Texas Essential Knowledge and Skills for Kindergarten

§110.2. English Language Arts and Reading, Kindergarten, Adopted 2017.

(a) Introduction.

(1) The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven

language to enhance vocabulary development; vocabulary needs to be in the context of connected discourse so that it is meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.

(5)

(vi) segmenting multisyllabic words into syllables;

(vii) blending spoken onsets and rimes to form simple words;

(viii) blending spoken phonemes to form one-syllable words;

(ix) manipulating syllables within a multisyllabic word; and

(x) segmenting spoken one-syllable words into individual phonemes;

(B) demonstrate and apply phonetic knowledge by:

(i) identifying and matching the common sounds that letters represent;

(ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words;

(iii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and

(iv) identifying and reading at least 25 high-frequency words from a research-based list;

(C) demonstrate and apply spelling knowledge by:

(i) spelling words with VC, CVC, and CCVC;

(ii) spelling words using sound-spelling patterns; and

(iii) spelling high-frequency words from a research-based list;

(D) demonstrate print awareness by:

(i) identifying the front cover, back cover, and title page of a book;

(ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep;

(iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries;

(iv) recognizing the difference between a letter and a printed word; and

(v) identifying all uppercase and lowercase letters; and

(E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.

(3)

(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.

(B) discuss rhyme and rhythm in nursery rhymes and a variety of poems;

(C) discuss main characters in drama;

(D) recognize characteristics and structures of informational text, including:

(i) the central idea and supporting evidence with adult assistance;

(ii) titles and simple graphics to gain information; and

(iii) the steps in a sequence with adult assistance;

(E) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do; and

(F) recognize characteristics of multimodal and digital texts.

(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

(ix) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and

(E) share writing.

(11)

(3) For students to become fluent in mathematics, students must develop a robust sense of number. The National Research Council's report, "Adding It Up," defines procedural fluency as "skill in carrying out procedures flexibly, accurately, efficiently, and appropriately." As students develop procedural fluency, they must also realize that true problem solving may take time, effort, and perseverance. Students in Kindergarten are expected to perform their work without the use of calculators.

(4) The primary focal areas in Kindergarten are understanding counting and cardinality,

(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;

(D) recognize instantly the quantity of a small group of objects in organized and random arrangements;

(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;

(F) generate a number that is one more than or one less than another number up to at least 20;

(G) compare sets of objects up to at least 20 in each set using comparative language;

(H) use comparative language to describe two numbers up to 20 presented as written numerals; and

(I) compose and decompose numbers up to 10 with objects and pictures.

(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:

(A) give an example of a measurable attribute of a given object, including length, capacity, and weight; and

(B) compare two objects with a common measurable attribute to see which object has more of/less of the attribute and describe the difference.

(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:

(A) collect, sort, and organize data into two or three categories;

(B) use data to create real-object and picture graphs; and

(C) draw conclusions from real-object and picture graphs.

(9)

(5) Recurring themes and concepts. The student uses recurring themes and concepts to make connections across disciplines. The student is expected to:

(A) identify and use patterns to describe phenomena or design solutions;

(B) investigate and predict cause-and-effect relationships in science;

(C) describe the properties of objects in terms of relative size (scale) and relative quantity;

(D) examine the parts of a whole to define or model a system;

(E) identify forms of energy and properties of matter;

(F) describe the relationship between the structure and function of objects, organisms, and systems; and

(G) describe how factors or conditions can cause objects, organisms, and systems to either change or stay the same.

(6) Matter and its properties. The student knows that objects have physical properties that determine how they are described and classified. The student is expected to identify and record observable physical properties of objects, including shape, color, texture, and material, and generate ways to classify objects.

(7) Force, motion, and energy. The student knows that forces cause changes in motion and position in everyday life. The student is expected to describe and predict how a magnet interacts with various materials and how magnets can be used to push or pull.

(8) Force, motion, and energy. The student knows that energy is everywhere and can be observed in everyday life. The student is expected to:

(A) communicate the idea that objects can only be seen when a light source is present and compare the effects of different amounts of light on the appearance of objects; and

(B) demonstrate and explain that light travels through some objects and is blocked by other objects, creating shadows.

