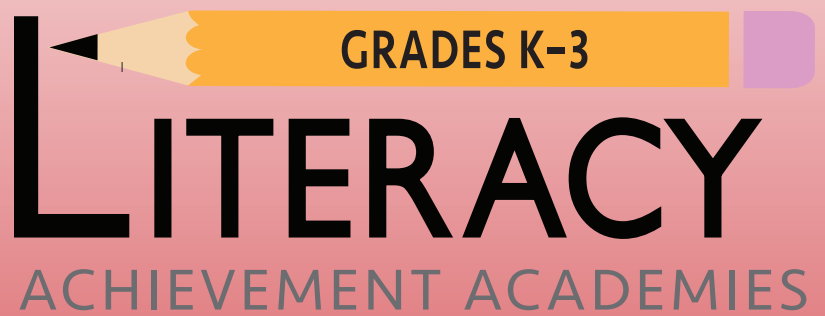




# Overview

Participant Notes



**KINDERGARTEN**





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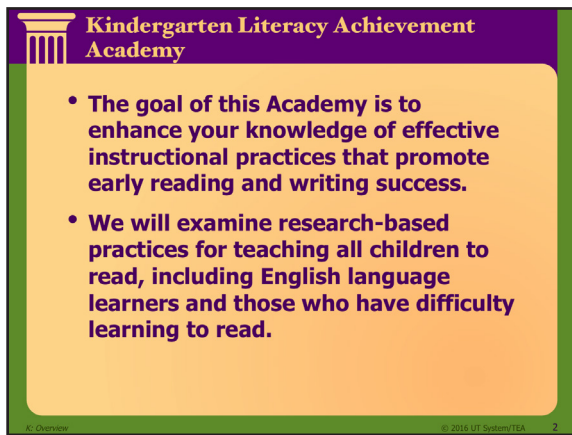
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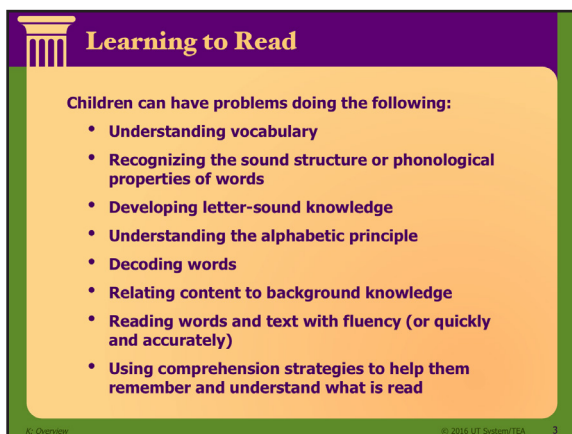
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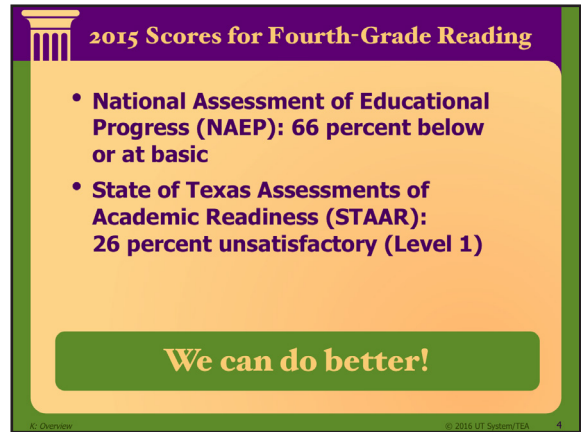
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**2015 Scores for Fourth-Grade Reading**

- National Assessment of Educational Progress (NAEP): 66 percent below or at basic
- State of Texas Assessments of Academic Readiness (STAAR): 26 percent unsatisfactory (Level 1)

