word		
	K.2(D) demonstrate print awareness by: (v) identifying all uppercase and lowercase letter	K.1(B) identify upper- and lower-case letters		Added • all letters
	K.2(E) develop handwriting by accurately	K.17(A) SUPPORTING STANDARD		Added • accurately
	forming all uppercase and lowercase letters using appropriate directionality	form upper- and lower-case letters legibly using the basic conventions of print (left-to-right and top-to-bottom progression)		

K.3 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

Change	New Standard/Strand	Old Standard	Cognitive Change	Content Change
	K.3(A) use a resource such as a picture	K.5(D) SUPPORTING STANDARD		Added
	dictionary or digital resource to find words	use a picture dictionary to find words		digital resource



K.3 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
new	K.3(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings			
	K.3(C) identify and use words that name	K.5(A) SUPPORTING STANDARD	Removed	Added
	actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations	identify and use words that name actions, directions, positions, sequences, and locations	• sort	 categories (colors, shape, texture) Removed locations pictures of objects
		K.5(C) SUPPORTING STANDARD		
		identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures)		

K.4 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-level appropriate texts independently. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
new	K.4(A) self-select text and interact independently with text for increasing periods of time			

K.5 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	K.5(A) establish purpose for reading assigned and self-selected texts with adult assistance	K.Fig.19(A) 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)	Removed • discuss Added • establish	Added assigned and self-selected texts with adult assistance
	K.5(B) generate questions about text before, during, and after reading to deepen understanding and gain information with	K.Fig.19(B) ask and respond to questions about text	Changed • ask and respond to generate	Added • before, during, and after reading • to deepen understanding
	adult assistance K.4(B) ask and respond to questions about texts read aloud	gain informationadult assistance		





K.5 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

Change	New Standard	Old Stand	dard	Cognitive Change	Content Change
	K.5(C) make and confirm predictions using text features and structures with adult	K.4(A) predict what might based on the cover, title,		Added • confirm	Removed • what might happen next in the text
	assistance	K.10(D) READINESS STAN	DARD		Added • structures
		use titles and illustrations predictions about text	to make		with adult assistance
	K.5(D) create mental images to deepen understanding with adult assistance	K.Fig.19(C) monitor and a comprehension (e.g., usir knowledge, creating sens rereading a portion aloud	ng background ory images,	Removed • monitor and adjust	 Added deepen understanding with adult assistance Changed sensory images to mental images
	K.5(E) make connections to personal	K.Fig.19(F) READINESS	& SUPPORTING		Removed
	experiences, ideas in other texts, and society with adult assistance	make connections to own to ideas in other texts, an community and discuss te	d to the larger		 discuss textual evidence Added with adult assistance
	K.5(F) make inferences and use evidence	K.Fig.19(D) READINESS	& SUPPORTING	Added	Removed • cover, tile, illustrations, and plot Added • with adult assistance
	to support understanding with adult assistance	make inferences based or illustrations, and plot	the cover, title,	use evidence	
	K.5(G) evaluate details to determine what	K.Fig.19(E) READINESS	& SUPPORTING	Removed	Changed
	is most important with adult assistance	retell or act out importan	t events in stories	retellact outAddedevaluate	 important events to what is most important Added with adult assistance
new	K.5(H) synthesize information to create new understanding with adult assistance				
	K.5(I) monitor comprehension and make adjustments such as rereading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance	K.Fig.19(C) monitor and a comprehension (e.g., usir knowledge, creating sens rereading a portion aloud	ng background ory images,		Added • visual cues • asking questions • when understanding breaks down • with adult assistance Note Sensory images (mental images) is addressed in K.6(D).



K.6 Response: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

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Change	New Standard	Old Standard	Cognitive Change	Content Change
	K.6(A) describe the personal connections to a variety of sources	k.6(B) SUPPORTING STANDARD discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience	Changed • discuss to describe Impact Students will describe their reflective thinking both orally and through written response/representation.	Removed • big idea (theme) Impact Personal connections will be made in a variety of genres and in a variety of ways. Note Written responses may include phonetic writing, dictation, illustrations, etc.
new	K. 6(B) provide an oral, pictorial, or written response to a text			Note The written response may include phonetic spelling and/or dictation.
new	K.6(C) use text evidence to support an appropriate response			
	K.6(D) retell texts in ways that maintain meaning	K.8(A) READINESS STANDARD retell a main event from a story read aloud K.10(B) READINESS STANDARD retell important facts in a text, heard or		Removed • retell specificity Impact The focus of retell is to capture the overall meaning of the text.
new	K.6(E) interact with sources in meaningful ways such as illustrating or writing	read		
new	K.6(F) respond using newly acquired vocabulary as appropriate		Impact Students responses will include both oral and written formats.	Impact Student responses will include vocabulary from tier reading, words study and other academic vocabulary specific to the task and/or genre.