(9) 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:

(A) identify, describe, and predict the patterns of day and night and their observable characteristics; and

(B) observe, describe, and illustrate the Sun, Moon, stars, and objects in the sky such as clouds.

(10) Earth and space. The student knows that the natural world includes earth materials and systems that can be observed. The student is expected to:

(A) describe and classify rocks by the observable properties of size, shape, color, and texture;

(B) observe and describe weather changes from day to day and over seasons; and

(C) identify evidence that supports the idea that air is all around us and demonstrate that wind is moving air using items such as a windsock, pinwheel, or ribbon.

(11) Earth and space. The student knows that earth materials are important to everyday life. The student is expected to observe and generate examples of practical uses for rocks, soil, and water.

(12) Organisms and environments. The student knows that plants and animals depend on the environment to meet their basic needs for survival. The student is expected to:

(A)

(5) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).

(6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.

(7) Students must demonstrate learning performance related to any federal and state mandates regarding classroom instruction. Although Kindergarten is not required to participate in Celebrate Freedom Week, according to the TEC, §29.907, primary grades lay the foundation for subsequent learning. As a result, Kindergarten Texas essential knowledge and skills include standards related to this patriotic observance.

(8) Students discuss how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved the ideals espoused in the founding documents.

(c) Knowledge and skills.

(1) History. The student understands that holidays are celebrations of special events. The student is expected to:

(A) identify national patriotic holidays such as Constitution Day, Presidents' Day, Veterans Day, and Independence Day; and

(B) identify customs associated with national patriotic holidays such as parades and fireworks

(14) Social studies skills. The student communicates in oral and visual forms. The student is expected to:

(A) place events in chronological order;

(B) use social studies terminology related to time and chronology correctly, including before, after, next, first, last, yesterday, today, and tomorrow;

(C) communicate information visually, orally, or in writing based on knowledge and experiences in social studies;

(D) create and interpret visuals, including pictures and maps; and

(E) apply and practice classroom rules and procedures for listening and responding respectfully.

(15) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to:

(A) use democratic procedures to collaborate with others when making decisions on issues in the classroom, school, or community; and

(B) use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.

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§114.4. Languages Other Than English, Elementary, Adopted 2014.

(a) According to the National Standards for Foreign Language Learning, advanced level language proficiency is necessary for college and career readiness. To that end, students should have uninterrupted, consistent access to early standards-based learning experiences in languages other than English. School districts are strongly encouraged to offer languages other than English in the elementary grades in immersion or Foreign Language in Elementary Schools (FLES) settings with consistent and frequent exposure. For districts that offer languages in elementary school, the expected student outcomes are the same as those detlt8ah1.7.3 (e t)-1rdarequeI-1.7 (eV r)-1.3 (r)-1.3 .1 hdfi (e u)1.7 (n)-3.8 is tcom-1.7 (ci)-fie unynil rse

(b) Knowledge and skills.

(1) Physical health and hygiene--body systems. The student examines the structure, function, and relationships of body systems and their relevance to personal health. The student is expected to name the five senses.

(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:

(A) name people who can provide health care guidance such as parents, family members, other trusted adults, teachers, and health care professionals;

(B) identify personal hygiene and health habits that help individuals stay healthy such as hand washing and brushing teeth;

(C) discuss ways in which germs are transmitted, methods of preventing the spread of germs, and the importance of immunization; and

(D) identify head lice and biting insects that may cause illness and their proper removal and care.

(3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:

(A) identify their own feelings and emotions;

(B) describe and practice calming and self-management strategies;

(C) discuss how friends can influence a person's behavior;

(D) demonstrate skills for making new acquaintances;

(E) demonstrate respect and communicate appropriately with individuals; and

(F) identify and practice ways to solve conflicts with a friend.

(4) Mental health and wellness--developing a healthy self-concept. The student develops the capacity for self-assessment and evaluation, goal setting, and decision making in order to develop a healthy self-concept. The student is expected to:

(A) describe positive social skills and personal qualities such as truth, kindness, reliability, and respectfulness; and

(B) discuss the meaning of goals and identify at least one health-related goal.

(5) Mental health and wellness--identifying and managing mental health and wellness concerns. The student develops and uses appropriate skills to identify and manage conditions related to mental health and wellness. The student is expected to discuss how to treat peers with different learning needs with dignity.