**We can do better!**

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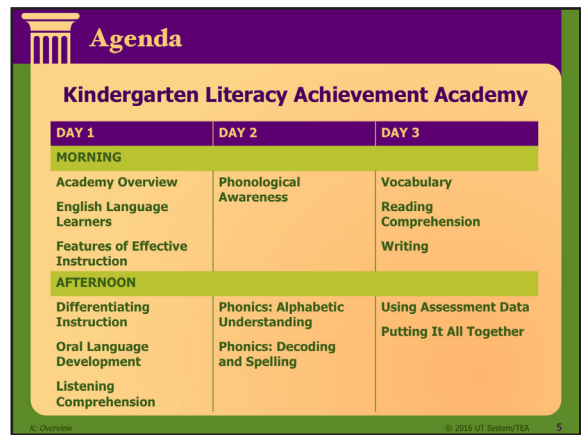
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**Agenda**

**Kindergarten Literacy Achievement Academy**

DAY 1	DAY 2	DAY 3
<b>MORNING</b>		
Academy Overview	Phonological Awareness	Vocabulary
English Language Learners		Reading Comprehension
Features of Effective Instruction		Writing
<b>AFTERNOON</b>		
Differentiating Instruction	Phonics: Alphabetic Understanding	Using Assessment Data
Oral Language Development	Phonics: Decoding and Spelling	Putting It All Together
Listening Comprehension		

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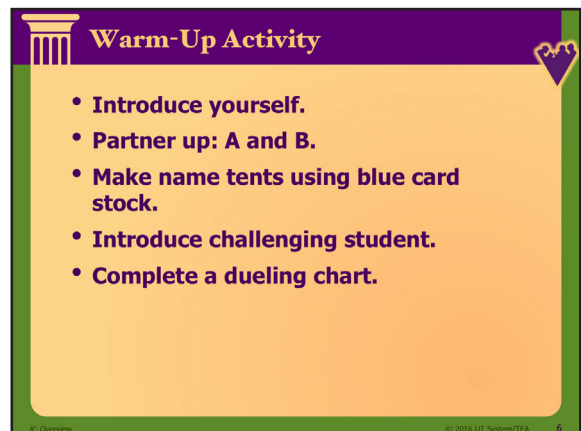
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**Warm-Up Activity**

- Introduce yourself.
- Partner up: A and B.
- Make name tents using blue card stock.
- Introduce challenging student.
- Complete a dueling chart.

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**Participant Materials**

- Notes versions of slides
- Handouts, including references
- Folder
- Resources

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**Participant Materials (cont.)**

- Publications
- Supplies and activity materials
- Teacher's editions of reading programs
- Children's books

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**Academy Resources: Classics**

- *Preventing Reading Difficulties in Young Children* (National Research Council)
- *Starting Out Right: A Guide to Promoting Children's Reading Success* (National Research Council)
- *Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction* (National Reading Panel)
- *Put Reading First: The Research Building Blocks for Teaching Children to Read* (National Institute for Literacy)

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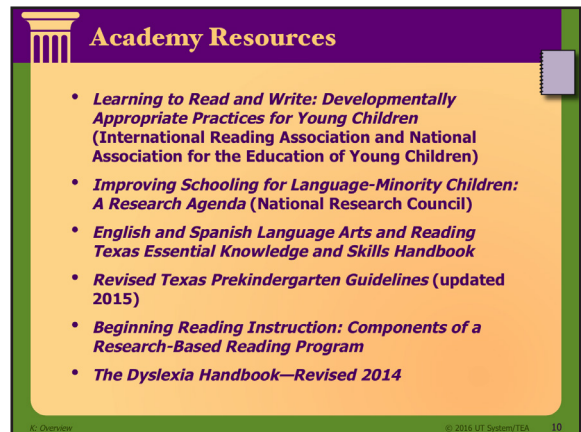
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**Academy Resources**

