Category	Readiness Standards		Supporting Standards	
1 Understanding Across Genres	K.4.B	ask and respond to questions about texts read aloud*	K.5.B	recognize that compound words are made up of shorter words
			K.5.C	identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures)*
			K.5.D	use a picture dictionary to find words*
2 Understanding and Analysis of Literary Texts	K.6.A	identify elements of a story including setting, character, and key events	K.4.A	predict what might happen next in text based on the cover, title, and illustrations*
	K.8.A	retell a main event from a story read aloud*	K.6.B	discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience*
	K.8.B	describe characters in a story and the reasons for their actions*	K.6.C	recognize sensory details
	Fig 19D	make inferences based on the cover, title, illustrations, and plot*	K.6.D	recognize recurring phrases and characters in traditional fairy tales, lullabies, and folktales from various cultures.*
	Fig 19E	retell or act out important events in stories*	K.7	respond to rhythm and rhyme in poetry through identifying a regular beat and similarities in word sounds*
			K.12	use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning*
			K.12.A	identify different forms of media (e.g., advertisements, newspapers, radio programs)*
			K.12.B	identify techniques used in media (e.g., sound, movement)*
			Fig 19D	make inferences based on the cover, title, illustrations, and plot*
			Fig 19E	retell or act out important events in stories*
3 Understanding and Analysis of Informational Texts	K.10.A	identify the topic and details in expository text heard or read, referring to the words and/or illustrations*	K.5.A	identify and use words that name actions, directions, positions, sequences, and locations
	K.10.B	retell important facts in a text, heard or read*	K.9	identify the topic of an informational text heard.
	K.10.D	use titles and illustrations to make predictions about text*	K.10.C	discuss the ways authors group information in text*
			K.11.A	follow pictorial directions (e.g., recipes, science experiments)
			K.11.B	identify the meaning of specific signs (e.g., traffic signs, warning signs)*
			K.12	use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning
			K.12.A	identify different forms of media (advertisements, newspapers, radio programs)*
			K.12.B	identify techniques used in media (e.g., sound, movement)*

Genres	
Literary	**Informational**
• Fiction • Poetry	• Expository • Procedural • Media Literacy

* Aligned with STAAR Assessed Curriculum

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Reading Processes– Kindergarten

Reading/Beginning Reading Skills/Print Awareness
K.1.A   recognize that spoken words can be represented by print for communication
K.1.B   identify upper- and lower-case letters
K.1.C   demonstrate the one-to-one correspondence between a spoken word and a printed word in text
K.1.D   recognize the difference between a letter and a printed word
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.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
K.1.G   identify different parts of a book (e.g., front and back covers, title page)

Reading/Beginning Reading Skills/Phonological Awareness
K.2.A   identify a sentence made up of a group of words
K.2.B   identify syllables in spoken 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
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.F   blend spoken onsets and rimes to form simple words (e.g., onset/c/ and rime/at/ make cat)
K.2.G   blend spoken phonemes to form one-syllable words (e.g.,/m/ …/a/ …/n/ says man)
K.2.H   isolate the initial sound in one-syllable spoken words
K.2.I   segment spoken one-syllable words into two to three phonemes (e.g., dog:/d/ …/o/ …/g/)

Reading/Beginning Reading Skills/Phonics
K.3.A   identify the common sounds that letters represent
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.3.C   recognize that new words are created when letters are changed, added, or deleted
K.3.D   identify and read at least 25 high-frequency words from a commonly used list

Reading/Media Literacy
K.12.A   identify different forms of media (e.g., advertisements, newspapers, radio programs)
K.12.B   identify techniques used in media (e.g., sound, movement)

Research
K.19.B   decide what sources or people in the classroom, school, library, or home can answer these questions.
K.20.A   gather evidence from provided text sources
K.20.B   use pictures in conjunction with writing when documenting research

Listening and Speaking
K.21.A   listen attentively by facing speakers and asking questions to clarify information; and
K.21.B   follow oral directions that involve a short related sequence of actions.
K.22   share information and ideas by speaking audibly and clearly using the conventions of language.
K.23   follow agreed-upon rules for discussion, including taking turns and speaking one at a time

Comprehension Skills
Fig. 19A   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)
Fig. 19B   ask and respond to questions about text
Fig. 19C   monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud)
Fig. 19F   make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence*

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Category	Readiness Standards	Supporting Standards
1 Composition	K.13.B develop drafts by sequencing the action or details in the story* K.14.A dictate or write sentences to tell a story and put the sentences in chronological sequence* K.15 dictate or write information for lists, captions, or invitations* K.18.C write one's own name	K.14.B write short poems
2 Revision	K.13.C revise drafts by adding details or sentences*	
3 Editing	K.13.D edit drafts by leaving spaces between letters and words* K.16.B speak in complete sentences to communicate * K.17.A form upper- and lower-case letters legibly using the basic conventions of print (left-to-right and top-to-bottom progression)	K.16.A 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* (ii) nouns (singular/plural)* (iii) descriptive words* (iv) prepositions and simple prepositional phrases appropriately when speaking or writing (e.g., in, on, under, over)* (v) pronouns (e.g., I, me)* K.16.C use complete simple sentences* K.17.B capitalize the first letter in a sentence* K.17.C use punctuation at the end of a sentence* K.18.A use phonological knowledge to match sounds to letters K.18.B use letter-sound correspondences to spell consonant-vowel-consonant (CVC) words (e.g., "cut")*

Genres	
Literary	**Informational**
• Fiction • Poetry	• Expository

Writing/Writing Processes
K.13.A plan a first draft by generating ideas for writing through class discussion   K.13.E share writing with others   K.19.A ask questions about topics of class-wide interest

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