(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:

(A) demonstrate an understanding that the human body is composed mostly of water and explain the importance of drinking water daily;

(B) identify healthy portion sizes for common food items;

(C) identify types of foods that help the body grow, including fruits and vegetables, dairy, and protein; and

(D) identify healthy and unhealthy snack choices.

(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:

(A)

(C) describe appropriate actions to take in response to bullying such as telling a parent or another trusted adult; and

(D) explain and practice how to get help from a parent or another trusted adult when made to feel uncomfortable or unsafe by another person.

(13) Alcohol, tobacco, and other drugs--use, misuse, and physiological effects. The student understands the difference between the use and misuse of different substances and how the use and misuse of substances impacts health. The student is expected to:

(A) discuss the proper usage of medications; and

(B) discuss the harmful effects of alcohol, tobacco, and drugs on physical health.

(14) Alcohol, tobacco, and other drugs--risk and protective factors. The student understands how various factors can influence decisions regarding substance use and the resources available for help. The student is expected to identify refusal skills and how to get help from a parent or another trusted adult in unsafe situations involving the use or misuse of alcohol, tobacco, and other drugs.

student in the development of fundamental movement patterns, spatial and body awareness, and rhythmic activities. The performance strategies strand guides the physically literate student in utilizing strategies in fundamental components of games, activities, and outdoor and recreational pursuits. The health, physical activity, and fitness strand encompasses health-related fitness, environmental awareness, and safety practices that guide students to a health-enhancing, physically active lifestyle. The physically literate student demonstrates skills and mechanics used during physical activity and analyzes data used during fitness performance. The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The social and emotional health strand incorporates working with others, responding to class expectations, and applying self-management skills. The lifetime wellness strand engages students in physical activity for the purposes of self-expression, enjoyment, and challenge.

(3) Quality physical education programs include a comprehensive curriculum, physical activity, safety policies, safe environments, qualified physical education specialists instructing the class, and student assessment and do not use physical activity as a form of punishment. Texas state law outlines state requirements that support these essential components. In accordance with state law, physical education curriculum and instruction must be sequential, developmentally appropriate, and designed to meet the needs of all students, including students with disabilities and of all physical ability levels. At least 50% of the physical education class must be used for actual student physical activity at a moderate or vigorous intensity level, which aligns with additional state requirements for a minimum number of minutes for moderate or vigorous physical activity in Kindergarten-Grade 8. Required student-to-teacher ratios of 45-to-1 ensure the proper supervision and safety of students in physical education classes, and school districts must identify how student safety will be maintained if that ratio is exceeded. State law also requires that school districts and charter schools annually assess the physical fitness of students in Grade 3or higher who are enrolled in a physical education course.

(4) Access to age-appropriate physical education equipment is essential to quality instruction. Basic, age-appropriate equipment for all students is imperative for the development of motor skills, manipulative skills, and eventually becoming a physically literate lifelong learner. Without basic, age-appropriate equipment, students will not have the necessary experiences to become physically literate, lifelong learners. All equipment should be age appropriate for th80 Tc4.1 (t)bn.1 (t)-1.7 (h

(5) Movement patterns and movement skills--rhythmic activities. The physically literate student demonstrates competency in rhythmic activities and rhythmic combinations. The student is expected to mirror and follow teacher movement and basic rhythm patterns.

(6) Performance strategies--games and activities. The physically literate student demonstrates

(B) demonstrate respect for differences and similarities in abilities of self and others; and

(C) identify personal impulses and emotions with teacher guidance.

(13)

(b) Knowledge and skills.

(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating artworks. The student is expected to:

(A) gather information from subjects in the environment using the senses; and

problem solving. The fine arts develop cognitive functioning and increase student academic achievement, higher-order thinking, communication, and collaboration skills, making the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration, leading to creative expression. Creativity, encouraged through the study of the fine arts, is essential to nurture and develop the whole child.

(2) Four basic strands--foundations: music literacy; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. The foundation of music literacy is fostered through reading, writing, reproducing, and creating music, thus developing a student's intellect. Through creative expression, students apply their music literacy and the critical-thinking skills of music to sing, play, read, write, and/or move. By experiencing musical periods and styles, students will understand the relevance of music to history, culture, and the world, including the relationship of music to other academic disciplines and the vocational possibilities offered. Through critical listening, students analyze, evaluate, and respond to music, developing criteria for making critical judgments and informed choices.