- *Learning to Read and Write: Developmentally Appropriate Practices for Young Children* (International Reading Association and National Association for the Education of Young Children)
- *Improving Schooling for Language-Minority Children: A Research Agenda* (National Research Council)
- *English and Spanish Language Arts and Reading Texas Essential Knowledge and Skills Handbook*
- *Revised Texas Prekindergarten Guidelines* (updated 2015)
- *Beginning Reading Instruction: Components of a Research-Based Reading Program*
- *The Dyslexia Handbook—Revised 2014*

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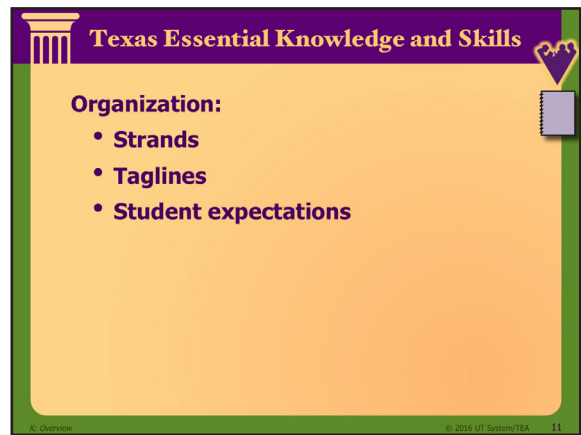
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**Texas Essential Knowledge and Skills**

**Organization:**

- Strands
- Taglines
- Student expectations

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**Prekindergarten Guidelines**

**Organization:**

- Domains
- Skill areas

Use the Prekindergarten Guidelines and Handout 1 to compare TEKS student expectations and prekindergarten skill areas.

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**Beginning Reading Instruction**

- Skim *Beginning Reading Instruction: Components and Features of a Research-Based Reading Program*.
- Match its components to the ELAR TEKS taglines on Handout 1 (also found in the TEKS Handbook). Write your answers on Handout 3.

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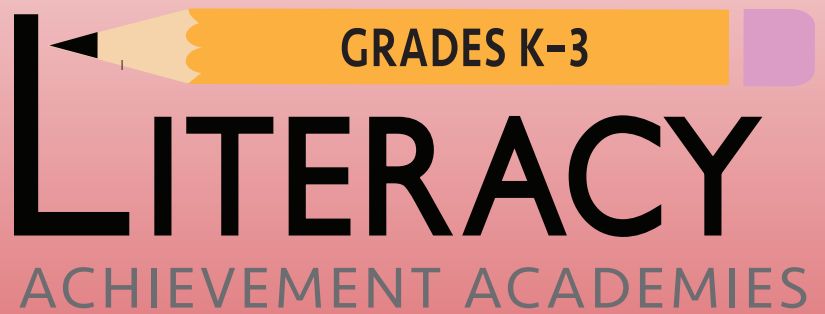






# Overview

Handouts



**KINDERGARTEN**





<b>WRITING</b>	<b>Writing Different Texts</b>	Move from scribbles to some letter-sound correspondence using beginning and ending sounds when writing	PK								
		Use letters/symbols to make words or parts of words									
		Dictate or write sentences to tell story, putting sentences in chronological sequence			K						
		Write short poems (with sensory details in G1 and G2)							1	2	
		Write informational texts for specific purposes (K = lists, captions, invitations)							1	2	
		Write brief stories that include beginning, middle, and end									
		Write brief compositions about topics of interest to student									
		Write short letters that put ideas in sequence and use appropriate conventions									
		Write brief comments on literary or informational texts									
		Write persuasive statements about issues important to student for appropriate audience									
		<b>Print Awareness</b>	Recognize spoken words can be represented by print (and sequences of letters in G1)								
			Identify uppercase and lowercase letters								
			Demonstrate one-to-one correspondence between spoken word and printed word								
			Distinguish between elements of print, including letters, words, and pictures	PK							
	Recognize difference between individual letters and printed words										
	Demonstrate understanding of print directionality (left to right, top to bottom)		PK								
	Recognize distinguishing features of a sentence, including punctuation and case										
	Recognize that sentences comprise words separated by spaces (word boundaries)										
	Recognize distinguishing features of sentences										
	Write own first name		PK								
	Independently use letters to make words or parts of words										
	Use appropriate directionality when writing (top/bottom, left to right)										
	Form uppercase and lowercase letters legibly using basic conventions of print										
	Capitalize: K = first letter in sentence; G1 = 1, persons' names; G2 = proper nouns, parts of letter										
	<b>Handwriting and Conventions</b>	Begin to experiment with punctuation when writing	PK								
		Use punctuation at end of sentence (G2 adds apostrophes)									
		Write legibly leaving appropriate margins									