K.7 Multiple genres: listening, speaking, reading, and writing using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	K.7(A) discuss topics and determine the basic theme using text evidence with adult assistance	k.6(B) SUPPORTING STANDARD discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience	Removed • connect to personal experience Added • determine	Changed • big idea to theme Removed • topic Added • text evidence • with adult assistance
	K.7(B) identify and describe the main character(s)	k.8(B) READINESS STANDARD describe characters in a story and the reasons for their actions	Added • identify	Changed
	K.7C) describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance	K.8(A) READINESS STANDARD retell a main event from a story read aloud	Removed • retell Added • describe	Added elements of plot problem resolution with adult assistece
	K.7(D) describe the setting	K.6(A) SUPPORTING STANDARD identify elements of a story including setting, character, and key events	Removed • identify Added • describe	Removed

K.8 Multiple genres: listening, speaking, reading, and writing using multiple texts--genres. 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:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	K.8(A) demonstrate knowledge of	K.6(D) SUPPORTING STANDARD	Removed	Note
	distinguishing characteristics of well- known children's literature such as folktales, fables, fairy tales, and nursery rhymes	recognize recurring phrases and characters in traditional fairy tales, lullabies, and folktales from various cultures	recognize Added demonstrate knowledge	Recurring phrases and characters is one distinguishing characteristic. Note The student expectation focus is on the characteristics of genre. Understanding the author's message is addressed in K.7(A).





K.8 Multiple genres: listening, speaking, reading and writing using multiple texts--genres. 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:

New Standard	Old Standard	Cognitive Change	Content Change
K.8(B) discuss rhyme and rhythm in	K.7(A) SUPPORTING STANDARD	Changed	Changed
nursery rhymes and a variety of poems	respond to rhythm and rhyme in poetry through identifying a regular beat and similarities in word sounds	• respond to discuss	 poetry to nursery rhymes and a variety of poems Removed identifying a regular beat similarities in word sounds
K.8(C) discuss main characters in drama			Note Drama is new to kindergarten.
K.8(D) recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance			This student expectation moved to kindergarten from grade 1.
K.8(D) recognize characteristics and	K.10(D) READINESS STANDARD	Removed • USE	Added • simple graphics
(ii) titles and simple graphics to gain information	use titles and illustrations to make predictions about text	predictionsAddedrecognize	Note Simple graphics could include illustrations.
K.8(D) recognize characteristics and	K.8(B) READINESS STANDARD	Added	Changed
(iii) the steps in a sequence with adult assistance	describe characters in a story and the reasons for their actions	• Identity	 characters to main character(s) Removed reasons for their actions
K.8(E) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do			This student expectation moved to kindergarten from grade 3. Note Persuasive genre is new to kindergarten.
	K.8(B) discuss rhyme and rhythm in nursery rhymes and a variety of poems K.8(C) discuss main characters in drama K.8(D) recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance K.8(D) recognize characteristics and structures of informational text, including: (ii) titles and simple graphics to gain information K.8(D) recognize characteristics and structures of informational text, including: (iii) the steps in a sequence with adult assistance K.8(E) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade	K.8(B) discuss rhyme and rhythm in nursery rhymes and a variety of poems K.8(C) discuss main characters in drama K.8(D) recognize characteristics and structures of informational text, including: (ii) the central idea and supporting evidence with adult assistance K.8(D) recognize characteristics and structures of informational text, including: (ii) titles and simple graphics to gain information K.8(D) recognize characteristics and structures of informational text, including: (ii) titles and simple graphics to gain information K.8(D) recognize characteristics and structures of informational text, including: (iii) the steps in a sequence with adult assistance K.8(E) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade	K.8(B) discuss rhyme and rhythm in nursery rhymes and a variety of poems K.8(C) discuss main characters in drama K.8(C) discuss main characters in drama K.8(D) recognize characteristics and structures of informational text, including: (i) the central idea and simple graphics to gain information K.8(D) recognize characteristics and structures of informational text, including: (ii) titles and simple graphics to gain information K.8(D) recognize characteristics and structures of informational text, including: (ii) titles and simple graphics to gain information K.8(D) recognize characteristics and structures of informational text, including: (iii) the steps in a sequence with adult assistance K.8(B) READINESS STANDARD describe characters in a story and the reasons for their actions K.8(E) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade



