

## Kindergarten Side-by-Side TEKS Comparison

Current TEKS (2009 2010)	Revised TEKS (2019 2020)	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, 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 Reading strand is structured to reflect major topic areas of the National Reading Panel Report as well as other current and relevant research on Spanish literacy development. In Kindergarten, students engage in activities that build on their natural curiosity and prior knowledge to develop their reading, writing, and oral language skills. Students should be read to on a daily basis.</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; 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>The revised 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>

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	<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, STAAR Performance Level Descriptors, 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>
<p><b>(2)</b> Research consistently shows that literacy development in the student's native language facilitates learning in English (Collier &amp; Thomas, 1997; Cummins, 2001). Students can develop cognition, learn, and achieve best when they can understand the language of instruction (August, Calderon, &amp; Carlo, 2003). Students who have strong literacy skills in their primary language can be expected to transfer those skills to English and progress rapidly in learning in English. Although English and Spanish look very similar on the surface (i.e., similar alphabets; directionality; cognates) the conventions of each language presuppose the reading process in that language. Consequently, systematic instruction in the appropriate sequence of skills is critical. For this reason, the Spanish Language Arts and Reading TEKS reflect language arts standards that are authentic to the Spanish language and not mere translations from English.</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>(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>	

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<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>(5) 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)(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>	<p>(5) 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)(D)</b> The concept of transfer necessitates the use of some of both languages in which both (Spanish and English) co-exist with flexibility. As a result of working within two language systems, students' metalinguistic and metacognitive skills are enhanced when they learn about the similarities and differences between languages. This is reliant on the type of bilingual program model being used (See Texas Education Code, §29.066).</p>	<p>(5) Continued... Consequently, direct and systematic instruction (Genesee et al., 2005) in the appropriate sequence of Spanish skills with early English as a second language-based literacy instruction is critical to student success. As a result of working within two language systems, students' metalinguistic and metacognitive skills are enhanced when they learn about the similarities and differences between languages (Escamilla et. al., 2014). The extent to which English and Spanish are used is reliant on the type of bilingual program model being used (see Texas Education Code, §29.066).</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 Kindergarten 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 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>(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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	<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, & Rothenberg, 2008).	There is an emphasis on the role of oral language proficiency as it relates to student success at school.
	<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.	
<b>(b) Knowledge and Skills.</b>	<b>(b) Knowledge and Skills.</b>	
<b>(1) Reading/Beginning Reading Skills/Print Awareness.</b> Students understand how Spanish is written and printed. Students are expected to: <b>(A)</b> recognize that spoken words can be represented by print for communication;		
<b>(1) Reading/Beginning Reading Skills/Print Awareness.</b> Students understand how Spanish is written and printed. Students are expected to: <b>(B)</b> identify upper- and lower-case letters;	<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: <b>(D)</b> demonstrate print awareness by: <b>(v)</b> identifying all uppercase and lowercase letters; and	
<b>(1) Reading/Beginning Reading Skills/Print Awareness.</b> Students understand how Spanish is written and printed. Students are expected to: <b>(C)</b> demonstrate the one-to-one correspondence between a spoken word and a printed word in text;		
<b>(1) Reading/Beginning Reading Skills/Print Awareness.</b> Students understand how Spanish is written and printed. Students are expected to: <b>(D)</b> recognize the difference between a letter and a printed word;	<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: <b>(D)</b> demonstrate print awareness by: <b>(iv)</b> recognizing the difference between a letter and a printed word; and	

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<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) 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><b>(iii)</b> recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries;</p>	

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<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><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>(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><b>(i)</b> identifying the front cover, back cover, and title page of a book;</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>	<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><b>(iii)</b> recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries;</p>	<p>This student expectation has been expanded to include recognizing that words are separated by spaces and recognizing word boundaries.</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>	<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><b>(iv)</b> identifying syllables in spoken words;</p>	

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<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>(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><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>(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><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>(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><b>(ii)</b> recognizing spoken alliteration or groups of words that begin with the same spoken onset 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>(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><b>(viii)</b> blending spoken phonemes to form syllables; and</p>	

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<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><b>(vii)</b> identifying initial and final sounds in simple words;</p> <p><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>(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><b>(vi)</b> segmenting multisyllabic words into syllables;</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>(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><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>(B)</b> decode 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><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>	

