

**KINDERGARTEN**  
**TEKS AND SPALDING EDUCATION INTERNATIONAL**  
**STANDARDS CORRELATION**

March 2014

<b>TEKS English Language Arts and Reading</b>	<b>Spalding Education International Objectives</b>	<b>Kinder</b>	<b>1st Grade</b>	<b>2nd Grade</b>
<b>1) Students understand how English is written and printed:</b>				
A) recognize that spoken words can be represented by print for communication;	TSW segment spoken words into sounds/syllables.	M	R	R
	TSW precisely read, say, and write 70 common phonograms.	I/P	M	R
	TSW explain the purpose for spelling dictation.	I/P	M	R
	TSW precisely say, write, and read spelling/vocabulary high-frequency words in sections A-	I/P	M	R
B) Identify upper- and lower-case letters;	TSW say and write lower-case letters during phonogram introduction on Spalding 5/8"	I/P	M	R
	TSW say and write upper-case line letters and upper-case letters that begin at 2 on the clock on Spalding 5/8" lined paper.	I/P	M	R
C) demonstrate the one-to-one correspondence between a spoken word and printed word in text;	TSW segment spoken words into sounds/syllables.	M	R	R
	TSW count sounds in spoken words.	M	R	R
	TSW blend spoken sounds into words.	M	R	R
	TSW explain the purpose for spelling dictation.	I/P	M	R
D) recognize the difference between a letter and a printed word;	TSW precisely say, write, and read spelling/vocabulary high-frequency words in sections A-	I/P	M	R
	TSW precisely read, say, and write 70 common phonograms.	I/P	M	R
	TSW explain the purpose for spelling dictation.	I/P	M	R
E) recognize that sentences are comprised of words separated by spaces and demonstrate the awareness of word boundaries (e.g. through kinesthetic or tactile actions such as clapping and	TSW precisely say, write, and read spelling/vocabulary high-frequency words in sections A-	I/P	M	R
	TSW explain general handwriting rules; identify positions on a clock, top and base lines and midpoint.	I/P	M	R
F) hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right;	TSW read Learning to Read and Loving it series Level 1 readers aloud daily to demonstrate fluent and expressive reading.	I/P	P	M
G) identify different parts of a book (e.g., front and back covers,				
<b>2) Students display phonological awareness:</b>				
A) identify a sentence made up of a group of words;	TSW explain that a declarative sentence tells one thought about what a person, place, or	I/P	M	R
B) identify syllables in spoken words;	TSW segment spoken words into sounds/syllables.	M	R	R
C) orally generate rhymes in response to spoken words;	TSW explain that rhyming words have the same middle and ending sound; read words	I/P	P	M
D) distinguish orally presented rhyming pairs of words from non-rhyming pairs;		I/P	P	M
	TSW will identify rhyming and non-rhyming words as same or different.			
E) recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound (e.g., "baby boy	TSW identify elements of imaginative literature: style: alliteration.	C	I/P	P
F) blend spoken onsets and rimes to form simple words (e.g., onset (c), rime (at));	TSW say beginning sounds in words and identify as same or different.	I/P	P	M
	TSW blend spoken sounds into words.	M	R	R
G) blend spoken phonemes to form one-syllable words;	TSW precisely say, write and read words in spelling/vocabulary high-frequency word list	I/P	M	R
	TSW precisely say, write and read words in spelling/vocabulary high-frequency word list	C	M	R
H) isolate the initial sound in one-syllable spoken words;	TSW segment spoken words into sounds/syllables.	M	R	R

