

The Writing Spot ©2003

correlated to

Texas Essential Knowledge
And Skills (TEKS)
English Language Arts
Kindergarten



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800-289-4490, option 4

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Correlated To
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
English Language Arts
Kindergarten

LEARNING STANDARD K. 1

Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences.

Standard	The Writing Spot
The student is expected to:	
(A) determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate;	Program Guide: 37, 49-59, 147-152, 256-257, 378, 403
(B) respond appropriately and courteously to directions and questions;	Program Guide: 19-26, 29-37, 39-47, 49-59, 61-69, 71-79, 81-89, 93-100, 101-108, 109-114, 115-122, 123-128, 131-136, 137-144, 147-152, 153-158, 159-166, 167-172, 175-182, 183-190, 191-198, 199-206, 207-212, 213-218, 219-224, 225-232, 239-244
(C) participate in rhymes, songs, conversations, and discussions;	Program Guide: 58, 83, 96, 135, 177, 218, 233-238, 324-325, 372, 396, 410-411, 420
(D) listen critically to interpret and evaluate;	Program Guide: 37, 49-59, 147-152, 256-257, 378, 403
(E) listen responsively to stories and other texts read aloud, including selections from classic and contemporary works; and	Program Guide: 62, 63, 66, 171, 218, 304-305, 419
(F) identify the musical elements of literary language such as its rhymes or repeated sounds.	Program Guide: 171, 233-238, 304-305, 324-325, 396, 410-411

LEARNING STANDARD K. 2

Listening/speaking/culture. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures.

Standard	The Writing Spot
The student is expected to:	
(A) connect experiences and ideas with those of others through speaking and listening; and	Program Guide: 58, 83, 135, 177, 218, 233-238, 324-325, 372, 396, 410-411, 420
(B) compare language and oral traditions (family stories) that reflect customs, regions, and cultures.	Program Guide: 76, 107, 114

LEARNING STANDARD K. 3

Listening/speaking/audiences/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions.

Standard	The Writing Spot
The student is expected to:	
(A) choose and adapt spoken language appropriate to the audience, purpose, and occasion, including use of appropriate volume and rate;	Program Guide: 37, 51, 83, 84, 88, 262-264, 381, 404, 418, 420

Standard	The Writing Spot
(B) use verbal and nonverbal communication in effective ways when making announcements, giving directions, or making introductions;	Program Guide: 73, 77, 372, 374
(C) ask and answer relevant questions and make contributions in small or large group discussions;	Program Guide: 58, 83, 135, 177, 218, 233-238, 324-325, 372, 396, 410-411, 420
(D) present dramatic interpretations of experiences, stories, poems, or plays; and	Program Guide: 76, 107, 114, 118, 201, 236, 272-273, 384
(E) gain increasing control of grammar when speaking such as using subject-verb agreement, complete sentences, and correct tense.	Program Guide: 37, 51, 83, 84, 88, 262-264, 381, 404, 418, 420

L E A R N I N G S T A N D A R D K . 4

Listening/speaking/communication. The student communicates clearly by putting thoughts and feelings into spoken words.

Standard	The Writing Spot
The student is expected to:	
(A) learn the vocabulary of school such as numbers, shapes, colors, directions, and categories;	Program Guide: 46-47, 64, 75, 101-108, 147-172, 187, 225-232, 268-269, 322-323, 383, 395, 410, 420
(B) use vocabulary to describe clearly ideas, feelings, and experiences;	Program Guide: 46-47, 64, 75, 101-108, 147-172, 187, 268-269, 383, 420
(C) clarify and support spoken messages using appropriate props such as objects, pictures, or charts; and	Program Guide: 37, 51, 83, 84, 88, 262-264, 381, 404, 418, 420
(D) retell a spoken message by summarizing or clarifying.	Program Guide: 241

L E A R N I N G S T A N D A R D K . 5

Reading/print awareness. The student demonstrates knowledge of concepts of print.

Standard	The Writing Spot
The student is expected to:	
(A) recognize that print represents spoken language and conveys meaning such as his/her own name and signs such as Exit and Danger;	Program Guide: 23, 46, 104, 123-128, 125-126, 134, 189, 274-276, 385, 406
(B) know that print moves left-to-right across the page and top-to-bottom;	Program Guide: 63, 74, 275
(C) understand that written words are separated by spaces;	Program Guide: 159-160, 161, 162-166, 295-303
(D) know the difference between individual letters and printed words;	Program Guide: 153-158, 290-291, 408
(E) know the difference between capital and lowercase letters;	Program Guide: 78, 161-166
(F) recognize how readers use capitalization and punctuation to comprehend;	Program Guide: 78, 161-164, 165-166
(G) understand that spoken words are represented in written language by specific sequences of letters;	Program Guide: 153-158, 290-291, 408
(H) recognize that different parts of a book such as cover, title page, and table of contents offer information.	The opportunity to address this objective is available on the following pages: 375-397, 419.

