



Key Foundations by Hatch™ and Texas Essential Knowledge and Skills (TEKS) Alignment to Kindergarten Standards



TEKS	§115.12.	Health Education, Kindergarten, Adopted 2020.	Key Foundations
STUDENT EXPECTATION	§115.12.b.	Knowledge and skills.	
GRADE LEVEL EXPECTATION	§115.12.b.3.	Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:	
INDICATOR	§115.12.b.3.E.	demonstrate respect and communicate appropriately with individuals; and	Each Key Foundations™ lesson provides opportunities for and encourages peer interaction. During these lessons, children learn to respect other people's points of view and feel a collective sense of ownership of everyone's contribution.
GRADE LEVEL EXPECTATION	§116.12.b.6.	Performance strategies--games and activities. The physically literate student demonstrates competency in performance strategies in invasion, target, net or wall, fielding, striking, and cooperative games. The student is expected to:	
INDICATOR	§116.12.b.6.C.	demonstrate safe practices by following rules, procedures, and directions during class and activities.	All Key Foundations™ Activities
GRADE LEVEL EXPECTATION	§116.12.b.13.	Social and emotional health--resolving conflict and social interaction. The physically literate student demonstrates competency in resolving conflict and social interaction. The student is expected to:	
INDICATOR	§116.12.b.13.A.	demonstrate respect and cooperation through words and actions with teacher guidance; and	Each Key Foundations™ lesson provides opportunities for and encourages peer interaction. During these lessons, children learn to respect other people's points of view and feel a collective sense of ownership of everyone's contribution.
TEKS	110.2.	English Language Arts and Reading, Kindergarten, Adopted 2017	
STUDENT EXPECTATION	110.2.b.1.	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	