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<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>(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>(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><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>(D)</b> decode the written "y" when used as a conjunction, as in "mamá y papá";</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><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>(E)</b> become familiar with the concept that "h" is silent;</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><b>(iii)</b> decoding words with silent h and consonant digraphs such as/ch/,/rr/, and/l/; 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>(F)</b> become familiar with the digraphs /ch/, /rr/;</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><b>(iii)</b> decoding words with silent h and consonant digraphs such as/ch/,/rr/, and/l/; and</p>	

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<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>(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><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>(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><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>(I)</b> recognize that new words are created when syllables are changed, added, or deleted.</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><b>(iv)</b> recognizing that new words are created when syllables are changed, added, or deleted;</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><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>	Note that the revised SE requires adult assistance.
<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>		

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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>(A)</b> identify and use words that name actions, directions, positions, sequences, and locations;</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>(B)</b> become familiar with grade appropriate vocabulary including content and function words;</p>		
<p><b>(5) Reading/Vocabulary Development.</b> Students understand new vocabulary and use it correctly when reading and writing. Students are expected to:</p> <p><b>(C)</b> 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>(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>(A)</b> use a resource such as a picture dictionary or digital resource to find words;</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>	<p><b>(7) Multiple genres: listening, speaking, reading, 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 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>	Note that SE 7(C) requires adult assistance.

## Kindergarten Side-by-Side TEKS Comparison

Current TEKS (2009 2010)	Revised TEKS (2019 2020)	Notes
<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>(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>	Note that the revised SE requires adult assistance.
<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>(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 the revised SE requires adult assistance.
<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>(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>	<p><b>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple text--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>	This SE has been expanded to include nursery rhymes.

## Kindergarten Side-by-Side TEKS Comparison

Current TEKS (2009 2010)	Revised TEKS (2019 2020)	Notes
<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>(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>(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>Note that SE 7(C) requires adult assistance.</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>(B)</b> identify and describe the main character(s);</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>(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><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>(B)</b> retell important facts in a text, heard or read;</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>(D)</b> retell texts in ways that maintain meaning;</p>	

## Kindergarten Side-by-Side TEKS Comparison

Current TEKS (2009 2010)	Revised TEKS (2019 2020)	Notes
<p><b>(10) Reading/Comprehension of Informational Text/Expository Text.</b> Students analyze, make inferences and draw conclusions about expository text, and provide evidence from text to support their understanding. Students are expected to:</p> <p><b>(C)</b> discuss the ways authors group information in text; and</p>		
<p><b>(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>	<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><b>(ii)</b> titles and simple graphics to gain information; and</p>	The revised SE requires that the student gain information from titles and simple graphics rather than solely making predictions about them.
<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><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><b>(iii)</b> the steps in a sequence with adult assistance;</p>	Note that the revised SE requires adult assistance. Procedural text is encompassed in SEs (8)(D)(i)-(iii).
<p><b>(11) Reading/Comprehension of Informational Text/Procedural Texts.</b> Students understand how to glean and use information in procedural texts and documents. Students are expected to:</p> <p><b>(B)</b> identify the meaning of specific signs (e.g., traffic signs, warning signs).</p>		Procedural text is encompassed in SEs (8)(D)(i)-(iii).
<p><b>(12) Reading/Media Literacy.</b> Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students (with adult assistance) are expected to:</p> <p><b>(A)</b> identify different forms of media (e.g., advertisements, newspapers, radio programs); and</p> <p>and</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>		

## Kindergarten Side-by-Side TEKS Comparison

Current TEKS (2009 2010)	Revised TEKS (2019 2020)	Notes
<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>(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>(B)</b> develop drafts by sequencing the action or details in the story;</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>(C)</b> revise drafts by adding details or 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>(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>(D)</b> edit drafts by leaving spaces between letters and words; and</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>(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>(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>(A)</b> dictate or compose literary texts, including personal narratives; and</p>	

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Current TEKS (2009 2010)	Revised TEKS (2019 2020)	Notes
<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>(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>Compositiom of literary texts would include poems.</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>(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>(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><b>(ii)</b> nouns (singular/plural);</p> <p><b>(iii)</b> descriptive words;</p> <p><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><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><b>(iii)</b> singular and plural nouns, including gender-specific articles;</p> <p><b>(iv)</b> adjectives, including articles;</p> <p><b>(v)</b> prepositions;</p> <p><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><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>		

