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

TEKS	**§115.12.**	**Health Education, Kindergarten, Adopted 2020.**
STUDENT EXPECTATION	**§115.12.b.**	**Knowledge and skills.**
GRADE LEVEL EXPECTATION	**§115.12.b.2.**	**Physical health and hygiene--personal health and hygiene. The student understands health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions. The student is expected to:**
INDICATOR	§115.12.b.2.C.	Discuss ways in which germs are transmitted, methods of preventing the spread of germs, and the importance of immunization; and Physical Development/Health & Safety/Level 4: Applies knowledge and skills related to health promotion, disease prevention, and health maintenance
STUDENT EXPECTATION	**§115.12.b.**	**Knowledge and skills.**
GRADE LEVEL EXPECTATION	**§115.12.b.6.**	**Healthy eating and physical activity--food and beverage daily recommendations. The student identifies and explains healthy eating strategies for enhancing and maintaining personal health throughout the lifespan. The student is expected to:**
INDICATOR	§115.12.b.6.C.	identify types of foods that help the body grow, including fruits and vegetables, dairy, and protein; and Physical Development/Health & Safety/Level 2: Identifies ways to play safely Physical Development/Health & Safety/Level 5: Identifies, avoids, and alerts others to danger Physical Development/Nutrition/Level 1: Identifies a variety of nutritious foods Physical Development/Nutrition/Level 2: Identifies healthy versus unhealthy foods Physical Development/Nutrition/Level 3: Creates a healthy breakfast menu Physical Development/Nutrition/Level 4: Creates healthy lunch and dinner menu Physical Development/Nutrition/Level 5: Creates a shopping list with healthy foods Physical Development/Nutrition/Level 6: Distinguishes between fruits and vegetables Physical Development/Nutrition/Level 7: Distinguishes between dairy, protein, and grains
INDICATOR	§115.12.b.6.D.	identify healthy and unhealthy snack choices. Physical Development/Nutrition/Level 8: Builds a balanced plate
STUDENT EXPECTATION	**§115.12.b.**	**Knowledge and skills.**
GRADE LEVEL EXPECTATION	**§115.12.b.7.**	**Healthy eating and physical activity--risk and protective factors. The student identifies and explains risk and protective factors related to healthy eating and physical activity. The student is expected to:**

INDICATOR	§115.12.b.7.A.	describe basic facts of food allergy safety such as not sharing food and explain the importance of respecting others who have allergies; and Physical Development/Health & Safety/Level 2: Identifies ways to play safely Physical Development/Health & Safety/Level 5: Identifies, avoids, and alerts others to danger Physical Development/Nutrition/Level 1: Identifies a variety of nutritious foods Physical Development/Nutrition/Level 2: Identifies healthy versus unhealthy foods Physical Development/Nutrition/Level 3: Creates a healthy breakfast menu Physical Development/Nutrition/Level 4: Creates healthy lunch and dinner menu Physical Development/Nutrition/Level 5: Creates a shopping list with healthy foods Physical Development/Nutrition/Level 6: Distinguishes between fruits and vegetables Physical Development/Nutrition/Level 7: Distinguishes between dairy, protein, and grains
STUDENT EXPECTATION	**§115.12.b.**	**Knowledge and skills.**
GRADE LEVEL EXPECTATION	**§115.12.b.10.**	**Injury and violence prevention and safety--healthy home, school, and community climate. The student understands that individual actions and awareness can impact safety, community, and environment. The student is expected to:**
INDICATOR	§115.12.b.10.A.	name safe play environments; Physical Development/Health & Safety/Level 1: Demonstrates understanding of personal safety practices and routines Physical Development/Health & Safety/Level 2: Identifies ways to play safely Physical Development/Health & Safety/Level 3: Identifies behaviors that promote health and safety
INDICATOR	§115.12.b.10.B.	name objects that may be dangerous such as knives, scissors, and screwdrivers and explain how they can be harmful; and Physical Development/Health & Safety/Level 1: Demonstrates understanding of personal safety practices and routines Physical Development/Health & Safety/Level 2: Identifies ways to play safely Physical Development/Health & Safety/Level 3: Identifies behaviors that promote health and safety
INDICATOR	§115.12.b.10.C.	recall personal home address as part of a personal safety plan. Physical Development/Health & Safety/Level 1: Demonstrates understanding of personal safety practices and routines Physical Development/Health & Safety/Level 2: Identifies ways to play safely Physical Development/Health & Safety/Level 3: Identifies behaviors that promote health and safety

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:**
GRADE LEVEL EXPECTATION	110.2.b.1.A.	Listen actively and ask questions to understand information and answer questions using multi-word responses; Language & Communication Development/Conventions of Language/Level 5: Demonstrates understanding of question words (who, what, where, when, why, how) Language & Communication Development/Listening & Understanding/Level 1:Responds to one-step requests or questions Language & Communication Development/Receptive Language/Level 2: Responds to "what" questions Language & Communication Development/Receptive Language/Level 3: Responds to "where" questions Language & Communication Development/Receptive Language/Level 5: Responds to "how" questions
GRADE LEVEL EXPECTATION	110.2.b.1.B.	Restate and follow oral directions that involve a short, related sequence of actions; Language & Communication Development/Listening & Understanding/Level 2: Carries out a one-step request that relates to a new or an unfamiliar activity or situation Language & Communication Development/Listening & Understanding/Level 3: Follows two-step, oral directions (that relate to familiar activity or situation Language & Communication Development/Listening & Understanding/Level 4: Carries out two-step requests that involve a new or unfamiliar activity or situation Language & Communication Development/Listening & Understanding/Level 5: Carries out multi-step requests that relate to familiar activities or situations Language & Communication Development/Listening & Understanding/Level 6: Attends to multiple details in directions Language & Communication Development/Listening & Understanding/Level 7: Carries out multi-step directions with multiple details Language & Communication Development/Listening & Understanding/Level 8: Carries out multi-step directions with multiple details that involve a new or unfamiliar activity or situation
STUDENT EXPECTATION	**110.2.b.2.**	**Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:**
GRADE LEVEL EXPECTATION	**110.2.b.2.A.**	**Demonstrate phonological awareness by:**

INDICATOR	110.2.b.2.A.i.	Identifying and producing rhyming words. Literacy/Rhyming/Level 1: Listens to a variety of rhymes (songs, chants, etc.) Literacy/Rhyming/Level 2: Determines if two words rhyme Literacy/Rhyming/Level 3: Matches rhyming words Literacy/Rhyming/Level 4: Determines which word does not rhyme Literacy/Rhyming/Level 5: Sorts words by rhyme Literacy/Rhyming/Level 6: Fills in 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. Literacy/Alliteration/Level 1: Listens to songs and chants that have repeating initial sounds Literacy/Alliteration/Level 2: Recognize when groups of words begin with the same onset Literacy/Alliteration/Level 3: Distinguishes if two words start with the same onset Literacy/Alliteration/Level 4: Isolates the onset in words Literacy/Alliteration/Level 5: Sorts words by onset Literacy/Alliteration/Level 6: Sorts words with initial diagraphs by onset Literacy/Alphabet Knowledge/Level 2: Listens to alphabet chants and songs Literacy/Blending/Level 4: Blends onsets and rimes to make one-syllable words Literacy/Phonological Awareness/Phoneme Manipulation/Level 6A: Adds an initial phoneme to a given word to create a new word Literacy/Phonological Awareness/Phoneme Manipulation/Level 6B: Adds a final phoneme to a given word to create a new word Literacy/Phonological Awareness/Phoneme Manipulation/Level 6C: Adds a medial phoneme to a word to create a new word Literacy/Phonological Awareness/Phoneme Manipulation/Level 7A: Deletes an initial phoneme from a given word to create a new word Literacy/Phonological Awareness/Phoneme Manipulation/Level 7B: Deletes a final phoneme from a given word to create a new word Literacy/Phonological Awareness/Phoneme Manipulation/Level 7C: Deletes a medial phoneme from a word to create a new word Literacy/Phonological Awareness/Phoneme Manipulation/Level 8A: Substitutes an initial phoneme in a given word to create a new word Literacy/Phonological Awareness/Phoneme Manipulation/Level 8B: Substitutes a final phoneme in a given word to create a new word

		Literacy/Phonological Awareness/Phoneme Manipulation/Level 8C: Substitutes a medial phoneme in a word to create a new word Literacy/Rhyming/Level 1: Listens to a variety of rhymes (songs, chants, etc.) Literacy/Rhyming/Level 2: Determines if two words rhyme Literacy/Rhyming/Level 3: Matches rhyming words Literacy/Rhyming/Level 4: Determines which word does not rhyme Literacy/Rhyming/Level 5: Sorts words by rhyme Literacy/Rhyming/Level 6: Fills in rhyming words Literacy/Segmenting/Level 6: Isolates final sounds in CVC words
INDICATOR	110.2.b.2.A.iii.	Identifying the individual words in a spoken sentence. Literacy/Segmenting/Level 1:Identifies separate words within a sentence
INDICATOR	110.2.b.2.A.iv.	Identifying syllables in spoken words. Literacy/Blending/Level 3: Combines syllables to form words Literacy/Segmenting/Level 4: Segments words into syllables
INDICATOR	110.2.b.2.A.v.	Blending syllables to form multisyllabic words. Literacy/Blending/Level 3: Combines syllables to form words Literacy/Blending/Level 4: Blends onsets and rimes to make one-syllable words Literacy/Blending/Level 5: Blends phonemes to form simple words Literacy/Blending/Level 6: Blend phonemes to form simple words quickly Literacy/Blending/Level 7: Blends phonemes to form one-syllable word with consonant digraphs Literacy/Blending/Level 8: Blends phonemes to form one-syllable words with consonant blends Literacy/Phonological Awareness/Phoneme Manipulation/Level 6A: Adds an initial phoneme to a given word to create a new word Literacy/Phonological Awareness/Phoneme Manipulation/Level 6B: Adds a final phoneme to a given word to create a new word Literacy/Phonological Awareness/Phoneme Manipulation/Level 6C: Adds a medial phoneme to a word to create a new word Literacy/Phonological Awareness/Phoneme Manipulation/Level 7A: Deletes an initial phoneme from a given word to create a new word Literacy/Phonological Awareness/Phoneme Manipulation/Level 7B: Deletes a final phoneme from a given word to create a new word Literacy/Phonological Awareness/Phoneme Manipulation/Level 7C: Deletes a medial phoneme from a word to create a new word