RESEARCH															
WRITING (CONTINUED)					RESEARCH										
Writing Process		Spelling			Grammar			Plan		Gather Info. & Sources			Org. & Pres.		
Plan first draft by generating ideas for writing															
Discuss and contribute ideas for drafts composed in whole- and small-group activities	PK														
Develop drafts by sequencing ideas/information															
Interact and provide suggestions to revise and edit class-made drafts	PK														
Revise drafts by adding details (K) and deleting words, phrases, sentences (G1 & G2)															
Edit drafts by leaving spaces (K) and for grammar, punctuation, and spelling (G1 & G2)	PK														
Share and celebrate class-made and individual written products															
Publish and share writing with others															
Use phonemic awareness to match sounds to letters (K-G2), construct words (G1 & G2)															
Use letter-sound correspondences to spell: K = CVC words; G1 = CVC, CVCC, consonant blends; G2 = hard/soft g/c, vowel-r, long vowels, vowel digraphs/diphthongs	PK														
Write own name (PK = first name)															
Spell high-frequency words															
Spell base words with inflectional endings															
Spell simple contractions															
Use resources to find correct spellings															
Understand and use parts of speech (K = past/future tense, nouns, descriptive words, prepositions, pronouns; G1 & G2 = verbs, nouns, adjectives, adverbs, prepositions, pronouns, time-order transition words)															
Speak in complete sentences (G2 = Write in complete sentences)															
Ask questions with appropriate subject-verb inversion															
Distinguish between declarative and interrogative sentences															
Ask questions about topics of classwide interest, generate list of topics with questions															
Decide what sources or people can answer these questions															
Use information from books by describing, relating, categorizing, comparing/contrasting	PK														
Gather evidence from provided text sources															
Use pictures in conjunction with writing when documenting research															
Gather evidence from available sources and interviews with experts															
Use text features in age-appropriate reference works to find information															
Record basic information in simple visual formats															
Synthesize information and revise a topic as result of answers to initial research questions															
Organize and create visual display or dramatization to convey results of research															

READING	Phonological Awareness											
	Engage in prereading (with books and other texts) and reading-related activities	PK										
Self-select books and other written materials to engage in prereading behaviors												
Recognize that text has meaning												
Recognize that spoken words can be represented by print												
Demonstrate one-to-one correspondence between spoken word and printed word												
Distinguish between elements of print, including letters, words, and pictures	PK											
Recognize difference between individual letters and printed words												
Recognize that sentences comprise words separated by spaces (word boundaries)												
Demonstrate understanding of print directionality (left to right, top to bottom)	PK											
Hold book correctly, turn pages, know top/bottom and left/right												
Identify parts of book												
Identify uppercase and lowercase letters												
Sequence letters of the alphabet												
Recognize spoken words are represented by specific sequences of letters												
Recognize distinguishing features of a sentence, including punctuation and case	PK											
Read texts by moving from top to bottom and tracking words left to right												
Identify information that different parts of a book provide												
Identify that a sentence is made up of a group of words (PK = four-word sentence)	PK											
Blend, segment, and identify words in compound words (PK) and syllables in words												
Distinguish orally presented rhyming pairs of words from nonrhyming pairs												
Orally generate rhymes in response to spoken words (K) and generate a series of original rhyming words (G1)												
Produce a word that begins with same sound as a given pair of words	PK											
Recognize spoken alliteration												
Delete word from spoken compound word	PK											
Blend spoken onsets and rimes to form simple words												
Recognize and blend spoken phonemes to form one-syllable words (PK = with picture support; G1 = two-syllable words)												
Isolate initial sound in one-syllable spoken words												
Segment spoken one-syllable words into phonemes (K = 2-3 sounds; G1 = 3-5 sounds)												
Distinguish between long- and short-vowel sounds in spoken one-syllable words												
Isolate initial, medial, and final sounds in one-syllable spoken words												
Recognize the change in a spoken word when a phoneme is added, changed, or removed												