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I) segment spoken one-syllable words into two to three phonemes.	TSW blend spoken sounds into words.	M	R	R
	TSW precisely say, write and read words in spelling/vocabulary high-frequency word list	I/P	M	R
	TSW precisely say, write and read words in spelling/vocabulary high-frequency word list	C	M	R
<b>3) Students use the relationship between letters and sounds, spelling patterns, and morphological analysis to decode written</b>				
A) identify the common sounds that letters represent;	TSW precisely read, say, and write 70 common phonograms.	I/P	M	R
	TSW precisely read 17 additional phonograms.	–	C	I/P
B) use knowledge of letter-sound relationships to decode regular words in text and independent of content (e.g., VC, CVC, CCVC, CVCC words);	TSW blend spoken sounds into words.	M	R	R
	TSW precisely say, write and read words in spelling/vocabulary high-frequency word list	I/P	M	R
	TSW precisely say, write and read words in spelling/vocabulary high-frequency word list	C	M	R
	TSW read (segment) and blend spelling/vocabulary high-frequency words for spelling and	I/P	P	M
C) recognize that new words are created when letters are changed, added, deleted;	TSW explain/apply the 1-1-1 rule to one-syllable words (hop). (Rule 9)	C	I/P	P
	TSW explain/apply the 2-1-1 rule to one-syllable words (begin). (Rule 10)	C	I/P	P
	TSW explain/apply r.11 to final silent e words (hope/hoping). (Rule 11)	C	I/P	P
	TSW write i, instead of y, when adding vowel suffixes. (Rule 24)	C	I/P	P
D) identify and read at least 25 high-frequency words from a commonly used list.	TSW precisely say, write and read words in spelling/vocabulary high-frequency word list	I/P	M	R
	TSW precisely say, write and read words in spelling/vocabulary high-frequency word list	C	M	R
<b>4) Students comprehend a variety of texts drawing on useful strategies as needed:</b>				
A) predict what might happen next in text based on the cover, title, and illustrations;	TSW will listen to excerpts from literature; use the first 3 mental actions to identify and label monitoring comprehension, making connections, and making predictions; cite evidence to support thinking.	I/P	P	M
B) ask and respond to questions about texts read aloud.				
<b>5) Students understand new vocabulary and use it correctly</b>				
A) identify and use words that name action, directions, positions, sequences, and locations;	TSW will explain verbs that show action and prepositions that show position and direction.	I/P	P	M
B) recognize that compound words are made up of shorter words;	TSW explain that a compound word is made by the joining of two whole words; each word has a meaning of its own but when joined, the meaning is changed; read compound words; compose oral/written sentences that using compound words.	C	I/P	P
C) identify and sort pictures of objects into conceptual categories (e.g. colors);	TSW identify nouns as persons, places, things or concept/ideas.	I/P	P	M
D) use a picture dictionary to find words.				

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<b>about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding:</b>				
A) identify elements of a story including setting, character, and key events;	TSW explain/identify author's purpose in narratives.	I/P	P	M
	TSW explain the meaning of narrative elements.	I/P	P	M
	TSW identify narrative elements in paragraphs.	I/P	P	M
B) discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience;	TSW compare elements across selections/cultures: characters, setting, plot, point of view, theme (main idea).	C	I/P	M
	TSW identify attributes in imaginative literature: precise language, emotional appeal, content, insight, and universality.	I/P	P	M
C) recognize sensory details;	TSW identify attributes in imaginative literature: <u>precise language</u> , emotional appeal, content, insight, and universality.	I/P	P	M
D) recognize recurring phrases and characters in traditional fairy tales, lullabies, and folktales from various cultures.	TSW identify attributes in imaginative literature: precise language, emotional appeal, content, insight, and <u>universality</u> .	I/P	P	M
<b>7) Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to respond to rhythm and rhyme in poetry through identifying a regular beat and similarities in word</b>	TSW listen to teacher read poems; identify words and phrases that suggest feelings or appeal to the senses (emotional appeal).	I/P	P	P
<b>8) Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide</b>				
A) retell a main event from a story read aloud;	TSW mentally summarize to retell narratives in correct sequence.	I/P	P	M
B) describe characters in a story and the reasons for their	TSW reformat/categorize information to identify elements of types of writing.	I/P	P	M
<b>9) Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify</b>	TSW listen to teacher read excerpts from literature and informational text; use the first 3 mental actions to identify and label monitoring comprehension, making connections, and making predictions; cite evidence to support thinking.	I/P	P	P
<b>10) Students analyze, make inferences and draw conclusions about expository text, and provide evidence from text to</b>				
A) identify the topic and details in expository text heard or read, referring to the words and/or illustrations;	TSW mentally summarize to identify stated main ideas in text.	I/P	P	M
	TSW mentally summarize to identify implied main ideas in text.	I/P	P	M
	TSW use text features to locate key facts in social studies and science books.	I/P	P	P