		Literacy/Phonological Awareness/Phoneme Manipulation/Level 8A: Substitutes an initial phoneme in a given word to create a new word Literacy/Phonological Awareness/Phoneme Manipulation/Level 8B: Substitutes a final phoneme in a given word to create a new word Literacy/Phonological Awareness/Phoneme Manipulation/Level 8C: Substitutes a medial phoneme in a word to create a new word Literacy/Segmenting/Level 4: Segments words into syllables Literacy/Segmenting/Level 8: Identifies consonants that are combined to form a consonant blend
INDICATOR	110.2.b.2.A.vi.	Segmenting multisyllabic words into syllables. Literacy/Blending/Level 3: Combines syllables to form words Literacy/Segmenting/Level 4: Segments words into syllables
INDICATOR	110.2.b.2.A.vii.	Blending spoken onsets and rimes to form simple words. Literacy/Alliteration/Level 2: Recognize when groups of words begin with the same onset Literacy/Alliteration/Level 3: Distinguishes if two words start with the same onset Literacy/Alliteration/Level 4: Isolates the onset in words Literacy/Alliteration/Level 5: Sorts words by onset Literacy/Alliteration/Level 6: Sorts words with initial diagraphs by onset Literacy/Blending/Level 4: Blends onsets and rimes to make one-syllable words Literacy/Blending/Level 5: Blends phonemes to form simple words Literacy/Blending/Level 6: Blend phonemes to form simple words quickly Literacy/Blending/Level 7: Blends phonemes to form one-syllable word with consonant digraphs Literacy/Blending/Level 8: Blends phonemes to form one-syllable words with consonant blends Literacy/Phonological Awareness/Phoneme Manipulation/Level 6A: Adds an initial phoneme to a given word to create a new word Literacy/Phonological Awareness/Phoneme Manipulation/Level 6B: Adds a final phoneme to a given word to create a new word Literacy/Phonological Awareness/Phoneme Manipulation/Level 6C: Adds a medial phoneme to a word to create a new word Literacy/Phonological Awareness/Phoneme Manipulation/Level 7A: Deletes an initial phoneme from a given word to create a new word Literacy/Phonological Awareness/Phoneme Manipulation/Level 7B: Deletes a final phoneme from a given word to create a new word

		Literacy/Phonological Awareness/Phoneme Manipulation/Level 7C: Deletes a medial phoneme from a word to create a new word Literacy/Phonological Awareness/Phoneme Manipulation/Level 8A: Substitutes an initial phoneme in a given word to create a new word Literacy/Phonological Awareness/Phoneme Manipulation/Level 8B: Substitutes a final phoneme in a given word to create a new word Literacy/Phonological Awareness/Phoneme Manipulation/Level 8C: Substitutes a medial phoneme in a word to create a new word Literacy/Rhyming/Level 2: Determines if two words rhyme Literacy/Rhyming/Level 3: Matches rhyming words Literacy/Rhyming/Level 4: Determines which word does not rhyme Literacy/Rhyming/Level 5: Sorts words by rhyme Literacy/Rhyming/Level 6: Fills in rhyming words Literacy/Segmenting/Level 8: Identifies consonants that are combined to form a consonant blend
INDICATOR	110.2.b.2.A.viii.	Blending spoken phonemes to form one-syllable words. Literacy/Blending/Level 4: Blends onsets and rimes to make one-syllable words Literacy/Blending/Level 5: Blends phonemes to form simple words Literacy/Blending/Level 6: Blend phonemes to form simple words quickly Literacy/Blending/Level 7: Blends phonemes to form one-syllable word with consonant digraphs Literacy/Blending/Level 8: Blends phonemes to form one-syllable words with consonant blends Literacy/Decoding/Level 6: Decode CVC words with short vowel sounds Literacy/Decoding/Level 7: Decode CCVC words with consonant digraphs Literacy/Decoding/Level 8: Decodes CVCe words with long vowel sounds Literacy/Phonological Awareness/Phoneme Manipulation/Level 6A: Adds an initial phoneme to a given word to create a new word Literacy/Phonological Awareness/Phoneme Manipulation/Level 6B: Adds a final phoneme to a given word to create a new word Literacy/Phonological Awareness/Phoneme Manipulation/Level 6C: Adds a medial phoneme to a word to create a new word Literacy/Phonological Awareness/Phoneme Manipulation/Level 7A: Deletes an initial phoneme from a given word to create a new word Literacy/Phonological Awareness/Phoneme Manipulation/Level 7B: Deletes a final phoneme from a given word to create a new word

		Literacy/Phonological Awareness/Phoneme Manipulation/Level 7C: Deletes a medial phoneme from a word to create a new word Literacy/Phonological Awareness/Phoneme Manipulation/Level 8A: Substitutes an initial phoneme in a given word to create a new word Literacy/Phonological Awareness/Phoneme Manipulation/Level 8B: Substitutes a final phoneme in a given word to create a new word Literacy/Phonological Awareness/Phoneme Manipulation/Level 8C: Substitutes a medial phoneme in a word to create a new word Literacy/Segmenting/Level 8: Identifies consonants that are combined to form a consonant blend
INDICATOR	110.2.b.2.A.ix.	Manipulating syllables within a multisyllabic word. Literacy/Blending/Level 3: Combines syllables to form words Literacy/Segmenting/Level 4: Segments words into syllables
INDICATOR	110.2.b.2.A.x.	Segmenting spoken one-syllable words into individual phonemes. Literacy/Alliteration/Level 4: Isolates the onset in words Literacy/Phonological Awareness/Phoneme Manipulation/Level 6A: Adds an initial phoneme to a given word to create a new word Literacy/Phonological Awareness/Phoneme Manipulation/Level 6B: Adds a final phoneme to a given word to create a new word Literacy/Phonological Awareness/Phoneme Manipulation/Level 6C: Adds a medial phoneme to a word to create a new word Literacy/Phonological Awareness/Phoneme Manipulation/Level 7A: Deletes an initial phoneme from a given word to create a new word Literacy/Phonological Awareness/Phoneme Manipulation/Level 7B: Deletes a final phoneme from a given word to create a new word Literacy/Phonological Awareness/Phoneme Manipulation/Level 7C: Deletes a medial phoneme from a word to create a new word Literacy/Phonological Awareness/Phoneme Manipulation/Level 8A: Substitutes an initial phoneme in a given word to create a new word Literacy/Phonological Awareness/Phoneme Manipulation/Level 8B: Substitutes a final phoneme in a given word to create a new word Literacy/Phonological Awareness/Phoneme Manipulation/Level 8C: Substitutes a medial phoneme in a word to create a new word Literacy/Segmenting/Level 2: Segments compound words into two words Literacy/Segmenting/Level 3: Deletes word from a compound word Literacy/Segmenting/Level 4: Segments words into syllables Literacy/Segmenting/Level 5: Explores segmenting simple words into individual phonemes Literacy/Segmenting/Level 6: Isolates final sounds in CVC words

		Literacy/Segmenting/Level 7: Isolates medial vowel sounds in CVC words (short vowels only)
STUDENT EXPECTATION	**110.2.b.2.**	**Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:**
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. Literacy/Alphabet Knowledge/Level 3: Recognizes 10 uppercase letters Literacy/Alphabet Knowledge/Level 4: Recognizes 18 uppercase and 15 lowercase letters Literacy/Alphabet Knowledge/Level 5: Recognizes 26 uppercase and 20 lowercase letters Literacy/Alphabet Knowledge/Level 6: Identifies all 26 uppercase and lowercase letters Literacy/Alphabet Knowledge/Level 7: Rapidly identifies all 26 uppercase and lowercase letters Literacy/Letter-Sound Correspondence/Level 4: Identifies 10 uppercase letters based on their sounds Literacy/Letter-Sound Correspondence/Level 5: Identifies 15 uppercase and 10 lowercase letters based on their sounds Literacy/Letter-Sound Correspondence/Level 6: Identifies all uppercase and 20 lowercase letters based on their sounds Literacy/Letter-Sound Correspondence/Level 7: Identifies all 26 uppercase and lowercase letters based on their sounds Literacy/Letter-Sound Correspondence/Level 8: Identifies vowels based on long vowel sounds
INDICATOR	110.2.b.2.B.ii.	Using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words. Literacy/Decoding/Level 6: Decode CVC words with short vowel sounds Literacy/Decoding/Level 7: Decode CCVC words with consonant digraphs Literacy/Segmenting/Level 6: Isolates final sounds in CVC words Literacy/Segmenting/Level 7: Isolates medial vowel sounds in CVC words (short vowels only)
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. Literacy/Blending/Level 2: Adds missing word to form compound word. Literacy/Blending/Level 3: Combines syllables to form words

		Literacy/Phonological Awareness/Phoneme Manipulation/Level 6A: Adds an initial phoneme to a given word to create a new word Literacy/Phonological Awareness/Phoneme Manipulation/Level 6B: Adds a final phoneme to a given word to create a new word Literacy/Phonological Awareness/Phoneme Manipulation/Level 6C: Adds a medial phoneme to a word to create a new word Literacy/Phonological Awareness/Phoneme Manipulation/Level 7A: Deletes an initial phoneme from a given word to create a new word Literacy/Phonological Awareness/Phoneme Manipulation/Level 7B: Deletes a final phoneme from a given word to create a new word Literacy/Phonological Awareness/Phoneme Manipulation/Level 7C: Deletes a medial phoneme from a word to create a new word Literacy/Phonological Awareness/Phoneme Manipulation/Level 8A: Substitutes an initial phoneme in a given word to create a new word Literacy/Phonological Awareness/Phoneme Manipulation/Level 8B: Substitutes a final phoneme in a given word to create a new word Literacy/Phonological Awareness/Phoneme Manipulation/Level 8C: Substitutes a medial phoneme in a word to create a new word
INDICATOR	110.2.b.2.B.iv.	Identifying and reading at least 25 high-frequency words from a research-based list. Literacy/High-Frequency Words/Level 6: Identifies the following sight words: the, can, is, a, I, see, on, he, she, at Literacy/High-Frequency Words/Level 7: Identifies the following sight words: to, in, you, it, was, that, his, and, for, are Literacy/High-Frequency Words/Level 8: Identifies the following sight words: of, with, they, be, this, have, from, we, look, my
STUDENT EXPECTATION	**110.2.b.2.**	**Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:**
GRADE LEVEL EXPECTATION	**110.2.b.2.C.**	**Demonstrate and apply spelling knowledge by:**
INDICATOR	110.2.b.2.C.ii.	Spelling words using sound-spelling patterns. Literacy/Writing Development/Level 7: Uses invented or phonetic spelling
INDICATOR	110.2.b.2.C.iii.	Spelling high-frequency words from a research-based list. Literacy/High-Frequency Words/Level 6: Identifies the following sight words: the, can, is, a, I, see, on, he, she, at Literacy/High-Frequency Words/Level 7: Identifies the following sight words: to, in, you, it, was, that, his, and, for, are Literacy/High-Frequency Words/Level 8: Identifies the following sight words: of, with, they, be, this, have, from, we, look, my