READING (CONTINUED)	Alphabet Knowledge, Phonics, Decoding, Word Identification		Fluency	
	Name at least 20 uppercase and 20 lowercase letters	PK		
Recognize at least 20 letter sounds				
Produce at least 20 distinct letter-sound correspondences	K			
Identify common sounds that letters represent				
Use knowledge of letter sound relationships to decode regular words in text (e.g., closed syllables)				
Recognize that new words are created when letters are changed, added, deleted				
Decode words in context and isolation by applying common letter-sound correspondences (single letters, consonant blends, consonant digraphs, vowel digraphs/diphthongs)			1	
Combine sounds from letters and common spelling patterns to make words				2
Use common syllabication patterns to decode words (closed, open, final stable, VCe, vowel teams, vowel- <i>r</i> )				
Decode words with common spelling patterns				
Read base words with inflectional endings				
Use knowledge of meanings of base words to read common compound words				2
Identify and read contractions				
Read words with common prefixes and suffixes				
Identify and read abbreviations				
Identify and read at least 25 high-frequency words	K			
Identify and read at least 100 high-frequency words			1	
Identify and read at least 300 high-frequency words				2
Monitor accuracy of decoding				1
Read grade-level text with fluency (rate, accuracy, expression, appropriate phrasing)				
Read independently for sustained time and produce evidence of reading				





READING (CONTINUED)	Literary Elements		Fables/Folktales/Myths		Fiction		Expository Texts		Procedural		Media Lit.	
	Recognize sensory details (K & G1) and literal/nonliteral meanings of words and phrases (G2)											
	Identify topic (K, G1, G2) and explain author's purpose in writing text (G1 & G2)											
	Poetry: Respond to elements of poetry (K = rhythm and rhyme; G1 adds alliteration; G2 adds repetition) and in G2, describe how they interact to create images											
	Literary nonfiction: Determine whether story is true or fantasy (G1) and distinguish between fiction and nonfiction (G2)											
	Drama: Identify elements of dialogue and use them in informal plays											
	Discuss big idea (theme) of well-known folktale/fable and connect to personal experience											
	Identify moral lessons as themes in well-known fables, legends, myths, stories											
	Recognize recurring phrases and characters in traditional fairy tales, folktales, etc.											
	Explain function of recurring phrases in traditional folktales and fairy tales											
	Compare different versions of the same story in traditional and contemporary folktales											
	Identify elements of story including setting, character, key events											
	Retell main event from story read aloud											
	Describe characters and reasons for their actions (G2 = traits, motivations, feelings)											
	Describe the plot (problem and solution) and retell story (B, M, E) attending to sequence											
	Describe similarities and differences in plots and settings of several of author's works											
	Identify topic and details in expository text											
	Restate/identify main idea of expository text (G1 & G2) and distinguish it from topic (G2)											
	Retell important facts in an expository text											
	Identify important facts or details in expository text											
	Discuss ways authors group information in expository text											
	Retell order of events in expository text by referring to words/illustrations											
	Describe order of events or ideas in expository text											
	Use titles and illustrations to make predictions about expository text											
	Use text features to locate specific information in expository text											
	Follow pictorial directions in procedural texts											
	Follow written multistep directions (with picture cues in G1)											
	Identify and explain the meaning of specific signs (and symbols in G1)											
	Use common graphic features to assist in interpretation of text											
	Identify different forms of media (and different purposes in G1 and G2)											
	Identify techniques used in media (K & G1) and describe techniques (G2)											
	Identify various written conventions for using digital media											