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B) retell important facts in a text, heard or read;	TSW reformat/categorize information to identify essential and additional information.	I/P	P	M
	TSW reformat/categorize information to identify elements of types of writing.	I/P	P	M
	TSW mentally summarize to retell information in correct sequence.	I/P	P	M
C) discuss the ways authors group information in text;	TSW listen to informative-narrative text structure using literature and informational text; identify author's purpose and narrative and informative elements; retell information that	I/P	P	P
D) use titles and illustrations to make predictions about text.	TSW predict the type of writing (narrative, <u>informative</u> , informative-narrative after the first or second sentence within a text.	I/P	P	P
<b>11) Students understand how to glean and use information in</b>				
A) follow pictorial directions (e.g., recipes, science experiments);	TSW identify informative text structure elements; cite evidence to support thinking, e.g., "The reader learns facts, such as carrots grow from seeds, the seeds grow under the ground, and some farmers use machines to pick the carrots."	I/P	P	P
B) identify the meaning of specific signs (e.g., traffic, warning).	TSW use text features to locate key facts in social studies and science books.	I/P	P	M
<b>12) Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to</b>				
A) identify different forms of media (e.g., advertisements,	TSW use text features to locate key facts in social studies and science books.	I/P	P	M
B) identify techniques used in media (e.g., sound, movement).	TSW use text features to locate key facts in social studies and science books.	I/P	P	M
<b>13) Students use elements of the writing process to compose</b>				
A) plan a first draft by generating ideas for writing through class discussion; B) develop drafts by sequencing the action or details in the story;	TSW use the explain stages in the writing process: prewriting, composing, revising, editing, publishing (by reading, speaking, media presentations).	I/P	P	P
C) revise drafts by adding details or sentences;	TSW use the writing process to compose first-person informative-narratives, third-person informative-narratives, informatives, first-person narratives, third-person narratives, informal communications, and formal communications (I/P in 2nd grade only).	C	I/P	P
D) edit drafts by leaving spaces between letters and words.				
<b>14) Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas:</b>				
A) dictate or write sentences to tell a story and put the	TSW use the writing process to compose first-person narratives, and third-person	C	I/P	P
B) write short poems.	TSW explain attributes of an acrostic poem about the flag.	-	-	I/P
<b>15) Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to</b>				
	TSW use the writing process to compose informatives, informal communications, and formal communications (I/P in 2nd grade only).	C	I/P	P

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<b>16) Students understand the function of and use the conventions of academic language when speaking and writing.</b>				
A) understand and use the following parts of speech in the context of reading, writing, and speaking:				
i) past and future tenses when speaking;	TSW explain the meaning of present tense and past tense of regular verbs.	I/P	P	M
	TSW add the past tense suffix <i>ed</i> to regular action verbs.	I/P	P	M
	TSW write the past tense of irregular verbs.	C	I/P	M
	TSW explain the meaning of future tense.	C	I/P	M
	TSW write verb phrases to express future action	C	I/P	M
	TSW explain the meaning of action happening now.	I/P	P	M
	TSW write verb phrases to express action happening now.	C	I/P	M
	TSW compose simple declarative sentences that include subject nouns, pronouns, and adjectives with present tense regular action verbs.	I/P	P	M
	TSW compose simple declarative sentences that include subject nouns and pronouns with past tense regular and irregular verbs.	I/P	P	M
ii) nouns (singular/plural);	TSW explain the meaning of noun.	I/P	M	R
	TSW identify nouns as person, places, or things.	I/P	M	R
	TSW explain/identify nouns that are concepts.	I/P	P	M
	TSW use the suffix <i>s</i> or <i>es</i> to form noun plurals.	I/P	M	R
	TSW explain the meaning of irregular noun plurals.	I/P	M	R
	TSW write irregular noun plurals.	I/P	M	R
	TSW identify suffixes that form nouns.	C	I/P	P
	TSW form nouns by adding suffixes.	C	I/P	P
	TSW explain the meaning of subject nouns.	I/P	P	M
	TSW identify subject nouns in simple sentences.	I/P	P	M
	TSW explain the meaning of an object noun.	I/P	P	M
	TSW identify object nouns in simple sentences.	I/P	P	M
	TSW explain the meaning of common and proper nouns.	I/P	P	M
	TSW identify common and proper nouns in sentences.	I/P	P	M
	TSW explain the meaning of compound noun.	C	I/P	M
	TSW identify compound nouns in simple sentences.	C	I/P	M
TSW use nouns in sentences.	I/P	M	R	
	TSW explain the meaning of adjective.	I/P	P	M
	TSW explain the purpose for using adjectives.	I/P	P	M
	TSW identify adjectives in sentences.	I/P	P	M
	TSW write appropriate adjectives with nouns.	C	I/P	M
	TSW write phrases with multiple adjectives and commas.	C	I/P	P
	TSW explain the meaning of comparative adjectives.	C	I/P	M