STUDENT EXPECTATION	**110.2.b.2.**	**Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:**
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. Literacy/Concepts of Print/Level 1: Identifies appropriate book orientation Literacy/Concepts of Print/Level 4: Identifies book parts and features
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. Literacy/Concepts of Print/Level 1: Identifies appropriate book orientation Literacy/Concepts of Print/Level 2: Distinguishes print from pictures Literacy/Concepts of Print/Level 3: Demonstrates understanding of print directionality Literacy/Concepts of Print/Level 4: Identifies book parts and features Literacy/Concepts of Print/Level 5: Distinguishes letters from words Literacy/Concepts of Print/Level 6: Distinguishes between uppercase and lowercase letters Literacy/Concepts of Print/Level 7: Tracks written text along with spoken text Literacy/Concepts of Print/Level 8: Identifies features of nonfiction texts Literacy/Key Ideas & Details/Level 1: Listens to fictional texts with simple details and story elements Literacy/Key Ideas & Details/Level 2: Listens to nonfiction texts with simple structures and elements Literacy/Segmenting/Level 1:Identifies separate words within a sentence
INDICATOR	110.2.b.2.D.iii.	Recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries. Literacy/Concepts of Print/Level 5: Distinguishes letters from words Literacy/Segmenting/Level 1:Identifies separate words within a sentence
INDICATOR	110.2.b.2.D.iv.	Recognizing the difference between a letter and a printed word. Literacy/Concepts of Print/Level 5: Distinguishes letters from words Literacy/Segmenting/Level 1:Identifies separate words within a sentence
INDICATOR	110.2.b.2.D.v.	Identifying all uppercase and lowercase letters. Literacy/Alphabet Knowledge/Level 3: Recognizes 10 uppercase letters

		Literacy/Alphabet Knowledge/Level 4: Recognizes 18 uppercase and 15 lowercase letters
		Literacy/Alphabet Knowledge/Level 5: Recognizes 26 uppercase and 20 lowercase letters
		Literacy/Alphabet Knowledge/Level 6: Identifies all 26 uppercase and lowercase letters
		Literacy/Alphabet Knowledge/Level 7: Rapidly identifies all 26 uppercase and lowercase letters
		Literacy/Concepts of Print/Level 6: Distinguishes between uppercase and lowercase letters
		Literacy/Letter-Sound Correspondence/Level 4: Identifies 10 uppercase letters based on their sounds
		Literacy/Letter-Sound Correspondence/Level 5: Identifies 15 uppercase and 10 lowercase letters based on their sounds
		Literacy/Letter-Sound Correspondence/Level 6: Identifies all uppercase and 20 lowercase letters based on their sounds
		Literacy/Letter-Sound Correspondence/Level 7: Identifies all 26 uppercase and lowercase letters based on their sounds
STUDENT EXPECTATION	**110.2.b.2.**	**Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:**
GRADE LEVEL EXPECTATION	110.2.b.2.E.	Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.
		Literacy/Writing Development/Level 1: Makes scribble marks
		Literacy/Writing Development/Level 2: Draws pictures to convey meaning
		Literacy/Writing Development/Level 3: Writes shape like symbols
		Literacy/Writing Development/Level 4: Writes letter strings
		Literacy/Writing Development/Level 5: Writes letter strings with spaces
		Literacy/Writing Development/Level 6: Labels picture with at least the initial sound
		Literacy/Writing Development/Level 7: Uses invented or phonetic spelling
		Literacy/Writing Development/Level 8: Uses capital letters at the beginning of a sentence and ending punctuation
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.
		Literacy/Comprehension-Fiction/Level 6: Answers simple recall questions about a text with short, predictable sentences that directly relate to illustrations

		Literacy/Comprehension-Fiction/Level 7: Recalls order of events after reading a text
		Literacy/Comprehension-Fiction/Level 8: Makes simple prediction and inferences about a text
		Literacy/Comprehension-Non-Fiction/Level 6: Answers simple recall questions about texts with short, predictable sentences that directly relate to illustrations Literacy/Comprehension-Non-Fiction/Level 7: Demonstrates understanding of content specific vocabulary used in a text Literacy/Comprehension-Non-Fiction/Level 8: Recalls order of procedures after reading a procedural text Literacy/Concepts of Print/Level 7: Tracks written text along with spoken text
		Literacy/Key Ideas & Details/Level 1: Listens to fictional texts with simple details and story elements
		Literacy/Key Ideas & Details/Level 2: Listens to nonfiction texts with simple structures and elements
		Literacy/Key Ideas & Details/Level 3: Identifies the main character(s) in a story
		Literacy/Key Ideas & Details/Level 4: Recalls key details from a story
		Literacy/Key Ideas & Details/Level 5: Recalls the order of events in a story
		Literacy/Key Ideas & Details/Level 6: Recalls several facts from expository text
		Literacy/Key Ideas & Details/Level 7: Makes text to text connections
		Literacy/Key Ideas & Details/Level 8: Draws picture to summarize text and labels key details
		Literacy/Reading/Craft and Structure/Level 6: Answers questions about words in a text
		Literacy/Reading/Integration of Knowledge and Ideas/Level 6: Describes the relationship between illustrations and a story Literacy/Reading/Integration of Knowledge and Ideas/Level 7: Compares and contrasts the experiences of characters in a story Literacy/Reading/Integration of Knowledge and Ideas/Level 8: Describes the characters, setting, or events in a story using illustrations and/or 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. Language & Communication Development/Conventions of Language/Level 6: Demonstrates understanding of prepositions within sentences Language & Communication Development/Vocabulary/Level 2: Sorts words into categories
		Literacy/Alliteration/Level 2: Recognize when groups of words begin with the same onset
		Literacy/Alliteration/Level 3: Distinguishes if two words start with the same onset
		Literacy/Alliteration/Level 5: Sorts words by onset

		Literacy/Alliteration/Level 6: Sorts words with initial diagraphs by onset
		Literacy/Rhyming/Level 3: Matches rhyming words
		Literacy/Rhyming/Level 4: Determines which word does not rhyme
		Literacy/Rhyming/Level 5: Sorts words by rhyme
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.C.	Make and confirm predictions using text features and structures with adult assistance. Literacy/Comprehension-Fiction/Level 8: Makes simple prediction and inferences about a text
GRADE LEVEL EXPECTATION	110.2.b.5.F.	Make inferences and use evidence to support understanding with adult assistance. Literacy/Comprehension-Fiction/Level 8: Makes simple prediction and inferences about a text Literacy/Key Ideas & Details/Level 1: Listens to fictional texts with simple details and story elements Literacy/Key Ideas & Details/Level 2: Listens to nonfiction texts with simple structures and elements Literacy/Key Ideas & Details/Level 3: Identifies the main character(s) in a story Literacy/Key Ideas & Details/Level 4: Recalls key details from a story Literacy/Key Ideas & Details/Level 5: Recalls the order of events in a story Literacy/Key Ideas & Details/Level 6: Recalls several facts from expository text Literacy/Key Ideas & Details/Level 7: Makes text to text connections Literacy/Key Ideas & Details/Level 8: Draws picture to summarize text and labels key details Literacy/Reading/Integration of Knowledge and Ideas/Level 8: Describes the characters, setting, or events in a story using illustrations and/or details
GRADE LEVEL EXPECTATION	110.2.b.5.G.	Evaluate details to determine what is most important with adult assistance. Literacy/Key Ideas & Details/Level 1: Listens to fictional texts with simple details and story elements Literacy/Key Ideas & Details/Level 2: Listens to nonfiction texts with simple structures and elements Literacy/Key Ideas & Details/Level 3: Identifies the main character(s) in a story Literacy/Key Ideas & Details/Level 4: Recalls key details from a story Literacy/Key Ideas & Details/Level 5: Recalls the order of events in a story Literacy/Key Ideas & Details/Level 6: Recalls several facts from expository text Literacy/Key Ideas & Details/Level 7: Makes text to text connections