<p>GRADE LEVEL EXPECTATION</p>	<p>110.2.b.1.A.</p>	<p>Listen actively and ask questions to understand information and answer questions using multi-word responses;</p>	<p>Games 1–4: Children practice naming a range of items to show an understanding of them, finding things that have the same and opposite qualities, discussing everyday things, and thinking of an adjective and using it to describe different living or nonliving things.</p> <p>Games 5–8: Children practice describing animals, everyday things, and food in different ways and describing everyday things we use and saying what makes them work.</p> <p>Games 9–12: Children practice describing and comparing living things that have similar and different qualities, comparing animals by size and generating a variety of words to describe their sizes, and considering what is the same and what is different in a group of cards and choosing the odd one out.</p> <p>Games 13–16: Children practice comparing and grouping living things according to shared qualities, comparing and grouping nonliving things according to shared qualities, finding what is different about one card in a set of three cards that share some of the same qualities, and discussing the qualities of a group of picture cards and naming one reason why they could belong in the same group.</p> <p>Cue cards: Teachers can use cue cards to help children organize their thoughts to describe, compare, categorize, discuss, and express their knowledge of things in the environment. Additionally, cue cards include games that help children associate sounds with letters, clap syllables, and practice rhyming.</p> <p>Sound Hunt: Children practice finding sounds in names and then finding those same sounds in words.</p> <p>Letter Hunt: Children practice linking sounds to letters, recognizing letters of the alphabet, and writing or printing letters.</p> <p>Word games: Children practice building knowledge and vocabulary, blending syllables, matching letters and sounds, describing, comparing, categorizing, and creating.</p> <p>Sound games: Children practice segmenting syllables and recognizing and producing rhymes.</p> <p>Pre-Decodables books: Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.</p>
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<p>GRADE LEVEL EXPECTATION</p>	<p>110.2.b.1.B.</p>	<p>Restate and follow oral directions that involve a short, related sequence of actions;</p>	<p>Games 1–4: Children practice naming a range of items to show an understanding of them, finding things that have the same and opposite qualities, discussing everyday things, and thinking of an adjective and using it to describe different living or nonliving things.</p> <p>Games 5–8: Children practice describing animals, everyday things, and food in different ways and describing everyday things we use and saying what makes them work.</p> <p>Games 9–12: Children practice describing and comparing living things that have similar and different qualities, comparing animals by size and generating a variety of words to describe their sizes, and considering what is the same and what is different in a group of cards and choosing the odd one out.</p> <p>Games 13–16: Children practice comparing and grouping living things according to shared qualities, comparing and grouping nonliving things according to shared qualities, finding what is different about one card in a set of three cards that share some of the same qualities, and discussing the qualities of a group of picture cards and naming one reason why they could belong in the same group.</p> <p>Cue cards: Teachers can use cue cards to help children organize their thoughts to describe, compare, categorize, discuss, and express their knowledge of things in the environment. Additionally, cue cards include games that help children associate sounds with letters, clap syllables, and practice rhyming.</p> <p>Sound Hunt: Children practice finding sounds in names and then finding those same sounds in words.</p> <p>Letter Hunt: Children practice linking sounds to letters, recognizing letters of the alphabet, and writing or printing letters.</p> <p>Word games: Children practice building knowledge and vocabulary, blending syllables, matching letters and sounds, describing, comparing, categorizing, and creating.</p> <p>Sound games: Children practice segmenting syllables and recognizing and producing rhymes.</p> <p>Pre-Decodables books: Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.</p>
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<p>GRADE LEVEL EXPECTATION</p>	<p>110.2.b.1.C.</p>	<p>Share information and ideas by speaking audibly and clearly using the conventions of language;</p>	<p>Games 1–4: Children practice naming a range of items to show an understanding of them, finding things that have the same and opposite qualities, discussing everyday things, and thinking of an adjective and using it to describe different living or nonliving things.</p> <p>Games 5–8: Children practice describing animals, everyday things, and food in different ways and describing everyday things we use and saying what makes them work.</p> <p>Games 9–12: Children practice describing and comparing living things that have similar and different qualities, comparing animals by size and generating a variety of words to describe their sizes, and considering what is the same and what is different in a group of cards and choosing the odd one out.</p> <p>Games 13–16: Children practice comparing and grouping living things according to shared qualities, comparing and grouping nonliving things according to shared qualities, finding what is different about one card in a set of three cards that share some of the same qualities, and discussing the qualities of a group of picture cards and naming one reason why they could belong in the same group.</p> <p>Cue cards: Teachers can use cue cards to help children organize their thoughts to describe, compare, categorize, discuss, and express their knowledge of things in the environment. Additionally, cue cards include games that help children associate sounds with letters, clap syllables, and practice rhyming.</p> <p>Sound Hunt: Children practice finding sounds in names and then finding those same sounds in words.</p> <p>Letter Hunt: Children practice linking sounds to letters, recognizing letters of the alphabet, and writing or printing letters.</p> <p>Word games: Children practice building knowledge and vocabulary, blending syllables, matching letters and sounds, describing, comparing, categorizing, and creating.</p> <p>Sound games: Children practice segmenting syllables and recognizing and producing rhymes.</p> <p>Pre-Decodables books: Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.</p>
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<p>GRADE LEVEL EXPECTATION</p>	<p>110.2.b.1.D.</p>	<p>Work collaboratively with others by following agreed-upon rules for discussion, including taking turns; and</p>	<p>Games 1–4: Children practice naming a range of items to show an understanding of them, finding things that have the same and opposite qualities, discussing everyday things, and thinking of an adjective and using it to describe different living or nonliving things.</p> <p>Games 5–8: Children practice describing animals, everyday things, and food in different ways and describing everyday things we use and saying what makes them work.</p> <p>Games 9–12: Children practice describing and comparing living things that have similar and different qualities, comparing animals by size and generating a variety of words to describe their sizes, and considering what is the same and what is different in a group of cards and choosing the odd one out.</p> <p>Games 13–16: Children practice comparing and grouping living things according to shared qualities, comparing and grouping nonliving things according to shared qualities, finding what is different about one card in a set of three cards that share some of the same qualities, and discussing the qualities of a group of picture cards and naming one reason why they could belong in the same group.</p> <p>Cue cards: Teachers can use cue cards to help children organize their thoughts to describe, compare, categorize, discuss, and express their knowledge of things in the environment. Additionally, cue cards include games that help children associate sounds with letters, clap syllables, and practice rhyming.</p> <p>Sound Hunt: Children practice finding sounds in names and then finding those same sounds in words.</p> <p>Letter Hunt: Children practice linking sounds to letters, recognizing letters of the alphabet, and writing or printing letters.</p> <p>Word games: Children practice building knowledge and vocabulary, blending syllables, matching letters and sounds, describing, comparing, categorizing, and creating.</p> <p>Sound games: Children practice segmenting syllables and recognizing and producing rhymes.</p> <p>Pre-Decodables books: Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.</p>
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GRADE LEVEL EXPECTATION	110.2.b.1.E.	Develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.	All Key Foundations™ Activities
GRADE LEVEL EXPECTATION	110.2.b.2.A.	Demonstrate phonological awareness by:	
INDICATOR	110.2.b.2.A.i.	Identifying and producing rhyming words.	Games 21–24: Children practice matching pairs that rhyme, finding one word in a set of three words that does not rhyme, completing a sentence with a rhyming word, and thinking of a group of rhyming words.
INDICATOR	110.2.b.2.A.ii.	Recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound.	Games 33–36: Children practice identifying and matching initial sounds in words, identifying and discriminating between similar initial sounds in words, deleting the initial sound and pronouncing the word that remains, and swapping the initial sound for another sound and pronouncing the word that is made.
INDICATOR	110.2.b.2.A.iii.	Identifying the individual words in a spoken sentence.	Pre-Decodables books: Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.
INDICATOR	110.2.b.2.A.iv.	Identifying syllables in spoken words.	Games 17–20: Children practice sorting picture cards by the number of syllables in the corresponding words, matching pairs of words with the same number of syllables, finding one word from a set of three words that has a different number of syllables, and breaking a word into syllables and then pronouncing the word made by deleting the last syllable.
INDICATOR	110.2.b.2.A.v.	Blending syllables to form multisyllabic words.	Games 25–28: Children practice blending two word parts (onset and rime) together to pronounce a word, blending individual sounds to pronounce a word, blending sounds to produce words that rhyme, and blending sounds together to make words and to sort words by their initial sounds.
INDICATOR	110.2.b.2.A.vi.	Segmenting multisyllabic words into syllables.	Games 29–32: Children practice breaking words into individual sounds, segmenting and counting the sounds in words to find another card with the same number of sounds, segmenting and counting the sounds in words to find the word that has a different number of sounds, and segmenting words into sounds and sorting them into groups according to the number of sounds in each word. Sound games: Children practice segmenting syllables and recognizing and producing rhymes.

