



PreKinder Guidelines

II. LANGUAGE AND COMMUNICATION DOMAIN

A. Listening Comprehension Skills

- II.A.1. Child shows understanding by responding appropriately.
- II.A.2. Child shows understanding by following two-step oral directions and usually follows three-step directions.

B. Speaking (Conversation) Skills

- II.B.1. Child is able to use language for different purposes.
- II.B.2. Child engages in conversations in appropriate ways.

D. Vocabulary Skills

- II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions.
- II.D.2. Child demonstrates understanding of terms used in the instructional language of the classroom.
- II.D.3. Child demonstrates understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words*, many more than he or she uses.
- II.D.4. Child uses a large speaking vocabulary, adding several new words daily.
- II.D.5. Child increases listening vocabulary and begins to develop vocabulary of object

III. EMERGENT LITERACY — READING DOMAIN

A. Motivation to Read Skills

- III.A.3. Child recognizes that text has meaning.

B. Phonological Awareness Skills

- III.B.1. Child separates a normally spoken four-word sentence into individual words.
- III.B.2. Child combines words to make a compound word.
- III.B.3. Child deletes a word from a compound word.
- III.B.4. Child blends syllables into words.
- III.B.5. Child can segment a syllable from a word.
- III.B.6. Child can recognize rhyming words.
- III.B.7. Child can produce a word that begins with the same sound as a given pair of words.
- III.B.9. Child recognizes and blends spoken phonemes into one syllable words with pictorial support.

PreKinder Guidelines



III. EMERGENT LITERACY – READING DOMAIN *cont'd*

C. Alphabet Knowledge Skills

- III.C.1. Child names at least 20 upper and at least 20 lower case letters in the language of instruction.
- III.C.2. Child recognizes at least 20 distinct letter sounds in the language of instruction.
- III.C.3. Child produces at least 20 distinct letter sound correspondences in the language of instruction.

D. Comprehension of Text Read Aloud Skills

- III.D.1. Child retells or re-enacts a story after it is read aloud.
- III.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.
- III.D.3. Child asks and responds to questions relevant to the text read aloud.
- III.D.4. Child will make inferences and predictions about text.

E. Print Concepts

- III.E.1 Child can distinguish between elements of print including letters, words, and pictures.
- III.E.2 Child demonstrates understanding of print directionality including left to right and top to bottom.
- III.E.3 Child can identify some conventional features of print that communicate meaning including end punctuation and case.



TEKS (PK- 3rd grade)

STRAND 1: DEVELOPING AND SUSTAINING FOUNDATIONAL LANGUAGE SKILLS

SUB-STRAND: ORAL LANGUAGE

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:

- K.1.A** listen actively and ask questions to understand information and answer questions using multi-word responses.
- 1.1.A** listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.
- 2.1.A** listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.
- 3.1.A** listen actively, ask relevant questions to clarify information, and make pertinent comments.

- K.1.C** share information and ideas by speaking audibly and clearly using the conventions of language.
- 1.1.C** share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.
- 2.1.C** share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.
- 3.1.C** speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.



TEKS (PK- 3rd grade)

SUB-STRAND: BEGINNING READING & WRITING

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:

K.2.A. demonstrate **phonological awareness** by:

- i. identifying and producing rhyming words.
- ii. recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sound.
- iii. identifying the individual words in a spoken sentence.
- iv. identifying syllables in spoken words.
- v. blending syllables to form multisyllabic words.
- vi. segmenting multisyllabic words into syllables.
- vii. identifying initial and final sounds in simple words.
- viii. blending spoken phonemes to form syllables.
- ix. manipulating syllables within a multisyllabic word.

1.2.A. demonstrate **phonological awareness** by:

- i. producing a series of rhyming words.
- ii. recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sound.
- iii. recognizing the change in spoken word when a specified syllable is added, changed, or removed.
- iv. segmenting spoken words into individual syllables.
- v. blending spoken complex syllables, including sílabas trabadas, to form multisyllabic words;
- vi. segmenting spoken words into syllables, including words with sílabas trabadas.
- vii. manipulating syllables within words.



TEKS (PK- 3rd grade)

SUB-STRAND: BEGINNING READING & WRITING *cont'd*

K.2.B. demonstrate and apply **phonetic knowledge** by:

- i. identifying and matching the common sounds that letters represent.
- ii. using letter-sound relationships to decode one and two-syllable words and multisyllabic words, including CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV.
- iii. decoding words with silent h and consonant digraphs such as /ch/, /rr/, and /ll/.
- iv. recognizing that new words are created when syllables are changed, added, or deleted.