READING GENRES	Folktales	K	I	2
	Fables			
	Fairy tales			
	Poetry			
	Legends and Myths			
	Drama			
	Fiction	K	I	
	Informational Texts Related to Culture/History			
	Expository Text			
	Procedural Text			
	Literary Nonfiction (true vs. fantasy)			

# ELAR TEKS Figure 19

Figure: 19 TAC §110.10(b)  
 19 TAC Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading  
 Subchapter A. Elementary  
 Reading/Comprehension Skills §110.11 - §110.16

Kindergarten (§110.11 English Language Arts and Reading)	First Grade (§110.12 English Language Arts and Reading)	Second Grade (§110.13 English Language Arts and Reading)	Third Grade (§110.14 English Language Arts and Reading)	Fourth Grade (§110.15 English Language Arts and Reading)	Fifth Grade (§110.16 English Language Arts and Reading)
<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language);</p> <p>(B) ask and respond to questions about text;</p>	<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) establish purposes for reading selected texts based upon desired outcome to enhance comprehension;</p> <p>(B) ask literal questions of text;</p>	<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) establish purposes for reading selected texts based upon content to enhance comprehension;</p> <p>(B) ask literal questions of text;</p>	<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension;</p> <p>(B) ask literal, interpretive, and evaluative questions of text;</p>	<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension;</p> <p>(B) ask literal, interpretive, and evaluative questions of text;</p>	<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension;</p> <p>(B) ask literal, interpretive, evaluative, and universal questions of text;</p>

Figure: 19 TAC §110.10(b)  
 19 TAC Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading  
 Subchapter A. Elementary  
 Reading/Comprehension Skills §110.11 - §110.16

<b>Kindergarten</b> (§110.11 <i>English Language Arts and Reading</i> )	<b>First Grade</b> (§110.12 <i>English Language Arts and Reading</i> )	<b>Second Grade</b> (§110.13 <i>English Language Arts and Reading</i> )	<b>Third Grade</b> (§110.14 <i>English Language Arts and Reading</i> )	<b>Fourth Grade</b> (§110.15 <i>English Language Arts and Reading</i> )	<b>Fifth Grade</b> (§110.16 <i>English Language Arts and Reading</i> )
<p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud);</p> <p>(D) make inferences based on the cover, title, illustrations, and plot;</p> <p>(E) retell or act out important events in stories; and</p> <p>(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.</p>	<p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud);</p> <p>(D) make inferences about text and use textual evidence to support understanding;</p> <p>(E) retell or act out important events in stories in logical order; and</p> <p>(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.</p>	<p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);</p> <p>(D) make inferences about text using textual evidence to support understanding;</p> <p>(E) retell important events in stories in logical order; and</p> <p>(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.</p>	<p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);</p> <p>(D) make inferences about text and use textual evidence to support understanding;</p> <p>(E) summarize information in text, maintaining meaning and logical order; and</p> <p>(F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.</p>	<p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);</p> <p>(D) make inferences about text and use textual evidence to support understanding;</p> <p>(E) summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts; and</p> <p>(F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence.</p>	

# SLAR TEKS Figure 19

Figure: 19 TAC §128.10(b)

19 TAC Chapter 128. Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language Subchapter A. Elementary Reading/Comprehension Skills §128.11 - §128.16