K.8 Multiple genres: listening, speaking, reading and writing using multiple texts--genres. 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:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	K.8(F) recognize characteristics of	K.12(A) SUPPORTING STANDARD		Changed
	advertisem	identify different forms of media (e.g., advertisement, newspapers, radio programs) (with adult assistance)		 techniques to characteristics Impact Recognized characteristics will be based on the universal and individual characteristics
		K.12(B) SUPPORTING STANDARD		of the text and could include language and
		identify techniques used in media (e.g., sound, movement)	sounds, etc., work in together to commu	

K.9 Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the purpose of author's 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:

Change	New Standard	Old Standard	Cognitive Change	Content Change
•	K.9(A) discuss with adult assistance the author's purpose for writing text			This student expectation moved to kindergarten from grade 1.
new	K.9(B) discuss with adult assistance how the use of text structure contributes to the author's purpose			
	K.9(C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes	wse titles and illustrations to make predictions about text	Removed • use • predictions Added • discuss	Added author's use of print and graphics to achieve purpose with adult assistance Note Graphic features could include titles and illustrations.
	K.9(D) discuss with adult assistance how	K.6(C) SUPPORTING STANDARD	Removed	Removed
	the author uses words that help the reader visualize	recognize sensory details	recognizeAddeddiscuss	 sensory details Added words that help readers visualize with adult assistence
new	K.9(E) listen to and experience first- and third-person texts			



K.10 Composition: listening, speaking, reading, and writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	K.10(A) plan by generating ideas for writing	K.13(A) SUPPORTING STANDARD		Removed
	through class discussion and drawings	plan a first draft by generating ideas for writing through class discussion (with adult assistance)		adult assistance Added drawings Impact The focus of this student expectation is on generating ideas/thoughts.
	K.10(B) develop drafts in oral, pictorial, or	K.13(B) READINESS STANDARD		Removed
	written form by organizing ideas	develop drafts by sequencing the action or details in the story (with adult assistance)		adult assistance sequencing the action or details in the story Added oral, pictorial, or written form organizing ideas
	K.10(C) revise drafts by adding details in	K.13(C) READINESS STANDARD		Removed
	pictures or words	revise drafts by adding details or sentences (with adult assistance)		 details in sentencesAdded details in pictures or words
	K.10(D) edit drafts with adult assistance	K.13(D) READINESS STANDARD	Changed	Changed
	using standard English conventions, including: (i) complete sentences	edit drafts by leaving spaces between letters and words (with adult assistance)	use to edit	
		K.16(C) SUPPORTING STANDARD		leaving spaces between letters and words
		use complete simple sentences		Added • standard English • with adult assistance
	K.10(D) edit drafts with adult assistance	K.16(A) SUPPORTING STANDARD	Changed understand and use to edit	Removed
	using standard English conventions, including: (ii) verbs	understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance): (i) past and future tenses when speaking		



K.10 Composition: listening, speaking, reading and writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	K.10(D) edit drafts with adult assistance using standard English conventions,	K.16(A) SUPPORTING STANDARD	Changed • understand and use to edit	Removed • reading
	including: (iii) singular and plural nouns	understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance): (ii) nouns (singular/plural)		• speaking
	K.10(D) edit drafts with adult assistance	K.16(A) SUPPORTING STANDARD	Changed	Changed
	using standard English conventions, including: (iv) adjectives, including articles	understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance): (iii) descriptive words	understand and use to edit drafts	 descriptive words to adjectives Removed reading speaking Added articles
	K.10(D) edit drafts with adult assistance	K.16(A) SUPPORTING STANDARD	Changed understand and use to edit	Removed
	using standard English conventions, including: (v) prepositions	understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance): (iv) prepositions and simple prepositional phrases appropriately when speaking or writing	• understand and use to edit	 reading speaking simple prepositional phrases
	K.10(D) edit drafts with adult assistance	K.16(A) SUPPORTING STANDARD	Changed	Removed
	using standard English conventions, including: (vi) pronouns, including subjective, objective, and possessive cases	understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance): (v) pronouns (e.g., I, me)	understand and use to edit	 reading speaking Added subjective pronoun objective pronouns possessive cases
	K.10(D) edit drafts with adult assistance using standard English conventions, including: (vii) capitalization of the first letter in a sentence and name	K.17(B) READINESS STANDARD capitalize the first letter in a sentence	Added • edit	Added • name