INDICATOR	110.2.b.2.A.vii.	Blending spoken onsets and rimes to form simple words.	Games 25–28: Children practice blending two word parts (onset and rime) together to pronounce a word, blending individual sounds to pronounce a word, blending sounds to produce words that rhyme, and blending sounds together to make words and to sort words by their initial sounds.
INDICATOR	110.2.b.2.A.viii.	Blending spoken phonemes to form one-syllable words.	Games 25–28: Children practice blending two word parts (onset and rime) together to pronounce a word, blending individual sounds to pronounce a word, blending sounds to produce words that rhyme, and blending sounds together to make words and to sort words by their initial sounds.
INDICATOR	110.2.b.2.A.ix.	Manipulating syllables within a multisyllabic word.	Games 33–36: Children practice identifying and matching initial sounds in words, identifying and discriminating between similar initial sounds in words, deleting the initial sound and pronouncing the word that remains, and swapping the initial sound for another sound and pronouncing the word that is made. Games 37–40: Children practice identifying and matching final sounds in words, identifying and discriminating between similar final sounds in words, deleting the final sound and pronouncing the word that remains, and swapping the final sound for another sound and pronouncing the word that is made.
INDICATOR	110.2.b.2.A.x.	Segmenting spoken one-syllable words into individual phonemes.	Games 29–32: Children practice breaking words into individual sounds, segmenting and counting the sounds in words to find another card with the same number of sounds, segmenting and counting the sounds in words to find the word that has a different number of sounds, and segmenting words into sounds and sorting them into groups according to the number of sounds in each word. Sound games: Children practice segmenting syllables and recognizing and producing rhymes.
GRADE LEVEL EXPECTATION	110.2.b.2.B.	Demonstrate and apply phonetic knowledge by:	
INDICATOR	110.2.b.2.B.i.	Identifying and matching the common sounds that letters represent.	Sound Hunt: Children practice finding sounds in names and then finding those same sounds in words. Letter Hunt: Children practice linking sounds to letters, recognizing letters of the alphabet, and writing or printing letters. Word games: Children practice building knowledge and vocabulary, blending syllables, matching letters and sounds, describing, comparing, categorizing, and creating.