(3) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) Knowledge and skills.

(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:

(A) identify the differences between the five voices, including singing, speaking, inner, wh-2.4 (Tr)2.7 (,)1.o.4 (vowo)-3.(y t)2eo1.7 (i)-(o)-3.7 (:)]TJ0 Tc 0call3.7 (at)-1.7 (i)-1.7 (n)-3.8 (g)v

(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:

(A) demonstrate safe use of movement and voice;

(B) assume roles through imitation and recreation;

(C) identify the characteristics of dramatic play; and

(D) participate in dramatic play.

(3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:

(A) create playing space using common objects such as tables or chairs;

(B) create costumes using simple materials such as cardboard, newspaper, or fabric;

(C) rehearse dramatic play; and

(D) cooperate with others in dramatic play.

(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:

(A) rehearse and perform real and imaginative situations of family cultures of students in the class; and

(B) rehearse and perform stories from American history.

(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:

(A) discuss, practice, and display appropriate audience behavior; and

(B) respond to dramatic activities through discussion.

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§126.1. Technology Applications, Kindergarten, Adopted 2022.

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2024-2025 school year.

(1) No later than August 1, 2024, the commissioner of education shall determine whether instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills identified in this section.

(2) If the commissioner makes the determination that instructional materials funding has been made available this section shall be implemented beginning with the 2024-2025 school year and apply to the 2024-2025 and subsequent school years.

(3) If the commissioner does not make the determination that instructional materials funding has been made available under this subsection, the commissioner shall determine no later than August 1 of each subsequent school year whether instructional materials funding has been made available. If the commissioner determines that instructional materials funding has been made available, the commissioner shall notify the State Board of Education and school districts that this section shall be implemented for the following school year.

(b) Introduction.

(1)

(3) Creativity and innovation--innovative design process. The student takes an active role in learning by using a design process to solve authentic problems for a local or global audience, using a variety of technologies. The student is expected to:

(A) practice personal skills, including following directions, needed to successfully implement design processes; and

(B) use a design process with components such as asking questions, brainstorming, or storyboarding to identify and solve authentic problems with adult assistance.

(4) Data literacy, management, and representation--collect data. The student defines data and explains how data can be found and collected. The student is expected to:

(A) communicate an understanding that data is information collected about people, events, or objects such as computer searches and weather patterns; and

(B) communicate with adult assistance the idea that digital devices can search for and retrieve information.

(5) Digital citizenship--social interactions. The student identifies appropriate ways to communicate in various digital environments. The student is expected to identify and demonstrate responsible behavior within a digital environment.

(6) Digital citizenship--ethics and laws. The student recognizes and practices responsible, legal, and ethical behavior while using digital tools and resources. The student is expected to:

(A) demonstrate acceptable use of digital resources and devices as outlined in local policies or acceptable use policy (AUP); and

(B) communicate an understanding that all digital content has owners.

(7) Digital citizenship--privacy, safety, and security. The student practices safe, legal, and ethical digital behaviors to become a socially responsible digital citizen. The student is expected to:

(A) identify ways to keep a user account safe, including not sharing login information and logging off accounts and devices; and

(B) identify and discuss what information is safe to share online such as hobbies and likes and dislikes and what information is unsafe such as identifying information.

(8) Practical technology concepts--skills and tools. The student demonstrates knowledge and appropriate use of technology systems, concepts, and operations. The student is expected to:

(A) use a variety of applications, devices, and online learning environments to engage with content;

(B) identify basic computer hardware, including a variety of input and output devices, and software using accurate terminology;

(C) perform software application functions such as opening an application and modifying, printing, and saving digital artifacts using a variety of developmentally appropriate digital tools and resources;

(D) practice ergonomically correct keyboarding techniques and developmentally appropriate hand and body positions; and

(E) identify, locate, and practice using keys on the keyboard, including letters, numbers, and special keys such as space bar and backspace.

Source: The provisions of this §126.1 adopted to be effective August 7, 2022, 47 TexReg 4518.