		Literacy/Key Ideas & Details/Level 8: Draws picture to summarize text and labels key details Literacy/Reading/Integration of Knowledge and Ideas/Level 8: Describes the characters, setting, or events in a story using illustrations and/or 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.B.	Provide an oral, pictorial, or written response to a text. Literacy/Comprehension-Fiction/Level 6: Answers simple recall questions about a text with short, predictable sentences that directly relate to illustrations Literacy/Comprehension-Non-Fiction/Level 6: Answers simple recall questions about texts with short, predictable sentences that directly relate to illustrations
GRADE LEVEL EXPECTATION	110.2.b.6.C.	Use text evidence to support an appropriate response. Literacy/Key Ideas & Details/Level 1: Listens to fictional texts with simple details and story elements Literacy/Key Ideas & Details/Level 2: Listens to nonfiction texts with simple structures and elements Literacy/Key Ideas & Details/Level 3: Identifies the main character(s) in a story Literacy/Key Ideas & Details/Level 4: Recalls key details from a story Literacy/Key Ideas & Details/Level 5: Recalls the order of events in a story Literacy/Key Ideas & Details/Level 6: Recalls several facts from expository text Literacy/Key Ideas & Details/Level 7: Makes text to text connections Literacy/Key Ideas & Details/Level 8: Draws picture to summarize text and labels key details Literacy/Reading/Integration of Knowledge and Ideas/Level 8: Describes the characters, setting, or events in a story using illustrations and/or details
GRADE LEVEL EXPECTATION	110.2.b.6.D.	Retell texts in ways that maintain meaning. Literacy/Comprehension-Fiction/Level 7: Recalls order of events after reading a text Literacy/Comprehension-Non-Fiction/Level 8: Recalls order of procedures after reading a procedural text Literacy/Key Ideas & Details/Level 8: Draws picture to summarize text and labels key details
GRADE LEVEL EXPECTATION	110.2.b.6.E.	Interact with sources in meaningful ways such as illustrating or writing. Literacy/Writing Development/Level 2: Draws pictures to convey meaning
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. Literacy/Key Ideas & Details/Level 1: Listens to fictional texts with simple details and story elements Literacy/Key Ideas & Details/Level 2: Listens to nonfiction texts with simple structures and elements Literacy/Key Ideas & Details/Level 3: Identifies the main character(s) in a story Literacy/Key Ideas & Details/Level 4: Recalls key details from a story Literacy/Key Ideas & Details/Level 5: Recalls the order of events in a story Literacy/Key Ideas & Details/Level 6: Recalls several facts from expository text Literacy/Key Ideas & Details/Level 7: Makes text to text connections Literacy/Key Ideas & Details/Level 8: Draws picture to summarize text and labels key details Literacy/Reading/Integration of Knowledge and Ideas/Level 8: Describes the characters, setting, or events in a story using illustrations and/or details
GRADE LEVEL EXPECTATION	110.2.b.7.B.	Identify and describe the main character(s). Literacy/Key Ideas & Details/Level 3: Identifies the main character(s) in a story Literacy/Reading/Integration of Knowledge and Ideas/Level 7: Compares and contrasts the experiences of characters in a story Literacy/Reading/Integration of Knowledge and Ideas/Level 8: Describes the characters, setting, or events in a story using illustrations and/or 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. Literacy/Comprehension-Fiction/Level 7: Recalls order of events after reading a text Literacy/Key Ideas & Details/Level 1: Listens to fictional texts with simple details and story elements Literacy/Key Ideas & Details/Level 5: Recalls the order of events in a story Literacy/Reading/Integration of Knowledge and Ideas/Level 8: Describes the characters, setting, or events in a story using illustrations and/or details
GRADE LEVEL EXPECTATION	110.2.b.7.D.	Describe the setting. Literacy/Reading/Integration of Knowledge and Ideas/Level 8: Describes the characters, setting, or events in a story using illustrations and/or 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.B.	Discuss rhyme and rhythm in nursery rhymes and a variety of poems. Literacy/Rhyming/Level 1: Listens to a variety of rhymes (songs, chants, etc.)

		Literacy/Rhyming/Level 2: Determines if two words rhyme Literacy/Rhyming/Level 3: Matches rhyming words Literacy/Rhyming/Level 4: Determines which word does not rhyme Literacy/Rhyming/Level 5: Sorts words by rhyme Literacy/Rhyming/Level 6: Fills in rhyming words
GRADE LEVEL EXPECTATION	110.2.b.8.C.	Discuss main characters in drama. Literacy/Key Ideas & Details/Level 3: Identifies the main character(s) in a story Literacy/Reading/Integration of Knowledge and Ideas/Level 7: Compares and contrasts the experiences of characters in a story Literacy/Reading/Integration of Knowledge and Ideas/Level 8: Describes the characters, setting, or events in a story using illustrations and/or 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. Literacy/Key Ideas & Details/Level 2: Listens to nonfiction texts with simple structures and elements Literacy/Key Ideas & Details/Level 6: Recalls several facts from expository text Literacy/Key Ideas & Details/Level 7: Makes text to text connections Literacy/Key Ideas & Details/Level 8: Draws picture to summarize text and labels key details
INDICATOR	110.2.b.8.D.ii.	Titles and simple graphics to gain information. Literacy/Comprehension-Non-Fiction/Level 6: Answers simple recall questions about texts with short, predictable sentences that directly relate to illustrations Literacy/Reading/Craft and Structure/Level 8: Names the author and illustrator of a text and defines the role of each
INDICATOR	110.2.b.8.D.iii.	The steps in a sequence with adult assistance. Literacy/Comprehension-Non-Fiction/Level 8: Recalls order of procedures after reading a procedural text
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.F.	Recognize characteristics of multimodal and digital texts.

		Literacy/Comprehension-Fiction/Level 6: Answers simple recall questions about a text with short, predictable sentences that directly relate to illustrations Literacy/Comprehension-Non-Fiction/Level 6: Answers simple recall questions about texts with short, predictable sentences that directly relate to illustrations Literacy/Reading/Integration of Knowledge and Ideas/Level 8: Describes the characters, setting, or events in a story using illustrations and/or 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.B.	Discuss with adult assistance how the use of text structure contributes to the author's purpose. Literacy/Key Ideas & Details/Level 2: Listens to nonfiction texts with simple structures and elements
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. Literacy/Concepts of Print/Level 4: Identifies book parts and features Literacy/Concepts of Print/Level 8: Identifies features of nonfiction texts Literacy/Key Ideas & Details/Level 2: Listens to nonfiction texts with simple structures and elements Literacy/Key Ideas & Details/Level 5: Recalls the order of events in a story
GRADE LEVEL EXPECTATION	110.2.b.9.E.	Listen to and experience first- and third-person texts. Literacy/Comprehension-Fiction/Level 5: Interacts during a read-aloud with call and response or movements Literacy/Concepts of Print/Level 7: Tracks written text along with spoken text Literacy/Key Ideas & Details/Level 1: Listens to fictional texts with simple details and story elements Literacy/Key Ideas & Details/Level 2: Listens to nonfiction texts with simple structures and elements Literacy/Key Ideas & Details/Level 3: Identifies the main character(s) in a story Literacy/Key Ideas & Details/Level 4: Recalls key details from a story Literacy/Key Ideas & Details/Level 5: Recalls the order of events in a story Literacy/Key Ideas & Details/Level 6: Recalls several facts from expository text Literacy/Key Ideas & Details/Level 7: Makes text to text connections Literacy/Key Ideas & Details/Level 8: Draws picture to summarize text and labels 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.A.	Plan by generating ideas for writing through class discussions and drawings. Literacy/Writing Development/Level 2: Draws pictures to convey meaning
GRADE LEVEL EXPECTATION	110.2.b.10.B.	Develop drafts in oral, pictorial, or written form by organizing ideas. Literacy/Writing Development/Level 1: Makes scribble marks Literacy/Writing Development/Level 2: Draws pictures to convey meaning Literacy/Writing Development/Level 3: Writes shape like symbols Literacy/Writing Development/Level 4: Writes letter strings Literacy/Writing Development/Level 5: Writes letter strings with spaces Literacy/Writing Development/Level 6: Labels picture with at least the initial sound Literacy/Writing Development/Level 7: Uses invented or phonetic spelling Literacy/Writing Development/Level 8: Uses capital letters at the beginning of a sentence and ending punctuation
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.iii.	Singular and plural nouns. Language & Communication Development/Conventions of Language/Level 3: Demonstrates understanding of regular plural nouns Language & Communication Development/Conventions of Language/Level 8: Demonstrates understanding of matching verbs to singular and plural nouns in basic sentences
INDICATOR	110.2.b.10.D.iv.	Adjectives, including articles. Language & Communication Development/Vocabulary/Level 5: Demonstrates understanding of cross-curricular words
INDICATOR	110.2.b.10.D.v.	Prepositions. Language & Communication Development/Conventions of Language/Level 6: Demonstrates understanding of prepositions within sentences
INDICATOR	110.2.b.10.D.vii.	Capitalization of the first letter in a sentence and name.

		Literacy/Writing Development/Level 8: Uses capital letters at the beginning of a sentence and ending punctuation
TEKS	**111.2.**	**Kindergarten, Adopted 2012**
STUDENT EXPECTATION	**111.2.b.1.**	**Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:**
GRADE LEVEL EXPECTATION	111.2.b.1.B.	Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution. Mathematics/Counting & Cardinality/Composing/Level 8B: Writes the composition of two numbers totaling 11–20 as an equation Mathematics/Counting & Cardinality/Decomposing/Level 8B: Writes the decomposition of two numbers totaling 11–20 as an equation Mathematics/Counting & Cardinality/Numeral Writing/Level 3: Distinguishes between numbers and letters Mathematics/Counting & Cardinality/Numeral Writing/Level 4: Writes numerals 0–5 Mathematics/Counting & Cardinality/Numeral Writing/Level 5: Writes numerals 0–10 Mathematics/Counting & Cardinality/Numeral Writing/Level 6: Labels sets of up to 10 with a written numeral Mathematics/Counting & Cardinality/Numeral Writing/Level 7: Writes numerals 11–20 Mathematics/Counting & Cardinality/Numeral Writing/Level 8A: Labels sets of up to 20 with a written numeral Mathematics/Counting & Cardinality/Numeral Writing/Level 8B: Writes two-digit numerals up to 100 Mathematics/Operations & Algebraic Thinking/Addition/Level 8B: Finds the total when given a word problem by modeling with manipulatives and then writing the corresponding equation Mathematics/Operations & Algebraic Thinking/Patterns/Level 8B: Describes growing patterns Mathematics/Operations & Algebraic Thinking/Subtraction/Level 8B: Finds the difference when given a word problem by modeling with manipulatives and writing the corresponding equation
GRADE LEVEL EXPECTATION	111.2.b.1.C.	Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems. Mathematics/Counting & Cardinality/Composing/Level 8B: Writes the composition of two numbers totaling 11–20 as an equation Mathematics/Counting & Cardinality/Decomposing/Level 8B: Writes the decomposition of two numbers totaling 11–20 as an equation