			<p>Pre-Decodables books: Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.</p> <p>Cue cards: Teachers can use cue cards to help children organize their thoughts to describe, compare, categorize, discuss, and express their knowledge of things in the environment. Additionally, cue cards include games that help children associate sounds with letters, clap syllables, and practice rhyming.</p> <p>Alphabet Bops 1 and 2: Children practice reading and chanting a rhyming alphabet book; identifying and naming uppercase and lowercase letters; and associating a sound (or sounds) with letters, including long vowel sounds.</p> <p>Games 41–45: Children practice identifying and matching the long and short vowel sounds in words.</p>
INDICATOR	110.2.b.2.B.ii.	Using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.	<p>Pre-Decodables books: Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.</p>
INDICATOR	110.2.b.2.B.iii.	Recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip – tap.	<p>Games 33–36: Children practice identifying and matching initial sounds in words, identifying and discriminating between similar initial sounds in words, deleting the initial sound and pronouncing the word that remains, and swapping the initial sound for another sound and pronouncing the word that is made.</p> <p>Games 37–40: Children practice identifying and matching final sounds in words, identifying and discriminating between similar final sounds in words, deleting the final sound and pronouncing the word that remains, and swapping the final sound for another sound and pronouncing the word that is made.</p>
INDICATOR	110.2.b.2.B.iv.	Identifying and reading at least 25 high-frequency words from a research-based list.	<p>Pre-Decodables books: Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.</p>
GRADE LEVEL EXPECTATION	110.2.b.2.C.	Demonstrate and apply spelling knowledge by:	

INDICATOR	110.2.b.2.C.i.	Spelling words with VC, CVC, and CCVC.	Pre-Decodables books: Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.
INDICATOR	110.2.b.2.C.ii.	Spelling words using sound-spelling patterns.	Pre-Decodables books: Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.
INDICATOR	110.2.b.2.C.iii.	Spelling high-frequency words from a research-based list.	Pre-Decodables books: Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.
GRADE LEVEL EXPECTATION	110.2.b.2.D.	Demonstrate print awareness by:	
INDICATOR	110.2.b.2.D.i.	Identifying the front cover, back cover, and title page of a book.	Pre-Decodables books: Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.
INDICATOR	110.2.b.2.D.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.	Pre-Decodables books: Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.
INDICATOR	110.2.b.2.D.iii.	Recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries.	Pre-Decodables books: Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.
INDICATOR	110.2.b.2.D.iv.	Recognizing the difference between a letter and a printed word.	Pre-Decodables books: Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.
INDICATOR	110.2.b.2.D.v.	Identifying all uppercase and lowercase letters.	<p>Pre-Decodables books: Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.</p> <p>Letter Hunt: Children practice linking sounds to letters, recognizing letters of the alphabet, and writing or printing letters.</p> <p>Word games: Children practice building knowledge and vocabulary, blending syllables, matching letters and sounds, describing, comparing, categorizing, and creating.</p>

			Letter formation activities: Children first imitate, then copy, and then draw/print uppercase and lowercase letters and numbers.
GRADE LEVEL EXPECTATION	110.2.b.2.E.	Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.	Pre-Decodables books: Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details. Letter formation activities: Children first imitate, then copy, and then draw/print uppercase and lowercase letters and numbers.
STUDENT EXPECTATION	110.2.b.3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	
GRADE LEVEL EXPECTATION	110.2.b.3.B.	Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.	Pre-Decodables books: Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.
GRADE LEVEL EXPECTATION	110.2.b.3.C.	Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.	Picture cards: Teachers can use picture cards to play games with children that allow them to practice concepts and learn about living and nonliving things, food and drink, colors, shapes, things we use, things we wear, parts of nature, and storybook creatures.
STUDENT EXPECTATION	110.2.b.5.	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	
GRADE LEVEL EXPECTATION	110.2.b.5.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance.	Pre-Decodables books: Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.
GRADE LEVEL EXPECTATION	110.2.b.5.C.	Make and confirm predictions using text features and structures with adult assistance.	Pre-Decodables books: Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.
GRADE LEVEL EXPECTATION	110.2.b.5.D.	Create mental images to deepen understanding with adult assistance.	Pre-Decodables books: Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.

GRADE LEVEL EXPECTATION	110.2.b.5.E.	Make connections to personal experiences, ideas in other texts, and society with adult assistance.	Pre-Decodables books: Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.
GRADE LEVEL EXPECTATION	110.2.b.5.F.	Make inferences and use evidence to support understanding with adult assistance.	Pre-Decodables books: Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.
GRADE LEVEL EXPECTATION	110.2.b.5.G.	Evaluate details to determine what is most important with adult assistance.	Pre-Decodables books: Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.
GRADE LEVEL EXPECTATION	110.2.b.5.H.	Synthesize information to create new understanding with adult assistance.	Pre-Decodables books: Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.
GRADE LEVEL EXPECTATION	110.2.b.5.I.	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.	Pre-Decodables books: Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.
STUDENT EXPECTATION	110.2.b.6.	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	
GRADE LEVEL EXPECTATION	110.2.b.6.A.	Describe personal connections to a variety of sources.	Pre-Decodables books: Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.
GRADE LEVEL EXPECTATION	110.2.b.6.B.	Provide an oral, pictorial, or written response to a text.	Pre-Decodables books: Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.
GRADE LEVEL EXPECTATION	110.2.b.6.C.	Use text evidence to support an appropriate response.	Pre-Decodables books: Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.
GRADE LEVEL EXPECTATION	110.2.b.6.D.	Retell texts in ways that maintain meaning.	Pre-Decodables books: Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.