1.2.B. demonstrate and apply **phonetic knowledge** by:

- i. identifying and matching sounds to individual letters.
- ii. decoding words with sílabas trabadas such as /bla/, /bra/, and /gla/; digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x.
- iii. decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-.
- iv. decoding words with diphthongs such as /ai/, /au/, and /ei/.
- v. decoding contractions such as al and del.
- vi. decoding three to four syllable words.
- vii. using knowledge of base words to decode common compound words.
- viii. decoding words with common prefixes and suffixes.



TEKS (PK- 3rd grade)

SUB-STRAND: BEGINNING READING & WRITING *cont'd*

2.2.A. demonstrate and apply **phonetic knowledge** by:

- i. decoding multisyllabic words.
- ii. decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x.
- iii. decoding words with silent h and words that use the syllables que-, qui-, gue-, gui- güe-, and güi-.
- iv. decoding words with diphthongs and hiatus.
- v. decoding common abbreviations.
- vi. decoding words with prefixes and suffixes.

3.2.A demonstrate and apply **phonetic knowledge** by:

- i. decoding words with a prosodic or orthographic accent.
- ii. decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x.
- iii. decoding words with silent h and words that use the syllables que-, qui-, gue-, gui- güe-, and güi-.
- iv. becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents.
- v. decoding and differentiating meaning of a word based on a diacritical accent.
- vi. decoding words with prefixes and suffixes.



TEKS (PK- 3rd grade)

SUB-STRAND: BEGINNING READING & WRITING *cont'd*

K.2.C. demonstrate and apply **spelling knowledge** by:

- i. spelling common letter and sound correlations.
- ii. spelling words with common syllabic patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV.

1.2.C demonstrate and apply **spelling knowledge** by:

- i. spelling common letter and sound correlations.
- ii. spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV.
- iii. spelling words with silent h; consonant digraphs such as /ch/, /rr/, and /ll/; and sílabas trabadas such as /bla/, /bra/, /gla/, and /gra/.
- iv. spelling multisyllabic words, including words with que-, qui-, gue-, gui-, güe-, and güi-.
- v. spelling contractions such as al and del.
- vi. spelling words with diphthongs such as /ai/, /au/, and /ie/ as in quie-ro, na-die, and ra-dio and hiatus such as le-er and rí-o.
- vii. spelling words with common prefixes and suffixes.

2.2.B demonstrate and apply **spelling knowledge** by:

- i. spelling multisyllabic words.
- ii. spelling words with diphthongs and hiatus.
- iii. spelling common abbreviations.
- iv. spelling words with prefixes and suffixes.
- v. spelling words words with silent h and words that use the syllables que, qui, gue-, gui, güe, and güi.



TEKS (PK- 3rd grade)

SUB-STRAND: BEGINNING READING & WRITING *cont'd*

3.2.B. demonstrate and apply **spelling knowledge** by:

- i. spelling palabras agudas and graves (words with an accent on the last and penultimate syllable)
- ii. spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent.
- iii. spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents.
- iv. using accents on words commonly used in questions and exclamations.
- v. spelling words based on the diacritical accent such as *se/sé, el/ él, and mas/más*.
- vi. marking accents appropriately when conjugating verbs such as *asin simple and imperfect past, past participle, perfect, conditional, and future tenses*.
- vii. spelling words with silent h and words that use the syllables *que-, qui-, gue-, gui-, güe-, and güi*.
- viii. spelling words that have the same sounds represented by different letters, including *ll and y; c,k, and q; soft c, soft x, s, and z; and soft g, j, and x*.
- ix. spelling words with hard and soft r.
- x. spelling words using n before v; m before b, and m before p
- xi. spelling words with sílabas trabadas.
- xii. spelling the plural form of words ending in z by replacing the z with c before adding -es.



TEKS (PK- 3rd grade)

SUB-STRAND: BEGINNING READING & WRITING *cont'd*

K.2.D. demonstrate **print awareness** by:

- i. identifying the front cover, back cover, and title page of a book.
- 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.
- iii. recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries.
- iv. recognizing the difference between a letter and a printed word.
- v. identifying all uppercase and lowercase letters.

1.2.D. demonstrate **print awareness** by identifying the information that different parts of a book provide.



TEKS (PK- 3rd grade)

SUB-STRAND: VOCABULARY

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:

K.3.A. use a resource such as a picture dictionary or digital resource to find words.

1.3.A. use a resource such as a picture dictionary or digital resource to find words.

2.3.A. use print or digital resources to determine meaning and pronunciation of unknown words.

3.3.A. use print or digital resources to determine meaning, syllabication, and pronunciation.

K.3.B. use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

1.3.B. use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

2.3.B. use context within and beyond a sentence to determine the meaning of unfamiliar words.

3.3.B. use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple meaning words.