## Kindergarten Side-by-Side TEKS Comparison

Current TEKS (2009 2010)	Revised TEKS (2019 2020)	Notes
<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>(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>(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.</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>	<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><b>(vii)</b> capitalization of the first letter in a sentence and names;</p>	Note that the revised SE requires adult assistance.
<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>	<p><b>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p><b>(D)</b> edit drafts with adult assistance using standard English conventions, including:</p> <p><b>(viii)</b> punctuation marks at the end of declarative sentences; and</p>	Note that the revised SE requires adult assistance.
<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><b>(i)</b> spelling common letter and sound correlations; and</p>	

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Current TEKS (2009 2010)	Revised TEKS (2019 2020)	Notes
<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>(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><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>(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>(C)</b> demonstrate and apply spelling knowledge by:</p> <p><b>(ii)</b> spelling words with common syllabic patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV;</p>	This student expectation has been expanded to include spelling beyond CVC words.
<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><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>	Note that the revised SE requires adult assistance.
<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>(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>(B)</b> develop and follow a research plan with adult assistance;</p>	Note that the revised SE requires adult assistance.
<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>	<p><b>(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p><b>(C)</b> gather information from variety of sources with adult assistance;</p>	Note that the revised SE requires adult assistance.

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Current TEKS (2009 2010)	Revised TEKS (2019 2020)	Notes
<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>	<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>Note that the revised SE requires adult assistance.</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>(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>(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>(B)</b> restate and follow oral directions that involve a short, related sequence of actions;</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>(C)</b> share information and ideas by speaking audibly and clearly using the conventions of language;</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>	<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>	
<b>Figure 19: Reading/Comprehension Skills</b>		

## Kindergarten Side-by-Side TEKS Comparison

Current TEKS (2009 2010)	Revised TEKS (2019 2020)	Notes
<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><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>Specificity has been added to include student-selected texts. The revised SE also requires 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>(B)</b> ask and respond to questions about text;</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>Note that the revised SE requires 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><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>(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>Note that the revised SE requires 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><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>Note that the revised SE requires 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>(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>(B)</b> provide an oral, pictorial, or written response to a text;</p> <p><b>(D)</b> retell texts in ways that maintain meaning;</p>	<p>This SE has been expanded to include pictorial and written responses.</p>

## Kindergarten Side-by-Side TEKS Comparison

Current TEKS (2009 2010)	Revised TEKS (2019 2020)	Notes
<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>(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) 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>Note that SE 5(E) requires adult assistance.</p>
	<b>New TEKS</b>	
	<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><b>(iii)</b> identifying the individual words in a spoken sentence;</p> <p><b>(v)</b> blending syllables to form multisyllabic words;</p> <p><b>(ix)</b> manipulating syllables within a multisyllabic word;</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>	

## Kindergarten Side-by-Side TEKS Comparison

Current TEKS (2009 2010)	Revised TEKS (2019 2020)	Notes
	<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	
	<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: <b>(G)</b> evaluate details to determine what is most important with adult assistance;	Note that this SE requires adult assistance.
	<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: <b>(H)</b> synthesize information to create new understanding with adult assistance; and	Note that this SE requires adult assistance.
	<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: <b>(C)</b> use text evidence to support an appropriate response;	
	<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: <b>(E)</b> interact with sources in meaningful ways such as illustrating or writing; and	
	<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: <b>(F)</b> respond using newly acquired vocabulary as appropriate.	

## Kindergarten Side-by-Side TEKS Comparison

Current TEKS (2009 2010)	Revised TEKS (2019 2020)	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>(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>(C)</b> discuss main characters in drama;</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>(D)</b> recognize characteristics and structures of informational text, including:</p> <p><b>(i)</b> the central idea and supporting evidence with adult assistance;</p>	Note that this SE 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>(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 that this SE 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 genre within a single text.

## Kindergarten Side-by-Side TEKS Comparison

Current TEKS (2009 2010)	Revised TEKS (2019 2020)	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 this SE 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 this SE 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>(C)</b> discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;</p>	Note that this SE 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

Current TEKS (2009 2010)	Revised TEKS (2019 2020)	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><b>(i)</b> complete sentences;</p> <p><b>(ii)</b> verbs, including the difference between ser and estar;</p> <p><b>(ix)</b> correct spelling of words with grade-appropriate orthographic patterns and rules; and</p>	Note that this SE 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 method of delivery.