

Sundance Newbridge Publishing  
 TEKS 2017 ELA Correlation (revised August 2022), Kindergarten

Standard	AlphaKids GO! K-2	Bookroom Collections K-5	Decoder Kids Phonics K-2	Discovery Links Science K-5	Discovery Links Social Studies K-5	Guided Reading Level Sets K-5	Science of Reading Sets K-3	Smart Steps K-2	Sundance Starters PreK-2
<b>TX.110.2. -- English Language Arts and Reading, Kindergarten, Adopted 2017 (revised August 2022)</b>									
<b>K.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:</b>									
K.1.A. -- Listen actively and ask questions to understand information and answer questions using multi-word responses.	✓	✓	✓	✓	✓	✓	✓	✓	✓
K.1.B. -- Restate and follow oral directions that involve a short, related sequence of actions.	✓	✓	✓			✓	✓		
K.1.C. -- Share information and ideas by speaking audibly and clearly using the conventions of language.	✓	✓	✓	✓	✓	✓	✓	✓	✓
K.1.D. -- Work collaboratively with others by following agreed-upon rules for discussion, including taking turns.	✓	✓	✓	✓	✓	✓	✓	✓	✓
K.1.E. -- Develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.	✓	✓	✓			✓	✓		
<b>K.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:</b>									
<b>K.2.A. -- Demonstrate phonological awareness by:</b>									
K.2.A.i. -- Identifying and producing rhyming words.	✓	✓	✓	✓		✓	✓	✓	✓
K.2.A.ii. -- Recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound.			✓						
K.2.A.iii. -- Identifying the individual words in a spoken sentence.		✓	✓			✓	✓	✓	✓
K.2.A.iv. -- Identifying syllables in spoken words.	✓	✓	✓	✓		✓	✓	✓	✓
K.2.A.v. -- Blending syllables to form multisyllabic words.	✓	✓	✓	✓			✓	✓	✓
K.2.A.vi. -- Segmenting multisyllabic words into syllables.	✓	✓	✓	✓				✓	✓
K.2.A.vii. -- Blending spoken onsets and rimes to form simple words.		✓	✓				✓	✓	✓
K.2.A.viii. -- Blending spoken phonemes to form one-syllable words.	✓	✓	✓	✓		✓	✓	✓	✓
K.2.A.ix. -- Manipulating syllables within a multisyllabic word.			✓	✓				✓	✓
K.2.A.x. -- Segmenting spoken one-syllable words into individual phonemes.	✓		✓					✓	✓
<b>K.2.B. -- Demonstrate and apply phonetic knowledge by:</b>									
K.2.B.i. -- Identifying and matching the common sounds that letters represent.	✓	✓	✓			✓	✓	✓	✓
K.2.B.ii. -- Using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.	✓	✓	✓			✓	✓	✓	
K.2.B.iii. -- Recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap.		✓	✓	✓			✓		✓
K.2.B.iv. -- Identifying and reading at least 25 high-frequency words from a research-based list.	✓	✓	✓	✓	✓	✓	✓	✓	✓

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<b>K.2.C. -- Demonstrate and apply spelling knowledge by:</b>									
K.2.C.i. -- Spelling words with VC, CVC, and CCVC.	✓		✓					✓	
K.2.C.ii. -- Spelling words using sound-spelling patterns.	✓		✓					✓	
K.2.C.iii. -- Spelling high-frequency words from a research-based list.			✓					✓	
<b>K.2.D. -- Demonstrate print awareness by:</b>									
K.2.D.i. -- Identifying the front cover, back cover, and title page of a book.	✓	✓	✓	✓		✓	✓		
K.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.	✓	✓	✓			✓	✓	✓	✓
K.2.D.iii. -- Recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries.	✓	✓	✓			✓	✓	✓	✓
K.2.D.iv. -- Recognizing the difference between a letter and a printed word.	✓		✓				✓	✓	✓
K.2.D.v. -- Identifying all uppercase and lowercase letters.			✓					✓	✓
K.2.E. -- Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.			✓					✓	
<b>K.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:</b>									
K.3.A. -- Use a resource such as a picture dictionary or digital resource to find words.									
K.3.B. -- Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.	✓	✓		✓	✓	✓	✓	✓	✓
K.3.C. -- Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.	✓							✓	✓
<b>K.4. -- Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.</b>									
	✓	✓		✓	✓	✓	✓	✓	✓
<b>K.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:</b>									
K.5.A. -- Establish purpose for reading assigned and self-selected texts with adult assistance.	✓	✓	✓	✓	✓	✓	✓	✓	✓
K.5.B. -- Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance.			✓					✓	✓
K.5.C. -- Make and confirm predictions using text features and structures with adult assistance.	✓	✓	✓		✓	✓	✓	✓	✓
K.5.D. -- Create mental images to deepen understanding with adult assistance.			✓	✓					
K.5.E. -- Make connections to personal experiences, ideas in other texts, and society with adult assistance.	✓		✓				✓	✓	✓
K.5.F. -- Make inferences and use evidence to support understanding with adult assistance.	✓	✓	✓	✓	✓	✓	✓	✓	✓
K.5.G. -- Evaluate details to determine what is most important with adult assistance.	✓	✓	✓	✓	✓	✓	✓	✓	✓
K.5.H. -- Synthesize information to create new understanding with adult assistance.	✓	✓	✓	✓	✓	✓	✓	✓	✓