LEARNING STANDARD K . 6

Reading/phonological awareness. The student orally demonstrates phonological awareness (an understanding that spoken language is composed of sequences of sounds).

Standard	The Writing Spot
The student is expected to:	
(A) demonstrate the concept of word by dividing spoken sentences into individual words;	Program Guide: 78, 147-152, 329, 419
(B) identify, segment, and combine syllables within spoken words such as by clapping syllables and moving manipulatives to represent syllables in words;	Program Guide: 78, 147-152, 329, 419
(C) produce rhyming words and distinguish rhyming words from non-rhyming words;	Program Guide: 171, 233-238, 304-305, 324-325, 396, 410-411
(D) identify and isolate the initial and final sound of a spoken word;	Program Guide: 78, 147-152, 329, 419
(E) blend sounds to make spoken words such as moving manipulatives to blend phonemes in a spoken word; and	Program Guide: 78, 147-152, 329, 419
(F) segment one-syllable spoken words into individual phonemes, clearly producing beginning, medial, and final sounds.	Program Guide: 78, 147-152, 329, 419

LEARNING STANDARD K . 7

Reading/letter-sound relationships. The student uses letter-sound knowledge to decode written language.

Standard	The Writing Spot
The student is expected to	
(A) name and identify each letter of the alphabet;	Program Guide: 78, 135, 147-152, 161-166, 171, 304-305, 330-355, 401-411, 408-409
(B) understand that written words are composed of letters that represent sounds; and	Program Guide: 147-152
(C) learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read.	Program Guide: 147-152, 159, 171, 284-289, 304-305, 407, 408-409

LEARNING STANDARD K . 8

Reading/vocabulary development. The student develops an extensive vocabulary.

Standard	The Writing Spot
The student is expected to:	
(A) discuss meanings of words and develop vocabulary through meaningful/concrete experiences;	Program Guide: 46-47, 64, 75, 101-108, 147-172, 187, 268-269, 383, 420
(B) develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud; and	Program Guide: 62, 63, 66, 171, 218, 304-305, 419
(C) identify words that name persons, places, or things and words that name actions.	Program Guide: 23, 42, 104, 194

L E A R N I N G S T A N D A R D K . 9**Reading/comprehension.** The student uses a variety of strategies to comprehend selections read aloud.

Standard	The Writing Spot
The student is expected to:	
(A) use prior knowledge to anticipate meaning and make sense of texts;	Program Guide: 61-69, 258-259, 379-380, 403
(B) establish purposes for reading or listening such as to be informed, to follow directions, and to be entertained; and	Program Guide: 61-69, 258-259, 379-380, 403
(C) retell or act out the order of important events in stories.	Program Guide: 54, 119, 241, 415

L E A R N I N G S T A N D A R D K . 1 0**Reading/literary response.** The student responds to various texts.

Standard	The Writing Spot
The student is expected to:	
(A) listen to stories being read aloud;	Program Guide: 62, 63, 66, 171, 218, 304-305, 419
(B) participate actively (react, speculate, join in, read along) when predictable and patterned selections are read aloud;	Program Guide: 62, 63, 66, 171, 218, 304-305, 419
(C) respond through talk, movement, music, art, drama, and writing to a variety of stories and poems in ways that reflect understanding and interpretation; and	Program Guide: 63, 66, 375-397, 419
(D) describe how illustrations contribute to the text.	Program Guide: 68

L E A R N I N G S T A N D A R D K . 1 1**Reading/text structures/literary concepts.** The student recognizes characteristics of various types of texts.

Standard	The Writing Spot
The student is expected to:	
(A) distinguish different forms of texts such as lists, newsletters, and signs and the functions they serve;	Program Guide: 103, 108, 202, 268-269, 383, 405
(B) understand simple story structure;	Program Guide: 54, 119, 415
(C) distinguish fiction from nonfiction, including fact and fantasy;	The opportunity to address this objective is available on the following pages: 375-397, 419.
(D) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, and information books; and	The opportunity to address this objective is available on the following pages: 375-397, 419.
(E) understand literary terms by distinguishing between the roles of the author and illustrator such as the author writes the story and the illustrator draws the pictures.	The opportunity to address this objective is available on the following pages: 68, 375-397, 419.