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iii) descriptive words;	TSW add the suffix er to adjectives.	C	I/P	P
	TSW add the suffix est to adjectives.	C	I/P	P
	TSW use more/most with two- to three-syllable adjectives.	–	C	I/P
	TSW explain the meaning of proper adjective.	–	–	C
	TSW write phrases including proper adjectives.	–	–	C
	TSW identify suffixes that form adjectives.	–	I/P	P
	TSW form adjectives by adding suffixes.	–	I/P	P
	TSW use adjectives and phrases in sentences.	C	I/P	M
iv) prepositions and simple prepositional phrases appropriately when speaking or writing (e.g., in, on, under, over);	TSW explain the meaning of preposition.	I/P	P	M
	TSW use prepositions with nouns/pronouns (phrases): at, on , in, up, of, out, into, by, over, to, about, and for.	I/P	P	M
	TSW use prepositions with nouns/pronouns (phrases): after, inside, outside, near, down, under, from,along, with, through, upon, between, without, behind, around, and across.	C	I/P	M
	TSW use prepositions with nouns/pronouns (phrases): by, above, before, within, beside, past, against, beneath, beyond, and throughout.	C	I/P	P
	TSW use prepositions with nouns/pronouns (phrases): except, among, aboard, during, until, since, and toward.	–	C	I/P
	TSW write adjective prepositional phrases.	C	I/P	M
	TSW write adverb prepositional phrases.	C	I/P	P
	TSW use prepositional phrases in sentences.	C	I/P	M
	TSW compose simple declarative sentences that include subject nouns with action verbs with prepositional phrases.	I/P	P	M
v) pronouns (e.g., I, me)	TSW explain the meaning of pronoun.	I/P	P	M
	TSW explain the meaning of subject pronoun.	I/P	P	M
	TSW substitute subject pronouns for subject nouns.	I/P	P	M
	TSW explain the meaning of object pronouns.	I/P	P	M
	TSW substitute object pronouns for object nouns.	I/P	P	M
	TSW explain the subject/pronoun agreement.	C	I/P	M
	TSW identify the subject/pronoun agreement in sentences.	C	I/P	M
	TSW explain the meaning of possession (belonging to).	C	I/P	M
	TSW identify possessive pronouns in sentences.	C	I/P	M
	TSW explain the meaning of interrogative pronoun.	C	I/P	M
	TSW identify interrogative pronouns in sentences.	C	I/P	M
	TSW explain the meaning of demonstrative pronoun.	C	I/P	M
	TSW identify demonstrative pronouns in sentences.	C	I/P	M
	TSW explain the meaning of reflexive pronoun.	C	I/P	M
	TSW identify reflexive pronouns in sentences.	C	I/P	M
	TSW explain the meaning of indefinite pronoun.	C	I/P	P