		Mathematics/Counting & Cardinality/Numeral Writing/Level 3: Distinguishes between numbers and letters Mathematics/Counting & Cardinality/Numeral Writing/Level 4: Writes numerals 0–5 Mathematics/Counting & Cardinality/Numeral Writing/Level 5: Writes numerals 0–10 Mathematics/Counting & Cardinality/Numeral Writing/Level 6: Labels sets of up to 10 with a written numeral Mathematics/Counting & Cardinality/Numeral Writing/Level 7: Writes numerals 11–20 Mathematics/Counting & Cardinality/Numeral Writing/Level 8A: Labels sets of up to 20 with a written numeral Mathematics/Counting & Cardinality/Numeral Writing/Level 8B: Writes two-digit numerals up to 100 Mathematics/Operations & Algebraic Thinking/Addition/Level 8B: Finds the total when given a word problem by modeling with manipulatives and then writing the corresponding equation Mathematics/Operations & Algebraic Thinking/Patterns/Level 8B: Describes growing patterns Mathematics/Operations & Algebraic Thinking/Subtraction/Level 8B: Finds the difference when given a word problem by modeling with manipulatives and writing the corresponding equation
STUDENT EXPECTATION	**111.2.b.2.**	**Number and operations. The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system. The student is expected to:**
GRADE LEVEL EXPECTATION	111.2.b.2.A.	Count forward and backward to at least 20 with and without objects. Mathematics/Comparing Quantities/Level 1: Places objects into a set structure that forces one-to-one correspondence Mathematics/Comparing Quantities/Level 2: Pairs objects using one-to-one correspondence to compare two sets Mathematics/Comparing Quantities/Level 3: Correctly chooses the set of objects that has more or less when shown two sets that vary greatly in quantity Mathematics/Comparing Quantities/Level 4: Counts sets of up to 5 objects to compare Mathematics/Comparing Quantities/Level 5: Counts sets of up to 10 objects to compare when objects are the same or different sizes Mathematics/Comparing Quantities/Level 6: Determines “how many” more are in the larger set when provided sets with up to 10 Mathematics/Comparing Quantities/Level 7: Counts sets of up to 20 objects to compare when objects are the same size

Mathematics/Comparing Quantities/Level 8: Generates sets that are greater or less than a given number up to 20
Mathematics/Counting & Cardinality/Numeral Writing/Level 7: Writes numerals 11–20

Mathematics/Counting & Cardinality/Numeral Writing/Level 8A: Labels sets of up to 20 with a written numeral
Mathematics/Counting & Cardinality/Numeral Writing/Level 8B: Writes two-digit numerals up to 100

Mathematics/Number Sequencing/Level 6: Orders numerals 0 to 10 forward and backward

Mathematics/Number Sequencing/Level 8: Names the number that comes before or after 11-20

Mathematics/Ordinal Numbers/Level 1: Identifies the “first” object arranged in a line

Mathematics/Ordinal Numbers/Level 2: Identifies the “last” object arranged in a line

Mathematics/Ordinal Numbers/Level 3: Identifies the “first” and “second” object arranged in a line

Mathematics/Ordinal Numbers/Level 4: Identifies the position of the first, second, and last object arranged in a line
Mathematics/Ordinal Numbers/Level 5: Arranges up to four objects using knowledge of ordinal positions
Mathematics/Ordinal Numbers/Level 6: Identifies ordinal numbers "first" through "fifth"

Mathematics/Ordinal Numbers/Level 7: Identifies ordinal numbers "first" through "tenth"

Mathematics/Set Counting/Level 1: Touches one object for each number said for sets up to 5

Mathematics/Set Counting/Level 2: Counts up to 5 objects

Mathematics/Set Counting/Level 3: Counts up to 10 objects

Mathematics/Set Counting/Level 4: Produces sets of up to 5 objects

Mathematics/Set Counting/Level 5: Produces sets of up to 10 objects

Mathematics/Set Counting/Level 6: Counts sets of up to 20 objects

Mathematics/Set Counting/Level 7: Produces sets of up to 20 objects

Mathematics/Set Counting/Level 8: Counts sets of up to 30 objects

Mathematics/Subitizing/Level 1: Matches small sets of 1-3 objects

Mathematics/Subitizing/Level 2: Make a small collection to match the same number as another collection that was shown quickly (no more than 4)
Mathematics/Subitizing/Level 8: Instantly recognizes collections up to 20 shown in tens frames (conceptual subitizing)

GRADE LEVEL EXPECTATION	111.2.b.2.B.	Read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures. Mathematics/Counting & Cardinality/Numeral Writing/Level 4: Writes numerals 0–5 Mathematics/Counting & Cardinality/Numeral Writing/Level 5: Writes numerals 0–10 Mathematics/Counting & Cardinality/Numeral Writing/Level 6: Labels sets of up to 10 with a written numeral Mathematics/Number Sequencing/Level 7: Recognizes 11-20
GRADE LEVEL EXPECTATION	111.2.b.2.C.	Count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order. Mathematics/Comparing Quantities/Level 1: Places objects into a set structure that forces one-to-one correspondence Mathematics/Comparing Quantities/Level 2: Pairs objects using one-to-one correspondence to compare two sets Mathematics/Comparing Quantities/Level 3: Correctly chooses the set of objects that has more or less when shown two sets that vary greatly in quantity Mathematics/Comparing Quantities/Level 4: Counts sets of up to 5 objects to compare Mathematics/Comparing Quantities/Level 5: Counts sets of up to 10 objects to compare when objects are the same or different sizes Mathematics/Comparing Quantities/Level 6: Determines “how many” more are in the larger set when provided sets with up to 10 Mathematics/Comparing Quantities/Level 7: Counts sets of up to 20 objects to compare when objects are the same size Mathematics/Comparing Quantities/Level 8: Generates sets that are greater or less than a given number up to 20 Mathematics/Number Sequencing/Level 1: Listens to number chants and songs Mathematics/Ordinal Numbers/Level 1: Identifies the “first” object arranged in a line Mathematics/Ordinal Numbers/Level 2: Identifies the “last” object arranged in a line Mathematics/Ordinal Numbers/Level 3: Identifies the “first” and “second” object arranged in a line Mathematics/Ordinal Numbers/Level 4: Identifies the position of the first, second, and last object arranged in a line Mathematics/Ordinal Numbers/Level 5: Arranges up to four objects using knowledge of ordinal positions Mathematics/Ordinal Numbers/Level 6: Identifies ordinal numbers "first" through "fifth" Mathematics/Ordinal Numbers/Level 7: Identifies ordinal numbers "first" through "tenth"

		Mathematics/Set Counting/Level 1: Touches one object for each number said for sets up to 5 Mathematics/Set Counting/Level 2: Counts up to 5 objects Mathematics/Set Counting/Level 3: Counts up to 10 objects Mathematics/Set Counting/Level 4: Produces sets of up to 5 objects Mathematics/Set Counting/Level 5: Produces sets of up to 10 objects Mathematics/Set Counting/Level 6: Counts sets of up to 20 objects Mathematics/Set Counting/Level 7: Produces sets of up to 20 objects Mathematics/Set Counting/Level 8: Counts sets of up to 30 objects Mathematics/Subitizing/Level 1: Matches small sets of 1-3 objects Mathematics/Subitizing/Level 2: Make a small collection to match the same number as another collection that was shown quickly (no more than 4) Mathematics/Subitizing/Level 8: Instantly recognizes collections up to 20 shown in tens frames (conceptual subitizing)
GRADE LEVEL EXPECTATION	111.2.b.2.D.	Recognize instantly the quantity of a small group of objects in organized and random arrangements. Mathematics/Comparing Quantities/Level 4: Counts sets of up to 5 objects to compare Mathematics/Comparing Quantities/Level 5: Counts sets of up to 10 objects to compare when objects are the same or different sizes Mathematics/Comparing Quantities/Level 6: Determines “how many” more are in the larger set when provided sets with up to 10 Mathematics/Comparing Quantities/Level 7: Counts sets of up to 20 objects to compare when objects are the same size Mathematics/Comparing Quantities/Level 8: Generates sets that are greater or less than a given number up to 20 Mathematics/Set Counting/Level 1: Touches one object for each number said for sets up to 5 Mathematics/Subitizing/Level 1: Matches small sets of 1-3 objects Mathematics/Subitizing/Level 2: Make a small collection to match the same number as another collection that was shown quickly (no more than 4) Mathematics/Subitizing/Level 3: Instantly recognizes collections up to 4 in typical arrangements (perceptual subitizing) Mathematics/Subitizing/Level 4: Instantly recognizes collections up to 4 in random arrangements (perceptual subitizing) Mathematics/Subitizing/Level 5: Instantly recognizes collections up to 5 (perceptual subitizing) Mathematics/Subitizing/Level 6: Instantly recognizes collections up to 5 when collections contain two colors (conceptual subitizing)

		Mathematics/Subitizing/Level 7: Instantly recognizes collections up to 10 that are made by combining two smaller groupers (conceptual subitizing) Mathematics/Subitizing/Level 8: Instantly recognizes collections up to 20 shown in tens frames (conceptual subitizing)
GRADE LEVEL EXPECTATION	111.2.b.2.E.	Generate a set using concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20. Mathematics/Comparing Quantities/Level 1: Places objects into a set structure that forces one-to-one correspondence Mathematics/Comparing Quantities/Level 8: Generates sets that are greater or less than a given number up to 20 Mathematics/Set Counting/Level 4: Produces sets of up to 5 objects Mathematics/Set Counting/Level 5: Produces sets of up to 10 objects Mathematics/Set Counting/Level 7: Produces sets of up to 20 objects Mathematics/Subitizing/Level 2: Make a small collection to match the same number as another collection that was shown quickly (no more than 4)
GRADE LEVEL EXPECTATION	111.2.b.2.G.	Compare sets of objects up to at least 20 in each set using comparative language. Mathematics/Comparing Quantities/Level 2: Pairs objects using one-to-one correspondence to compare two sets Mathematics/Comparing Quantities/Level 3: Correctly chooses the set of objects that has more or less when shown two sets that vary greatly in quantity Mathematics/Comparing Quantities/Level 4: Counts sets of up to 5 objects to compare Mathematics/Comparing Quantities/Level 5: Counts sets of up to 10 objects to compare when objects are the same or different sizes Mathematics/Comparing Quantities/Level 6: Determines “how many” more are in the larger set when provided sets with up to 10 Mathematics/Comparing Quantities/Level 7: Counts sets of up to 20 objects to compare when objects are the same size Mathematics/Comparing Quantities/Level 8: Generates sets that are greater or less than a given number up to 20
GRADE LEVEL EXPECTATION	111.2.b.2.H.	Use comparative language to describe two numbers up to 20 presented as written numerals. Mathematics/Number Sequencing/Level 2: Orders quantities 0-5 Mathematics/Number Sequencing/Level 5: Identifies the number that comes before or after a number between 0 and 10 Mathematics/Number Sequencing/Level 6: Orders numerals 0 to 10 forward and backward Mathematics/Number Sequencing/Level 8: Names the number that comes before or after 11-20
GRADE LEVEL EXPECTATION	111.2.b.2.I.	Compose and decompose numbers up to 10 with objects and pictures.