GRADE LEVEL EXPECTATION	110.2.b.6.E.	Interact with sources in meaningful ways such as illustrating or writing.	Pre-Decodables books: Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.
GRADE LEVEL EXPECTATION	110.2.b.6.F.	Respond using newly acquired vocabulary as appropriate.	Pre-Decodables books: Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.
STUDENT EXPECTATION	110.2.b.7.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	
GRADE LEVEL EXPECTATION	110.2.b.7.A.	Discuss topics and determine the basic theme using text evidence with adult assistance.	Pre-Decodables books: Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.
GRADE LEVEL EXPECTATION	110.2.b.7.B.	Identify and describe the main character(s).	Pre-Decodables books: Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.
GRADE LEVEL EXPECTATION	110.2.b.7.C.	Describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance.	Pre-Decodables books: Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.
GRADE LEVEL EXPECTATION	110.2.b.7.D.	Describe the setting.	Pre-Decodables books: Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.
STUDENT EXPECTATION	110.2.b.8.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	
GRADE LEVEL EXPECTATION	110.2.b.8.D.	Recognize characteristics and structures of informational text, including:	
INDICATOR	110.2.b.8.D.i.	The central idea and supporting evidence with adult assistance.	Pre-Decodables books: Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.

INDICATOR	110.2.b.8.D.ii.	Titles and simple graphics to gain information.	Pre-Decodables books: Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.
INDICATOR	110.2.b.8.D.iii.	The steps in a sequence with adult assistance.	Pre-Decodables books: Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.
STUDENT EXPECTATION	110.2.b.9.	Author’s purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances. The student is expected to:	
GRADE LEVEL EXPECTATION	110.2.b.9.A.	Discuss with adult assistance the author’s purpose for writing text.	Pre-Decodables books: Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.
GRADE LEVEL EXPECTATION	110.2.b.9.B.	Discuss with adult assistance how the use of text structure contributes to the author’s purpose.	Pre-Decodables books: Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.
GRADE LEVEL EXPECTATION	110.2.b.9.C.	Discuss with adult assistance the author’s use of print and graphic features to achieve specific purposes.	Pre-Decodables books: Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.
GRADE LEVEL EXPECTATION	110.2.b.9.D.	Discuss with adult assistance how the author uses words that help the reader visualize.	Pre-Decodables books: Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.
STUDENT EXPECTATION	110.2.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
GRADE LEVEL EXPECTATION	110.2.b.10.D.	Edit drafts with adult assistance using standard English conventions, including:	
INDICATOR	110.2.b.10.D.ix.	Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.	Pre-Decodables books: Children practice reading high-frequency words, linking letters and sounds, blending sounds and clapping syllables, writing or printing words, retelling stories, and recalling key details.

TEKS	111.2.	Kindergarten, Adopted 2012	
STUDENT EXPECTATION	111.2.b.6.	Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. The student is expected to:	
GRADE LEVEL EXPECTATION	111.2.b.6.A.	Identify two-dimensional shapes, including circles, triangles, rectangles, and squares as special rectangles.	Picture cards: Teachers can use picture cards to play games with children that allow them to practice concepts and learn about living and nonliving things, food and drink, colors, shapes, things we use, things we wear, parts of nature, and storybook creatures.
TEKS	§112.11	Science, Kindergarten, Adopted 2017 – The provisions of §§112.11-112.16 of this subchapter shall be implemented by school districts beginning with the 2018-2019 school year.	
STUDENT EXPECTATION	§112.11.b	Knowledge and skills.	
GRADE LEVEL EXPECTATION	§112.11.b.2	Scientific investigation and reasoning. The student develops abilities to ask questions and seek answers in classroom and outdoor investigations. The student is expected to:	
INDICATOR	§112.11.b.2.A	ask questions about organisms, objects, and events observed in the natural world	<p>Games 1–4: Children practice naming a range of items to show an understanding of them, finding things that have the same and opposite qualities, discussing everyday things, and thinking of an adjective and using it to describe different living or nonliving things.</p> <p>Games 5–8: Children practice describing animals, everyday things, and food in different ways and describing everyday things we use and saying what makes them work.</p> <p>Games 9–12: Children practice describing and comparing living things that have similar and different qualities, comparing animals by size and generating a variety of words to describe their sizes, and considering what is the same and what is different in a group of cards and choosing the odd one out.</p> <p>Games 13–16: Children practice comparing and grouping living things according to shared qualities, comparing and grouping nonliving things according to shared qualities, finding what is different about one card in a set of three cards that share some of the same qualities, and discussing the qualities of a group of picture cards and naming one reason why they could belong in the same group.</p>