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	TSW identify indefinite pronouns in sentences.	C	I/P	P
	TSW use pronouns in sentences.	C	I/P	M
B) speak in complete sentences to communicate;	TSW compose oral/written sentences that demonstrate meaning and usage of synonyms, homophones, homographs, and other unfamiliar spelling/vocabulary high-frequency words using a variety of the four types of simple sentences.	I/P	P	M
C) use complete simple sentences.	TSW compose oral/written sentences that demonstrate meaning and usage of synonyms, homophones, homographs, and other unfamiliar spelling/vocabulary high-frequency words using a variety of the four types of simple sentences.	I/P	P	M
<b>17) Students write legibly and use appropriate capitalization and punctuation conventions in their compositions:</b>				
	TSW explain the purpose for easy, legible,, precise and neat handwriting.	I/P	P	M
	TSW explain the purpose for and demonstrate correct sitting position, e.g. feet-flat, hips-back/straight, head-high.	I/P	P	M
A) form upper- and lower-case letters legibly using the basic conventions of print (left-to-right and top-to-bottom progression);	TSW explain the purpose for and demonstrate correct pencil grip.	I/P	P	M
	TSW identify the positions on an analog clock.	I/P	P	M
	TSW identify top and base lines and midpoint.	I/P	P	M
	TSW explain general handwriting rules.	I/P	P	M
	TSW explain the purpose for and demonstrate correct directionality when forming six features used to form 26 alphabet letters.	I/P	P	M
	B) capitalize the first letter in a sentence;	TSW capitalize first words of sentences.	I/P	M
C) use punctuation at the end of a sentence.	TSW use periods (full stops) at the end of declarative sentences.	I/P	M	R
	TSW use question marks.	I/P	P	M
	TSW use exclamation points.	I/P	P	M
<b>18) Students spell correctly:</b>				
A) use phonological knowledge to match sounds to letters;	TSW explain the purpose for learning phonograms.	M	R	R
	TSW precisely read 70 common phonograms.	I/P	M	R
	TSW precisely say and write 70 common phonograms.	I/P	M	R
	TSW precisely read 17 additional phonograms.	–	C	I/P
	TSW will explain the purpose for spelling dictation.	I/P	M	R
	TSW precisely say, write and read words in spelling/vocabulary high-frequency word list	I/P	M	R
	TSW precisely say, write and read words in spelling/vocabulary high-frequency word list	C	M	R

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B) use letter-sound correspondences to spell consonant-vowel-consonant (CVC) words;	TSW precisely read 70 common phonograms.	I/P	M	R
	TSW precisely say and write 70 common phonograms.	I/P	M	R
	TSW precisely read 17 additional phonograms.	–	C	I/P
	TSW will explain the purpose for spelling dictation.	I/P	M	R
	TSW precisely say, write and read words in spelling/vocabulary high-frequency word list	I/P	M	R
	TSW precisely say, write and read words in spelling/vocabulary high-frequency word list	C	M	R
	TSW identify vowels/consonants in spelling word syllables.	I/P	P	M
C) write one's own name.	TSW explain the meaning of closed syllable.	I/P	P	P
	TSW explain that names of people are capitalized; write name on personal work.	I/P	M	R
<b>19) Students ask open-ended research questions and develop a plan for answering them:</b>				
A) ask questions about topics of class-wide interest;	TSW identify the attributes of an informative paragraph; in whole group, orally compose a 4-5 sentence informative paragraph about a topic of class interest.	I/P	P	M
<b>20) Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather:</b>				
A) gather evidence from provided text sources;	TSW compose sentences that identify a similarity in and a difference between bears and deer using informational text.	I/P	P	P
B) use pictures in conjunction with writing when documenting	TSW compose related sentences about an animal, illustrate them, and explain why they	I/P	P	M
<b>21) Students use comprehension skills to listen attentively to others in formal and informal settings:</b>				
A) listen attentively by facing speakers and asking questions to clarify information;	TSW explain the purpose for and demonstrate correct sitting position, e.g. feet-flat, hips-back/straight, head-high.	I/P	P	M



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B) follow oral directions that involve a short related sequence of actions.	TSW monitor comprehension of words, phrases, and sentences.	I/P	P	M
	TSW make connections with prior knowledge and text to infer word meanings, topic, cause and effect, elaborate on topic, main idea, and outcomes.	I/P	P	M
	TSW make predictions of type of writing, topic, topic sentence, main idea, actions, events, behavior, outcomes.	I/P	P	M
	TSW reformat/categorize information to identify essential and additional information.	I/P	P	M
	TSW reformat/categorize information to identify elements of types of writing.	I/P	P	M
	TSW mentally summarize by retelling narratives in correct sequence.	I/P	P	M
	TSW mentally summarize by restating information in correct sequence.	I/P	P	M
	TSW identify stated main ideas in text.	I/P	P	M
	TSW derive implied main ideas in text.	I/P	P	M
<b>22) Students speak clearly and to the point, using the conventions of language.</b>	TSW compose <u>oral</u> /written sentences that demonstrate meaning and usage of synonyms, homophones, homographs, and other unfamiliar spelling/vocabulary high-frequency words using a variety of the four types of simple sentences.	I/P	P	M
<b>23) Students work productively with others in teams.</b>				