Mathematics/Addition/Level 3: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 6 or less

Mathematics/Addition/Level 4: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 8 or less

Mathematics/Addition/Level 5: Finds the total by counting on from the first addend with sums up to ten

Mathematics/Addition/Level 6: Given a set of objects, adds on to the set to make a given total (i.e. there are 4 bears and the child is asked to make there be 7; child adds 3 more bears)

Mathematics/Addition/Level 7: Determines the missing addend by adding on objects (i.e. you have 5 balls and then get some more. Now you have 7 in all. How many did you get?)

Mathematics/Addition/Level 8: Finds the total when given a word problem by modeling with manipulatives when the sum is 15 or less (manipulatives are not a direct representation of the objects in the word problems)

Mathematics/Composing Shapes/Level 6: Draws basic 2-dimensional shapes

Mathematics/Composing Shapes/Level 7: Composes simple shapes to form larger shapes

Mathematics/Composing Shapes/Level 8: Partition shapes into simple shapes

Mathematics/Counting & Cardinality/Composing/Level 8B: Writes the composition of two numbers totaling 11–20 as an equation

Mathematics/Counting & Cardinality/Decomposing/Level 8B: Writes the decomposition of two numbers totaling 11–20 as an equation

Mathematics/Counting & Cardinality/Numeral Writing/Level 3: Distinguishes between numbers and letters

Mathematics/Decomposing/Level 6: Given the whole (up to 5), identifies two parts that can be used to create the whole

Mathematics/Decomposing/Level 7: Given the whole (up to 10), identifies two parts that can be used to create the whole

Mathematics/Decomposing/Level 8: Uses understanding of place value to decompose numbers between 11-20

Mathematics/Subtraction/Level 6: Given a set of objects, takes away from the set to make a given total (i.e. there are 6 bears and the child is asked to make there be 3; child takes away three bears)

Mathematics/Subtraction/Level 7: Determines how many were taken away when given the starting total and the ending total (You had 8 cookies and gave some to your friend. Now you have 5 cookies. How many did you give to your friend?)

Mathematics/Subtraction/Level 8: Finds the difference when given a word problem by modeling with manipulatives when the whole is 15 or less (manipulatives are not a direct representation of the objects in the word problems)

STUDENT EXPECTATION	**111.2.b.3.**	**Number and operations. The student applies mathematical process standards to develop an understanding of addition and subtraction situations in order to solve problems. The student is expected to:**
GRADE LEVEL EXPECTATION	111.2.b.3.A.	Model the action of joining to represent addition and the action of separating to represent subtraction. Mathematics/Addition/Level 3: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 6 or less Mathematics/Addition/Level 4: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 8 or less Mathematics/Addition/Level 5: Finds the total by counting on from the first addend with sums up to ten Mathematics/Addition/Level 6: Given a set of objects, adds on to the set to make a given total (i.e. there are 4 bears and the child is asked to make there be 7; child adds 3 more bears) Mathematics/Addition/Level 7: Determines the missing addend by adding on objects (i.e. you have 5 balls and then get some more. Now you have 7 in all. How many did you get?) Mathematics/Addition/Level 8: Finds the total when given a word problem by modeling with manipulatives when the sum is 15 or less (manipulatives are not a direct representation of the objects in the word problems) Mathematics/Counting & Cardinality/Composing/Level 8B: Writes the composition of two numbers totaling 11–20 as an equation Mathematics/Counting & Cardinality/Decomposing/Level 8B: Writes the decomposition of two numbers totaling 11–20 as an equation Mathematics/Subtraction/Level 6: Given a set of objects, takes away from the set to make a given total (i.e. there are 6 bears and the child is asked to make there be 3; child takes away three bears) Mathematics/Subtraction/Level 7: Determines how many were taken away when given the starting total and the ending total (You had 8 cookies and gave some to your friend. Now you have 5 cookies. How many did you give to your friend?) Mathematics/Subtraction/Level 8: Finds the difference when given a word problem by modeling with manipulatives when the whole is 15 or less (manipulatives are not a direct representation of the objects in the word problems)
GRADE LEVEL EXPECTATION	111.2.b.3.B.	Solve word problems using objects and drawings to find sums up to 10 and differences within 10. Mathematics/Addition/Level 3: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 6 or less

		Mathematics/Addition/Level 4: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 8 or less Mathematics/Addition/Level 8: Finds the total when given a word problem by modeling with manipulatives when the sum is 15 or less (manipulatives are not a direct representation of the objects in the word problems) Mathematics/Counting & Cardinality/Decomposing/Level 8B: Writes the decomposition of two numbers totaling 11–20 as an equation
GRADE LEVEL EXPECTATION	111.2.b.3.C.	Explain the strategies used to solve problems involving adding and subtracting within 10 using spoken words, concrete and pictorial models, and number sentences. Mathematics/Addition/Level 3: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 6 or less Mathematics/Addition/Level 4: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 8 or less Mathematics/Addition/Level 5: Finds the total by counting on from the first addend with sums up to ten Mathematics/Addition/Level 6: Given a set of objects, adds on to the set to make a given total (i.e. there are 4 bears and the child is asked to make there be 7; child adds 3 more bears) Mathematics/Addition/Level 7: Determines the missing addend by adding on objects (i.e. you have 5 balls and then get some more. Now you have 7 in all. How many did you get?) Mathematics/Addition/Level 8: Finds the total when given a word problem by modeling with manipulatives when the sum is 15 or less (manipulatives are not a direct representation of the objects in the word problems) Mathematics/Comparing Quantities/Level 6: Determines “how many” more are in the larger set when provided sets with up to 10 Mathematics/Counting & Cardinality/Composing/Level 8B: Writes the composition of two numbers totaling 11–20 as an equation Mathematics/Counting & Cardinality/Decomposing/Level 8B: Writes the decomposition of two numbers totaling 11–20 as an equation Mathematics/Subtraction/Level 6: Given a set of objects, takes away from the set to make a given total (i.e. there are 6 bears and the child is asked to make there be 3; child takes away three bears) Mathematics/Subtraction/Level 7: Determines how many were taken away when given the starting total and the ending total (You had 8 cookies and gave some to your friend. Now you have 5 cookies. How many did you give to your friend?)

		Mathematics/Subtraction/Level 8: Finds the difference when given a word problem by modeling with manipulatives when the whole is 15 or less (manipulatives are not a direct representation of the objects in the word problems)
STUDENT EXPECTATION	111.2.b.5.	Algebraic reasoning. The student applies mathematical process standards to identify the pattern in the number word list. The student is expected to recite numbers up to at least 100 by ones and tens beginning with any given number. Mathematics/Counting & Cardinality/Numeral Writing/Level 7: Writes numerals 11–20 Mathematics/Counting & Cardinality/Numeral Writing/Level 8A: Labels sets of up to 20 with a written numeral Mathematics/Counting & Cardinality/Numeral Writing/Level 8B: Writes two-digit numerals up to 100 Mathematics/Number Sequencing/Level 8: Names the number that comes before or after 11-20 Mathematics/Set Counting/Level 6: Counts sets of up to 20 objects Mathematics/Set Counting/Level 7: Produces sets of up to 20 objects Mathematics/Set Counting/Level 8: Counts sets of up to 30 objects
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. Mathematics/2-D Shapes/Level 1: Matches 2 identical simple shapes (square, triangle, circle) that have the same size and orientation Mathematics/2-D Shapes/Level 2: Matches 2 identical simple shapes (square, triangle, circle) that have different sizes and orientations Mathematics/2-D Shapes/Level 3: Names a circle, square, and triangle when shown a prototypical shape Mathematics/2-D Shapes/Level 4: Completes a pattern block puzzle by choosing the correct shapes to fit in each piece. Mathematics/2-D Shapes/Level 5: Identifies what 2-dimensional shapes create the faces of 3-dimensional objects Mathematics/2-D Shapes/Level 6: Describes attributes of basic 2-dimensional shapes Mathematics/2-D Shapes/Level 7: Compares 2-dimensional shapes Mathematics/2-D Shapes/Level 8: Identifies more complex shapes (pentagon, hexagon, rhombus, trapezoid, and oval) Mathematics/Composing/Level 6: Identifies the missing part to complete wholes up to 5 Mathematics/Composing/Level 7: Identifies the missing part to complete wholes up to 10

		Mathematics/Composing/Level 8: Uses understanding of place value to compose numbers between 11-20
GRADE LEVEL EXPECTATION	111.2.b.6.B.	Identify three-dimensional solids, including cylinders, cones, spheres, and cubes, in the real world. Mathematics/2-D Shapes/Level 5: Identifies what 2-dimensional shapes create the faces of 3-dimensional objects
GRADE LEVEL EXPECTATION	111.2.b.6.D.	Identify attributes of two-dimensional shapes using informal and formal geometric language interchangeably. Mathematics/2-D Shapes/Level 1: Matches 2 identical simple shapes (square, triangle, circle) that have the same size and orientation Mathematics/2-D Shapes/Level 2: Matches 2 identical simple shapes (square, triangle, circle) that have different sizes and orientations Mathematics/2-D Shapes/Level 3: Names a circle, square, and triangle when shown a prototypical shape Mathematics/2-D Shapes/Level 4: Completes a pattern block puzzle by choosing the correct shapes to fit in each piece. Mathematics/2-D Shapes/Level 5: Identifies what 2-dimensional shapes create the faces of 3-dimensional objects Mathematics/2-D Shapes/Level 6: Describes attributes of basic 2-dimensional shapes Mathematics/2-D Shapes/Level 7: Compares 2-dimensional shapes Mathematics/2-D Shapes/Level 8: Identifies more complex shapes (pentagon, hexagon, rhombus, trapezoid, and oval) Mathematics/Composing/Level 6: Identifies the missing part to complete wholes up to 5 Mathematics/Composing/Level 7: Identifies the missing part to complete wholes up to 10 Mathematics/Composing/Level 8: Uses understanding of place value to compose numbers between 11-20
GRADE LEVEL EXPECTATION	111.2.b.6.E.	Classify and sort a variety of regular and irregular two- and three-dimensional figures regardless of orientation or size. Mathematics/Classification & Data/Level 1: Identifies objects given a single attribute Mathematics/Classification & Data/Level 2: Sorts objects based on a single attribute Mathematics/Classification & Data/Level 3: Matches similar objects Mathematics/Classification & Data/Level 4: Identifies objects given two attributes Mathematics/Classification & Data/Level 5: Sorts objects based on two attributes
GRADE LEVEL EXPECTATION	111.2.b.6.F.	Create two-dimensional shapes using a variety of materials and drawings. Mathematics/Composing/Level 7: Identifies the missing part to complete wholes up to 10