K.10 Composition: listening, speaking, reading and writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	K.10(D) edit drafts with adult assistance using standard English conventions, including: (viii) punctuation marks at the end of declarative sentences	K.17(C) READINESS STANDARD use punctuation at the end of a sentence	Changed • use to edit	Added • declarative sentence
	K.10(D) edit drafts with adult assistance using standard English conventions, including: (ix) correct spelling of words with gradeappropriate orthographic patterns and rules and high-frequency words	wse letter-sound correspondences to spell consonant-vowel-consonant (CVC) words (e.g., "cut")	Added • use to edit	Changed • pattern and rule specificity to grade-appropriate • orthographic pattern after the words "grade-appropriate" Added • with adult assistance • high-frequency words
	K.10(E) share writing	K.13(E) SUPPORTING STANDARD share writing with others (with adult assistance)		Removed • with adult assistance

K.11 Composition: listening, speaking, reading, and writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	K.11(A) dictate or compose literary texts,	K.14(A) SUPPORTING STANDARD	Changed	Removed
	including personal narratives	dictate or write sentences to tell a story and put the sentences in chronological sequence	write to compose	 short poems put sentences in chronological order Added personal narratives
		K.14(B) SUPPORTING STANDARD		
		write short poems		
	K.11(B) dictate or compose informational	K.15(A) READINESS STANDARD	Changed	Removed
	texts dictate or write information for lists, captions, or invitations • write to compose	write to compose	listscaptionsinvitationsAddedtexts	



K.12 Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	K.12(A) generate questions for formal and informal inquiry with adult assistance	K.19(A) ask questions about topics of classwide interest (with adult assistance)	Changed • ask to generate	Removed • topics of class-wide interest Added • formal and informal inquiry
new	K.12(B) develop and follow a research plan with adult assistance			
	K.12(C) gather information from a variety of sources with adult assistance	K.19(B) decide what sources or people in the classroom, school, library, or home can answer these questions (with adult assistance) K.20(A) gather evidence from provided text sources (with adult assistance)	Removed • decide	Removed
	K.12(D) demonstrate understanding of information gathered with adult assistance	K.20(B) use pictures in conjunction with writing when documenting research (with adult assistance)	Added • demonstrate understanding	Removed • specificity for format (pictures and writing)
new	K.12(E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results			





The Removed Student Expectation Side by Side provides a list of student expectations that were removed from the 2008 Texas Essential Knowledge and Skills by the Texas Education Agency through deletion or replacement.

Reading/Beginning Reading Skills/Print Awareness

Students understand how English is written and printed.



K.1(A) recognize that spoken words can be represented by print for communication



K.1(C) demonstrate the one-to-one correspondence between a spoken word and a printed word in text

Reading/Beginning Reading/Strategies

Students comprehend a variety of texts drawing on useful strategies as needed.



K.4(B) ask and respond to questions about texts read aloud

Reading/Vocabulary Development

Students understand new vocabulary and use it when reading and writing.



K.5(B) SUPPORTING STANDARD

recognize that compound words are made up of shorter words

Reading/Comprehension of Informational Text/Culture and History

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.



K.9(A) SUPPORTING STANDARD

identify the topic of an informational text heard

Reading/Comprehension of Informational Text/Expository Text

Students analyze, make inferences, and draw conclusions about expository text and provide evidence from text to support their understanding.



K.10(A) READINESS STANDARD

identify the topic and details in expository text heard or read, referring to the words and/or illustrations



K.10(C) READINESS STANDARD

discuss the ways authors group information in text





Reading/Comprehension of Informational Text/Procedural Text

Students understand how to glean and use information in procedural texts and documents.



K.11(A) SUPPORTING STANDARD

follow pictorial directions (e.g., recipes, Science experiments)



K.11(B) SUPPORTING STANDARD

identify the meaning of specific signs (e.g., traffic signs, warning signs)

Oral and Written Conventions/Conventions

Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity.



K.16(B) READINESS STANDARD

speak in complete sentences to communicate

Oral and Written Conventions/Spelling

Students spell correctly.



K.18(C) SUPPORTING STANDARD

write one's own name