LEARNING STANDARD K.12

Reading/inquiry/research. The student generates questions and conducts research about topics introduced through selections read aloud and from a variety of other sources.

Standard	The Writing Spot
The student is expected to:	
(A) identify relevant questions for inquiry such as "Why did knights wear armor?";	Program Guide: 207-218, 219-224, 316-317, 320-321, 392, 410
(B) use pictures, print, and people to gather information and answer questions;	Program Guide: 207-218, 219-224, 316-317, 320-321, 392, 410
(C) draw conclusions from information gathered; and	The opportunity to address this objective is available on the following pages: 207-218, 219-224, 316-317, 320-321, 392, 410.
(D) locate important areas of the library/media center.	The opportunity to address this objective is available on the following pages: 207-218, 219-224, 316-317, 320-321, 392, 410.

LEARNING STANDARD K.13

Reading/culture. The student reads or listens to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures.

Standard	The Writing Spot
The student is expected to:	
(A) connect his/her own experiences with the life experiences, language, customs, and culture of others; and	Program Guide: 76, 107, 114
(B) compare experiences of characters across cultures.	The opportunity to address this objective is available on the following pages: 375-397, 419.

LEARNING STANDARD K.14

Writing/spelling/penmanship. The student develops the foundations of writing.

Standard	The Writing Spot
The student is expected to:	
(A) write his/her own name and other important words;	Program Guide: 23, 64, 104,177, 193, 194, 217, 313, 237
(B) write each letter of the alphabet, both capital and lowercase;	Program Guide: 78, 135, 147-152, 161-166, 171, 304-305, 330-355, 401-411, 408-409
(C) use phonological knowledge to map sounds to letters to write messages;	Program Guide: 24, 74, 83, 88, 95, 98, 97, 99, 100, 103, 178, 180, 187, 266-267, 382, 404-405, 419
(D) write messages that move left-to-right and top-to-bottom on the page; and	Program Guide: 74, 83, 88, 97, 99, 103, 178, 180, 187, 419
(E) gain increasing control of penmanship such as pencil grip, paper position, and beginning stroke.	Program Guide: 78, 418

LEARNING STANDARD K.15

Writing/composition. The student composes original texts.

Standard	The Writing Spot
The student is expected to:	
(A) dictate messages such as news and stories for others to write;	Program Guide: 41, 53, 58, 84, 416, 418
(B) write labels, notes, and captions for illustrations, possessions, charts, centers;	Program Guide: 24, 74, 83, 85-86, 88, 93, 95, 97, 98, 99, 100, 123-124, 125-126, 127-128, 134, 187, 189, 266-267, 274, 275, 276, 382, 385, 404-405, 406,

Standard	The Writing Spot
(C) write to record ideas and reflections;	Program Guide: 109-114, 115-122, 175-182, 183-190, 191-198, 234-244, 270-271, 272-273, 308-309, 310, 312-313, 326-327, 383, 384, 388, 389, 390, 396-397, 405, 409, 411
(D) generate ideas before writing on self-selected topics;	Program Guide: 29, 31, 32, 37, 41, 83, 94, 95, 104, 110, 112, 118, 125
(E) generate ideas before writing on assigned tasks; and	Program Guide: 20, 29, 30, 31, 32, 33, 35, 37, 40, 41, 42, 44, 45, 72, 73, 76, 77, 82, 83, 84, 85, 86, 87, 94, 95, 96, 100, 102, 103, 104, 110, 111, 112, 113, 114, 116, 117, 118, 119, 124, 125, 126, 127, 128
(F) use available technology to compose text.	Program Guide: 73, 95, 96, 125, 131-136, 278-279, 385

LEARNING STANDARD K.16

Writing/inquiry/research. The student uses writing as a tool for learning and research.

Standard	The Writing Spot
The student is expected to:	
(A) record or dictate questions for investigating; and	Program Guide: 207-218, 219-224, 316-317, 320-321, 392, 410
(B) record or dictate his/her own knowledge of a topic in various ways such as by drawing pictures, making lists, and showing connections among ideas.	Program Guide: 41, 58, 207-218, 219-224, 316-317, 320-321, 392, 410