		Mathematics/Composing/Level 8: Uses understanding of place value to compose numbers between 11-20
STUDENT EXPECTATION	**111.2.b.7.**	**Geometry and measurement. The student applies mathematical process standards to directly compare measurable attributes. The student is expected to:**
GRADE LEVEL EXPECTATION	111.2.b.7.A.	Give an example of a measurable attribute of a given object, including length, capacity, and weight. Mathematics/Measurement/Level 1: Orders up to 3 objects by length and height Mathematics/Measurement/Level 2: Identifies the object that is longer, taller, or shorter Mathematics/Measurement/Level 3: Builds towers that are either shorter or taller than an object Mathematics/Measurement/Level 4: Fills in containers with objects to compare volumes Mathematics/Measurement/Level 5: Orders up to 10 objects by length and height Mathematics/Measurement/Level 6: Indirectly compares the length of two objects by using a third object Mathematics/Measurement/Level 7: Uses a nonstandard unit of measurement to measure and compare objects Mathematics/Measurement/Level 8: Uses standard measurement tools to compare two objects
GRADE LEVEL EXPECTATION	111.2.b.7.B.	Compare two objects with a common measurable attribute to see which object has more of/less of the attribute and describe the difference. Mathematics/Measurement/Level 1: Orders up to 3 objects by length and height Mathematics/Measurement/Level 2: Identifies the object that is longer, taller, or shorter Mathematics/Measurement/Level 3: Builds towers that are either shorter or taller than an object Mathematics/Measurement/Level 4: Fills in containers with objects to compare volumes Mathematics/Measurement/Level 5: Orders up to 10 objects by length and height Mathematics/Measurement/Level 6: Indirectly compares the length of two objects by using a third object Mathematics/Measurement/Level 7: Uses a nonstandard unit of measurement to measure and compare objects Mathematics/Measurement/Level 8: Uses standard measurement tools to compare two objects Mathematics/Spatial Relationships/Level 5: Appropriately responds to positional words indicating position, direction, and distance
STUDENT EXPECTATION	**111.2.b.8.**	**Data analysis. The student applies mathematical process standards to collect and organize data to make it useful for interpreting information. The student is expected to:**

GRADE LEVEL EXPECTATION	111.2.b.8.B.	Use data to create real-object and picture graphs. Mathematics/Classification & Data/Level 7: Creates picture graphs with two categories
GRADE LEVEL EXPECTATION	111.2.b.8.C.	Draw conclusions from real-object and picture graphs. Mathematics/Classification & Data/Level 6: Interprets simple picture graphs Mathematics/Classification & Data/Level 7: Creates picture graphs with two categories
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.1**	**Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures and uses environmentally appropriate and responsible practices. The student is expected to:**
INDICATOR	§112.11.b.1.B	demonstrate how to use, conserve, and dispose of natural resources and materials such as conserving water and reusing or recycling paper, plastic, and metal Science & Technology/Earth Science/Earth Science/Level 8: Describes solutions that will reduce the impact that humans have on land, water, air, and/or other living things in the environment Science & Technology/Earth Science/Level 5: Demonstrates understanding of the importance of caring for the environment
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 Science & Technology/Engineering/Engineering/Level 4: Identifies a problem or need and why it is important Science & Technology/Engineering/Engineering/Level 6: Makes observations about a situation to define a simple problem that can be solved through the development or improvement of an object or tool
INDICATOR	§112.11.b.2.C	collect data and make observations using simple tools Science & Technology/Simple Tools & Technology/Level 1: Identifies simple tools Science & Technology/Simple Tools & Technology/Level 2: Demonstrates understanding of the uses of simple tools in everyday life Science & Technology/Simple Tools & Technology/Level 3: Identifies simple science tools Science & Technology/Simple Tools & Technology/Level 4: Explores simple science tools and their uses

		Science & Technology/Simple Tools & Technology/Level 5: Demonstrates understanding of the uses of simple science tools Science & Technology/Simple Tools & Technology/Level 6: Identifies awareness that tools can used effectively or ineffectively
STUDENT EXPECTATION	**§112.11.b**	**Knowledge and skills.**
GRADE LEVEL EXPECTATION	**§112.11.b.3**	**Scientific investigation and reasoning. The student knows that information and critical thinking are used in scientific problem solving. The student is expected to:**
INDICATOR	§112.11.b.3.B	make predictions based on observable patterns in nature Science & Technology/Physical Science/Level 8: Predicts different effects of various amounts of force applied to stationary objects.
INDICATOR	§112.11.b.3.C	explore that scientists investigate different things in the natural world and use tools to help in their investigations Science & Technology/Simple Tools & Technology/Level 1: Identifies simple tools Science & Technology/Simple Tools & Technology/Level 2: Demonstrates understanding of the uses of simple tools in everyday life Science & Technology/Simple Tools & Technology/Level 3: Identifies simple science tools Science & Technology/Simple Tools & Technology/Level 4: Explores simple science tools and their uses Science & Technology/Simple Tools & Technology/Level 5: Demonstrates understanding of the uses of simple science tools Science & Technology/Simple Tools & Technology/Level 6: Identifies awareness that tools can used effectively or ineffectively
STUDENT EXPECTATION	**§112.11.b**	**Knowledge and skills.**
GRADE LEVEL EXPECTATION	**§112.11.b.4**	**Scientific investigation and reasoning. The student uses age-appropriate tools and models to investigate the natural world. The student is expected to:**
INDICATOR	§112.11.b.4.A	collect information using tools, including computing devices, hand lenses, primary balances, cups, bowls, magnets, collecting nets, and notebooks; timing devices; non-standard measuring items; weather instruments such as demonstration thermometers; and materials to support observations of habitats of organisms such as terrariums and aquariums Science & Technology/Simple Tools & Technology/Level 1: Identifies simple tools Science & Technology/Simple Tools & Technology/Level 2: Demonstrates understanding of the uses of simple tools in everyday life Science & Technology/Simple Tools & Technology/Level 3: Identifies simple science tools Science & Technology/Simple Tools & Technology/Level 4: Explores simple science tools and their uses Science & Technology/Simple Tools & Technology/Level 5: Demonstrates understanding of the uses of simple science tools

		Science & Technology/Simple Tools & Technology/Level 6: Identifies awareness that tools can used effectively or ineffectively
INDICATOR	§112.11.b.4.B	use the senses as a tool of observation to identify properties and patterns of organisms, objects, and events in the environment Science & Technology/Physical Science/Level 2: Identifies 4 of 5 senses and demonstrates understanding of the texture of materials Science & Technology/Physical Science/Level 3: Identifies 5 senses and demonstrates understanding of what our senses do Science & Technology/Physical Science/Level 4: Sorts, groups, or classifies objects based on one or more properties
STUDENT EXPECTATION	**§112.11.b**	**Knowledge and skills.**
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 Science & Technology/Earth Science/Level 1: Identifies materials in the environment Science & Technology/Physical Science/Level 1: Identifies the properties of natural and/or humanmade material Science & Technology/Physical Science/Level 2: Identifies 4 of 5 senses and demonstrates understanding of the texture of materials Science & Technology/Physical Science/Level 4: Sorts, groups, or classifies objects based on one or more properties Science & Technology/Physical Science/Level 5: Identifies the effects magnets have on some items
STUDENT EXPECTATION	**§112.11.b**	**Knowledge and skills.**
GRADE LEVEL EXPECTATION	**§112.11.b.6**	**Force, motion, and energy. The student knows that energy, force, and motion are related and are a part of their everyday life. The student is expected to:**
INDICATOR	§112.11.b.6.A	use the senses to explore different forms of energy such as light, thermal, and sound Science & Technology/Physical Science/Level 2: Identifies 4 of 5 senses and demonstrates understanding of the texture of materials Science & Technology/Physical Science/Level 3: Identifies 5 senses and demonstrates understanding of what our senses do Science & Technology/Physical Science/Level 4: Sorts, groups, or classifies objects based on one or more properties
INDICATOR	§112.11.b.6.B	explore interactions between magnets and various materials Science & Technology/Physical Science/Level 5: Identifies the effects magnets have on some items
INDICATOR	§112.11.b.6.D	observe and describe the ways that objects can move such as in a straight line, zigzag, up and down, back and forth, round and round, and fast and slow

		Science & Technology/Physical Science/Level 6: Classify objects based on the way they move
STUDENT EXPECTATION	**§112.11.b**	**Knowledge and skills.**
GRADE LEVEL EXPECTATION	**§112.11.b.7**	**Earth and space. The student knows that the natural world includes earth materials. The student is expected to:**
INDICATOR	§112.11.b.7.A	observe, describe, and sort rocks by size, shape, color, and texture Science & Technology/Earth Science/Level 1: Identifies materials in the environment
INDICATOR	§112.11.b.7.B	observe and describe physical properties of natural sources of water, including color and clarity Science & Technology/Earth Science/Level 1: Identifies materials in the environment
INDICATOR	§112.11.b.7.C	give examples of ways rocks, soil, and water are useful Science & Technology/Earth Science/Level 5: Demonstrates understanding of the importance of caring for the environment
STUDENT EXPECTATION	**§112.11.b**	**Knowledge and skills.**
GRADE LEVEL EXPECTATION	**§112.11.b.8**	**Earth and space. The student knows that there are recognizable patterns in the natural world and among objects in the sky. The student is expected to:**
INDICATOR	§112.11.b.8.B	identify events that have repeating patterns, including seasons of the year and day and night Science & Technology/Earth Science/Level 2: Identifies changes and properties in the Earth's environment Science & Technology/Earth Science/Level 3: Analyzes patterns in weather and the effects of weather on the Earth's environment Science & Technology/Earth Science/Level 4: Evaluates changes to the Earth's environment
INDICATOR	§112.11.b.8.C	observe, describe, and illustrate objects in the sky such as the clouds, Moon, and stars, including the Sun Science & Technology/Earth Science/Level 2: Identifies changes and properties in the Earth's environment Science & Technology/Earth Science/Level 4: Evaluates changes to the Earth's environment
STUDENT EXPECTATION	**§112.11.b**	**Knowledge and skills.**
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 Science & Technology/Life Science/Level 1: Identifies at least one living thing Science & Technology/Life Science/Level 2: Identifies at least 3 living things