GRADE LEVEL EXPECTATION	§112.11.b.5	Matter and energy. The student knows that objects have properties and patterns. The student is expected to:	
INDICATOR	§112.11.b.5.A	observe and record properties of objects, including bigger or smaller, heavier or lighter, shape, color, and texture	<p>Picture cards: Teachers can use picture cards to play games with children that allow them to practice concepts and learn about living and nonliving things, food and drink, colors, shapes, things we use, things we wear, parts of nature, and storybook creatures.</p> <p>Cue cards: Teachers can use cue cards to help children organize their thoughts to describe, compare, categorize, discuss, and express their knowledge of things in the environment. Additionally, cue cards include games that help children associate sounds with letters, clap syllables, and practice rhyming.</p> <p>Games 5–8: Children practice describing animals, everyday things, and food in different ways and describing everyday things we use and saying what makes them work.</p> <p>Games 9–12: Children practice describing and comparing living things that have similar and different qualities, comparing animals by size and generating a variety of words to describe their sizes, and considering what is the same and what is different in a group of cards and choosing the odd one out.</p> <p>Games 13–16: Children practice comparing and grouping living things according to shared qualities, comparing and grouping nonliving things according to shared qualities, finding what is different about one card in a set of three cards that share some of the same qualities, and discussing the qualities of a group of picture cards and naming one reason why they could belong in the same group.</p>
GRADE LEVEL EXPECTATION	§112.11.b.9	Organisms and environments. The student knows that plants and animals have basic needs and depend on the living and nonliving things around them for survival. The student is expected to:	
INDICATOR	§112.11.b.9.A	differentiate between living and nonliving things based upon whether they have basic needs and produce offspring	<p>Games 1–4: Children practice naming a range of items to show an understanding of them, finding things that have the same and opposite qualities, discussing everyday things, and thinking of an adjective and using it to describe different living or nonliving things.</p> <p>Games 9–12: Children practice describing and comparing living things that have similar and different qualities, comparing animals by size and generating a variety of words to describe their sizes, and considering what is the same and what is different in a group of cards and choosing the odd one out.</p>

			<p>Games 13–16: Children practice comparing and grouping living things according to shared qualities, comparing and grouping nonliving things according to shared qualities, finding what is different about one card in a set of three cards that share some of the same qualities, and discussing the qualities of a group of picture cards and naming one reason why they could belong in the same group.</p> <p>Picture cards: Teachers can use picture cards to play games with children that allow them to practice concepts and learn about living and nonliving things, food and drink, colors, shapes, things we use, things we wear, parts of nature, and storybook creatures.</p>
GRADE LEVEL EXPECTATION	§112.11.b.10	Organisms and environments. The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments. The student is expected to:	
INDICATOR	§112.11.b.10.A	sort plants and animals into groups based on physical characteristics such as color, size, body covering, or leaf shape	<p>Games 5–8: Children practice describing animals, everyday things, and food in different ways and describing everyday things we use and saying what makes them work.</p> <p>Games 9–12: Children practice describing and comparing living things that have similar and different qualities, comparing animals by size and generating a variety of words to describe their sizes, and considering what is the same and what is different in a group of cards and choosing the odd one out.</p> <p>Games 13–16: Children practice comparing and grouping living things according to shared qualities, comparing and grouping nonliving things according to shared qualities, finding what is different about one card in a set of three cards that share some of the same qualities, and discussing the qualities of a group of picture cards and naming one reason why they could belong in the same group.</p> <p>Picture cards: Teachers can use picture cards to play games with children that allow them to practice concepts and learn about living and nonliving things, food and drink, colors, shapes, things we use, things we wear, parts of nature, and storybook creatures.</p>