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K.5.I. -- Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance.			✓				✓	✓	✓
<b>K.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:</b>									
K.6.A. -- Describe personal connections to a variety of sources.	✓	✓	✓			✓	✓	✓	✓
K.6.B. -- Provide an oral, pictorial, or written response to a text.	✓	✓	✓			✓	✓		✓
K.6.C. -- Use text evidence to support an appropriate response.	✓	✓	✓	✓	✓	✓	✓	✓	✓
K.6.D. -- Retell texts in ways that maintain meaning.	✓	✓	✓	✓	✓	✓	✓	✓	✓
K.6.E. -- Interact with sources in meaningful ways such as illustrating or writing.			✓				✓	✓	✓
K.6.F. -- Respond using newly acquired vocabulary as appropriate.	✓	✓	✓	✓		✓	✓	✓	✓
<b>K.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:</b>									
K.7.A. -- Discuss topics and determine the basic theme using text evidence with adult assistance.	✓		✓	✓	✓			✓	✓
K.7.B. -- Identify and describe the main character(s).	✓	✓	✓			✓	✓	✓	
K.7.C. -- Describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance.	✓	✓	✓			✓	✓	✓	
K.7.D. -- Describe the setting.	✓	✓	✓			✓	✓	✓	
<b>K.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:</b>									
K.8.A. -- Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes.	✓	✓				✓	✓	✓	
K.8.B. -- Discuss rhyme and rhythm in nursery rhymes and a variety of poems.	✓			✓		✓		✓	✓
K.8.C. -- Discuss main characters in drama.								✓	

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<b>K.8.D. -- Recognize characteristics and structures of informational text, including:</b>									
K.8.D.i. -- The central idea and supporting evidence with adult assistance.	✓	✓		✓	✓	✓	✓	✓	✓
K.8.D.ii. -- Titles and simple graphics to gain information.	✓	✓		✓	✓	✓	✓	✓	✓
K.8.D.iii. -- The steps in a sequence with adult assistance.	✓							✓	
K.8.E. -- Recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do.	✓								
K.8.F. -- Recognize characteristics of multimodal and digital texts.									
<b>K.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:</b>									
K.9.A. -- Discuss with adult assistance the author's purpose for writing text.	✓						✓	✓	
K.9.B. -- Discuss with adult assistance how the use of text structure contributes to the author's purpose.								✓	✓
K.9.C. -- Discuss with adult assistance the author's use of print and graphic features to achieve specific purposes.	✓	✓		✓	✓	✓	✓	✓	✓
K.9.D. -- Discuss with adult assistance how the author uses words that help the reader visualize.				✓				✓	
K.9.E. -- Listen to and experience first- and third-person texts.	✓	✓	✓			✓	✓	✓	✓
<b>K.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:</b>									
K.10.A. -- Plan by generating ideas for writing through class discussions and drawings.	✓	✓				✓	✓	✓	
K.10.B. -- Develop drafts in oral, pictorial, or written form by organizing ideas.	✓							✓	
K.10.C. -- Revise drafts by adding details in pictures or words.								✓	
<b>K.10.D. -- Edit drafts with adult assistance using standard English conventions, including:</b>									
K.10.D.i. -- Complete sentences.								✓	✓
K.10.D.ii. -- Verbs.								✓	✓
K.10.D.iii. -- Singular and plural nouns.								✓	✓
K.10.D.iv. -- Adjectives, including articles.								✓	✓
K.10.D.v. -- Prepositions.								✓	✓
K.10.D.vi. -- Pronouns, including subjective, objective, and possessive cases.								✓	
K.10.D.vii. -- Capitalization of the first letter in a sentence and name.								✓	✓
K.10.D.viii. -- Punctuation marks at the end of declarative sentences.								✓	✓
K.10.D.ix. -- Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.									
K.10.E. -- Share writing.	✓	✓				✓	✓	✓	
<b>K.11. -- Composition: listening, speaking, reading, writing, and thinking using multiple texts-genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</b>									

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K.11.A. -- Dictate or compose literary texts, including personal narratives.	✓	✓				✓	✓	✓	
K.11.B. -- Dictate or compose informational texts.	✓	✓		✓	✓	✓	✓	✓	✓
<b>K.12. -- Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</b>									
K.12.A. -- Generate questions for formal and informal inquiry with adult assistance.		✓				✓	✓		
K.12.B. -- Develop and follow a research plan with adult assistance.				✓				✓	
K.12.C. -- Gather information from a variety of sources with adult assistance.				✓				✓	
K.12.D. -- Demonstrate understanding of information gathered with adult assistance.				✓				✓	
K.12.E. -- Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.		✓		✓	✓	✓	✓	✓	