		Science & Technology/Life Science/Level 3: Identifies the basic needs of living things (air, water, food, shelter) Science & Technology/Life Science/Level 4: Identifies how living things change over time Science & Technology/Life Science/Level 5: Identifies living things and their basic needs, and how they grow and change over time
INDICATOR	§112.11.b.9.B	examine evidence that living organisms have basic needs such as food, water, and shelter for animals and air, water, nutrients, sunlight, and space for plants Science & Technology/Earth Science/Earth Science/Level 7: Makes a model to show the relationship between the needs of different plants or animals (including humans) and the places they live Science & Technology/Life Science/Level 3: Identifies the basic needs of living things (air, water, food, shelter) Science & Technology/Life Science/Level 4: Identifies how living things change over time Science & Technology/Life Science/Level 5: Identifies living things and their basic needs, and how they grow and change over time
STUDENT EXPECTATION	**§112.11.b**	**Knowledge and skills.**
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 Science & Technology/Earth Science/Level 1: Identifies materials in the environment Science & Technology/Life Science/Level 1: Identifies at least one living thing Science & Technology/Life Science/Level 2: Identifies at least 3 living things Science & Technology/Life Science/Level 3: Identifies the basic needs of living things (air, water, food, shelter) Science & Technology/Life Science/Level 4: Identifies how living things change over time Science & Technology/Life Science/Level 5: Identifies living things and their basic needs, and how they grow and change over time Science & Technology/Life Science/Level 6: Classifies plants based on observable characteristics
INDICATOR	§112.11.b.10.B	identify basic parts of plants and animals Science & Technology/Life Science/Level 7: Identifies basic parts of plants
TEKS	**§113.11.**	**Social Studies, Kindergarten, Adopted 2018.**

STUDENT EXPECTATION	**§113.11.b.4**	**Geography. The student understands physical and human characteristics of place to better understand self, home, family, classroom, and the world around them. The student is expected to:**
GRADE LEVEL EXPECTATION	§113.11.b.4.B	identify how geographic location influences human characteristics of place such as shelter, clothing, food, and activities. Social Studies/Self-Identity/Level 2: Draws a picture of his/her home Social Studies/Self-Identity/Level 7: Draws a picture of his/her home that includes family specific details
STUDENT EXPECTATION	**§113.11.b.5**	**Economics. The student understands the difference between human needs and wants and how they are met. The student is expected to:**
GRADE LEVEL EXPECTATION	§113.11.b.5.A	identify basic human needs of food, clothing, and shelter. Social Studies/Community Awareness/Level 8B: Shows an understanding of ways that groups and institutions work to meet people's needs and promote, or fail to promote, the common good
GRADE LEVEL EXPECTATION	§113.11.b.5.C	explain how basic human needs and wants can be met. Social Studies/Community Awareness/Level 8B: Shows an understanding of ways that groups and institutions work to meet people's needs and promote, or fail to promote, the common good
STUDENT EXPECTATION	§113.11.b.10	Culture. The student understands similarities and differences among individuals. The student is expected to identify similarities and differences among individuals such as kinship and religion. Social Studies/Global Connections/Global Connections/Level 8: Describes the connections between people and places around the globe Social Studies/Self-Identity/Level 6: Draws a picture resembling his/her family, including interests or traditions of the family
STUDENT EXPECTATION	**§113.11.b.11**	**Culture. The student understands the importance of family traditions. The student is expected to:**
GRADE LEVEL EXPECTATION	§113.11.b.11.A	describe and explain the importance of family traditions. Social Studies/Self-Identity/Level 6: Draws a picture resembling his/her family, including interests or traditions of the family Social Studies/Self-Identity/Level 8: Draws a picture of him/herself engaged in an activity, tradition, sport, hobby
GRADE LEVEL EXPECTATION	§113.11.b.11.B	compare traditions among families. Social Studies/Self-Identity/Level 6: Draws a picture resembling his/her family, including interests or traditions of the family Social Studies/Self-Identity/Level 8: Draws a picture of him/herself engaged in an activity, tradition, sport, hobby
STUDENT EXPECTATION	**§113.11.b.14**	**Social studies skills. The student communicates in oral and visual forms. The student is expected to:**

GRADE LEVEL EXPECTATION	§113.11.b.14.A	place events in chronological order. Social Studies/Self-Identity/Level 8B: Draws two pictures of themselves to show how they have changed over time
GRADE LEVEL EXPECTATION	§113.11.b.14.B	use social studies terminology related to time and chronology correctly, including before, after, next, first, last, yesterday, today, and tomorrow. Social Studies/Self-Identity/Level 8B: Draws two pictures of themselves to show how they have changed over time
TEKS	**§120.3.**	**Texas Essential Knowledge and Skills for Positive Character Traits and Personal Skills, Kindergarten-Grade 2, Adopted 2020.**
STUDENT EXPECTATION	**§120.3.c.**	**Knowledge and skills.**
GRADE LEVEL EXPECTATION	**§120.3.c.1.**	**Trustworthiness. The student understands how personal skills, choices, and actions relate to character building. The student is expected to:**
INDICATOR	§120.3.c.1.A.	describe how personal choices lead to personal actions; Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 4: Identifies examples of responsible decisions
STUDENT EXPECTATION	**§120.3.c.**	**Knowledge and skills.**
GRADE LEVEL EXPECTATION	**§120.3.c.2.**	**Responsibility. The student understands the concept of responsibility and how personal actions and self-management skills demonstrate responsibility. The student is expected to:**
INDICATOR	§120.3.c.2.A.	describe and give examples of how feelings and beliefs influence personal actions; Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 4: Identifies examples of responsible decisions Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 8: Demonstrates an understanding of the importance of taking responsibility for one's actions
INDICATOR	§120.3.c.2.B.	describe how to make personal choices before speaking and acting; Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 4: Identifies examples of responsible decisions Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 8: Demonstrates an understanding of the importance of taking responsibility for one's actions
INDICATOR	§120.3.c.2.C.	define self-control and discuss effective self-management skills, including listening to others, managing one's emotions, and setting goals; and Social-Emotional Development/Identifying Emotions/Level 1: Identifies basic emotions (happy, sad, angry/mad, and scared) Social-Emotional Development/Identifying Emotions/Level 2: Demonstrates causes of basic emotions Social-Emotional Development/Identifying Emotions/Level 3: Identifies more complex emotions (calm, surprised, embarassed, and disappointed)

		Social-Emotional Development/Identifying Emotions/Level 4: Demonstrates causes of more complex emotions Social-Emotional Development/Identifying Emotions/Level 5: Identifies a variety of facial expressions as they relate to basic emotions Social-Emotional Development/Identifying Emotions/Level 6: Connects basic emotions to a variety of facial expressions and body language cues Social-Emotional Development/Identifying Emotions/Level 7: Identifies a variety of facial expressions as they relate to more complex emotions Social-Emotional Development/Identifying Emotions/Level 8 :Connects more complex emotions to a variety of facial features and body language cues Social-Emotional Development/Responding to Emotions/Level 1: Engages in breathing exercises to learn to calm self Social-Emotional Development/Responding to Emotions/Level 2: Identifies appropriate ways to respond to basic negative emotions (scared, mad, sad) Social-Emotional Development/Responding to Emotions/Level 3: Identifies appropriate ways to manage basic negative emotions (scared, mad, sad) Social-Emotional Development/Responding to Emotions/Level 4: Identifies appropriate ways to respond to basic positive emotions (happy) Social-Emotional Development/Responding to Emotions/Level 5: Identifies appropriate ways to respond to more complex negative emotions (embarrassed, disappointed, surprised) Social-Emotional Development/Responding to Emotions/Level 6: Identifies appropriate ways to manage more complex negative emotions (embarrassed, disappointed, surprised) Social-Emotional Development/Responding to Emotions/Level 7: Identifies appropriate ways to respond to more complex positive emotions (calm, surprised) Social-Emotional Development/Responding to Emotions/Level 8: Recognizes that others may have a different emotional response than their own Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 5: Demonstrates an understanding of the importance of self-management skills Social-Emotional Development/Self-Management/Level 2: Explores using trial and error to complete an activity Social-Emotional Development/Self-Management/Level 3: Explores various materials to accomplish a goal Social-Emotional Development/Self-Management/Level 5: Uses persistence to engage in a challenging activity and asks for help when needed Social-Emotional Development/Social Problem Solving/Level 2: Identifies pro-social behaviors
INDICATOR	§120.3.c.2.D.	identify instances in which self-management skills are important.

		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 5: Demonstrates an understanding of the importance of self-management skills
STUDENT EXPECTATION	**§120.3.c.**	**Knowledge and skills.**
GRADE LEVEL EXPECTATION	**§120.3.c.3.**	**Caring. The student understands how personal actions and interpersonal skills demonstrate characteristics of caring. The student is expected to:**
INDICATOR	§120.3.c.3.A.	listen actively when sharing and cooperating with others; Social-Emotional Development/Social Problem Solving/Level 2: Identifies pro-social behaviors
INDICATOR	§120.3.c.3.C.	explain and identify examples of how actions can demonstrate kindness to others. Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 7: Describes how personal choices lead to actions and/or consequences
STUDENT EXPECTATION	**§120.3.c.**	**Knowledge and skills.**
GRADE LEVEL EXPECTATION	**§120.3.c.4.**	**Good citizenship. The student understands how personal actions and responsible decision making can demonstrate good citizenship. The student is expected to:**
INDICATOR	§120.3.c.4.C.	explain what it means to demonstrate respect and courtesy and why it is important to demonstrate respect and courtesy to others; and Social-Emotional Development/Social Skills/Social Skills/Level 7: Demonstrates an understanding of the importance of respect for others Social-Emotional Development/Social Skills/Social Skills/Level 8: Identifies personal actions that demonstrate respect for others