Kindergarten (§128.11 Spanish Language Arts and Reading)	First Grade (§128.12 Spanish Language Arts and Reading)	Second Grade (§128.13 Spanish Language Arts and Reading)	Third Grade (§128.14 Spanish Language Arts and Reading)	Fourth Grade (§128.15 Spanish Language Arts and Reading)	Fifth Grade (§128.16 Spanish Language Arts and Reading)
<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language);</p> <p>(B) ask and respond to questions about text;</p>	<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) establish purposes for reading selected texts based upon desired outcome to enhance comprehension;</p> <p>(B) ask literal questions of text;</p>	<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) establish purposes for reading selected texts based upon content to enhance comprehension;</p> <p>(B) ask literal questions of text;</p>	<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension;</p> <p>(B) ask literal, interpretive, and evaluative questions of text;</p>	<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension;</p> <p>(B) ask literal, interpretive, and evaluative questions of text;</p>	<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension;</p> <p>(B) ask literal, interpretive, evaluative, and universal questions of text;</p>

Figure: 19 TAC §128.10(b)  
 19 TAC Chapter 128. Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language Subchapter A. Elementary Reading/Comprehension Skills §128.11 - §128.16

<b>Kindergarten</b> (§128.11 Spanish Language Arts and Reading)	<b>First Grade</b> (§128.12 Spanish Language Arts and Reading)	<b>Second Grade</b> (§128.13 Spanish Language Arts and Reading)	<b>Third Grade</b> (§128.14 Spanish Language Arts and Reading)	<b>Fourth Grade</b> (§128.15 Spanish Language Arts and Reading)	<b>Fifth Grade</b> (§128.16 Spanish Language Arts and Reading)
<p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud);</p> <p>(D) make inferences based on the cover, title, illustrations, and plot;</p> <p>(E) retell or act out important events in stories; and</p> <p>(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.</p>	<p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud);</p> <p>(D) make inferences about text and use textual evidence to support understanding;</p> <p>(E) retell or act out important events in stories in logical order; and</p> <p>(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.</p>	<p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);</p> <p>(D) make inferences about text using textual evidence to support understanding;</p> <p>(E) retell important events in stories in logical order; and</p> <p>(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.</p>	<p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);</p> <p>(D) make inferences about text and use textual evidence to support understanding;</p> <p>(E) summarize information in text, maintaining meaning and logical order; and</p> <p>(F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.</p>	<p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);</p> <p>(D) make inferences about text and use textual evidence to support understanding;</p> <p>(E) summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts; and</p> <p>(F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence.</p>	

## Comparing the 12 Components with the TEKS and ELPS

Component of Research-Based Programs for Beginning Reading Instruction	English and Spanish Language Arts and Reading TEKS Tagline(s)	ELPS Language Domain(s)
Opportunities to expand use and appreciation of oral language		
Opportunities to hear good stories and informational books read aloud daily		
Opportunities to expand use and appreciation of printed language		
Opportunities to understand and manipulate the building blocks of spoken language		
Opportunities to learn about and manipulate the building blocks of written language		
Opportunities to learn the relationships between the sounds of spoken language and the letters of written language		

<b>Component of Research-Based Programs for Beginning Reading Instruction</b>	<b>English and Spanish Language Arts and Reading TEKS Tagline(s)</b>	<b>ELPS Language Domain(s)</b>
Opportunities to learn decoding strategies		
Opportunities to write and relate writing to spelling and reading		
Opportunities to practice accurate and fluent reading in decodable stories		
Opportunities to read and comprehend a wide assortment of books and other texts		
Opportunities to develop and comprehend new vocabulary through wide reading and direct vocabulary instruction		
Opportunities to learn and apply comprehension strategies as students reflect upon and think critically about what they read		



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## Resource

- The Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders* (Revised 2014): [http://tea.texas.gov/Curriculum\\_and\\_Instructional\\_Programs/Special\\_Student\\_Populations/Dyslexia/](http://tea.texas.gov/Curriculum_and_Instructional_Programs/Special_Student_Populations/Dyslexia/)