K.3.C. identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.

1.3.C. identify the meaning of words with affixes, including -s, -es, and -or.

1.3.D. identify and use words that name actions, directions, positions, sequences, locations, and categories.



TEKS (PK- 3rd grade)

SUB-STRAND: FLUENCY

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—**fluency**. The student reads grade-level text with fluency and comprehension. The student is expected to:

1.4.A., 2.4.A., 3.4.A. Use appropriate **fluency** (rate, accuracy, and prosody) when reading grade-level text.

SUB-STRAND: SELF-SUSTAINED READING

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

K.4.A. Self-select text and interact independently with text for increasing periods of time.

1.5.A. Self-select text and interact independently with text for increasing periods of time.

2.5.A. Self-select text and interact independently with text for increasing periods of time.

3.5.A. Self-select text and read independently for a sustained period of time.



TEKS (PK- 3rd grade)

STRAND 2: 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:

K.5.A. establish purpose for reading assigned and self-selected texts with adult assistance.

1.6.A. establish purpose for reading assigned and self-selected texts with adult assistance.

2.6.A. establish purpose for reading assigned and self-selected texts.

3.6.A. establish purpose for reading assigned and self-selected texts.

K.5.D. create mental images to deepen understanding with adult assistance.

1.6.D. create mental images to deepen understanding with adult assistance.

2.6.D. create mental images to deepen understanding.

3.6.D. create mental images to deepen understanding.

K.5.E. make connections to personal experiences, ideas in other texts, and society with adult assistance.

1.6.E. make connections to personal experiences, ideas in other texts, and society with adult assistance.

2.6.E. make connections to personal experiences, ideas in other texts, and society.

3.6.E. make connections to personal experiences, ideas in other texts, and society.

K.5.F. make inferences and use evidence to support understanding with adult assistance.

1.6.F. make inferences and use evidence to support understanding with adult assistance.

2.6.F. make inferences and use evidence to support understanding.

3.6.F. make inferences and use evidence to support understanding.



TEKS (PK- 3rd grade)

STRAND 3: 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. The student is expected to:

K.6.A. describe personal connections to a variety of sources.

1.7.A. describe personal connections to a variety of sources.

2.7.A. describe personal connections to a variety of sources.

3.7.A. describe personal connections to a variety of sources, including self-selected texts.

K.6.B. provide an oral, pictorial, or written response to a text.

1.7.B. write brief comments on literary or informational texts.

2.7.B. write brief comments on literary or informational texts that demonstrate an understanding of the text.

3.7.B. write a response to a literary or informational text that demonstrates an understanding of a text.

K.6.C. use text evidence to support an appropriate response.

1.7.C. use text evidence to support an appropriate response.

2.7.C. use text evidence to support an appropriate response.

3.7.C. use text evidence to support an appropriate response.

K.6.D. retell texts in ways that maintain meaning.

1.7.D. retell texts in ways that maintain meaning.

2.7.D. retell and paraphrase text in ways that maintain meaning and logical order.

3.7.D. retell and paraphrase text in ways that maintain meaning and logical order.

K.6.E. interact with sources in meaningful ways such as illustrating or writing.

1.7.E. interact with sources in meaningful ways such as illustrating or writing.

2.7.E. interact with sources in meaningful ways such as illustrating or writing.

3.7.E. interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

K.6.F. respond using newly acquired vocabulary as appropriate.

1.7.F. respond using newly acquired vocabulary as appropriate.

2.7.F. respond using newly acquired vocabulary as appropriate.

3.7.F. respond using newly acquired vocabulary as appropriate.



TEKS (PK- 3rd grade)

STRAND 5: AUTHOR'S PURPOSE & 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 analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

K.9.A. discuss with adult assistance the author's purpose for writing texts.

1.10.A. discuss the author's purpose for writing text.

2.10.A. discuss the author's purpose for writing text.

3.10.A. explain the author's purpose and message within a text.

K.9.B. discuss with adult assistance how the use of text structure contributes to the author's purpose.

1.10.B. discuss how the use of text structure contributes to the author's purpose.

2.10.B. discuss how the use of text structure contributes to the author's purpose.

3.10.B. explain 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.

1.10.C. discuss with adult assistance the author's use of print and graphic features to achieve specific purposes.

2.10.C. discuss the author's use of print and graphic features to achieve specific purposes.

3.10.C. explain the author's use of print and graphic features to achieve specific purposes.

K.9.D. discuss with adult assistance how the author uses words that help the reader visualize.

1.10.D. discuss how the author uses words that help the reader visualize.

2.10.D. discuss the use of descriptive, literal, and figurative language.

3.10.D. describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes.

2.10.F. identify and explain the use of repetition.