

**Texas Essential Knowledge and Skills
Kindergarten
English Language Arts and Reading Skills**

Suzie Bitner Was Afraid of the Drain addresses many of the skills outlined in the TEKS Handbook. Below are the requirements for which *Suzie* is most relevant, along with some suggested poems for certain topics.

****Numbers and letters correspond directly to the TEKS outline****

(1) Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed.

- (A) recognize that spoken words can be represented by print for communication;
- (B) identify upper- and lower-case letters;
- (C) demonstrate the one-to-one correspondence between a spoken word and a printed word in text;
- (D) recognize the difference between a letter and a printed word;
- (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 jumping);
- (F) hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right; and
- (G) identify different parts of a book (e.g., front and back covers, title page).

(2) Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness.

- (A) identify a sentence made up of a group of words;
- (B) identify syllables in spoken words;
- (C) orally generate rhymes in response to spoken words (e.g., "What rhymes with hat?");
- (D) distinguish orally presented rhyming pairs of words from non-rhyming pairs;
- (E) recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound (e.g., "baby boy bounces the ball");

The Ultimate Chocolate Chip Cookies

Mice on Roller Skates

Sailing

It's Not a Box

- (F) blend spoken onsets and rimes to form simple words (e.g., onset/c/ and rime/at/ make cat);
- (G) blend spoken phonemes to form one-syllable words (e.g., /m/ .../a/ .../n/ says man);
- (H) isolate the initial sound in one-syllable spoken words; and
- (I) segment spoken one-syllable words into two to three phonemes (e.g., dog:/d/ .../o/ .../g/).

(3) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English.

- (A) identify the common sounds that letters represent;
- (B) use knowledge of letter-sound relationships to decode regular words in text and independent of content (e.g., VC, CVC, CCVC, and CVCC words);
- (C) recognize that new words are created when letters are changed, added, or deleted; and

(D) identify and read at least 25 high-frequency words from a commonly used list.
(4) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed.

(A) predict what might happen next in text based on the cover, title, and illustrations

Cannonball

Something's There

I Ate a Chili Pepper

My Brother's Bike

The Very Best Climber

They All Should Have Listened

The Terrible Thing About Cindy

(B) ask and respond to questions about texts read aloud.

(5) Reading/Vocabulary Development. Students understand new vocabulary and use it correctly when reading and writing.

(A) identify and use words that name actions, directions, positions, sequences, and locations;

(B) recognize that compound words are made up of shorter words;

Snow Day

(C) identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures);

(D) use a picture dictionary to find words.

****suziebitner.com** has a downloadable dictionary made just for the book!**

(6) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

(C) recognize sensory details;

Winter

White Noise

My Brother's Bike

Memory

Night Dreams

Daydream

Butterflies



(7) Reading/Comprehension of Literary Text/Poetry. 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 sounds.

Mr. Caterpillar

Visions

My Sister Plays Piano

Good Day

Mismatched

Shhh!

Sand

(12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts.

Words & Images Working Together to Create Meaning:

Sun is Hot

Freckles

Cannonball

Something's There
The Neighbor's Dog
Lost
Hard Head
Lions
The Very Best Climber

(14) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:

- (A) dictate or write sentences to tell a story and put the sentences in chronological sequence; and
- (B) write short poems.

Freckles
Lost
Stinky Feet
Crabby
My Sister Plays Piano
Cocoa Stand
Wood Siren
Vacuuming
Sand
Ouch

(16) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:

- (A) understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance):

- (i) past and future tenses when speaking;

Something's There
Memory

- (ii) nouns (singular/plural);

- (iii) descriptive words;

- (iv) prepositions and simple prepositional phrases

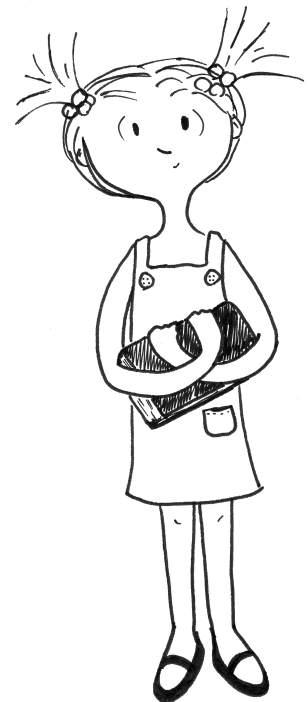
appropriately when speaking or writing (e.g., in, on, under, over);

Sharing
Bad Luck
Mail
Sweet Dreams
Suzie Bitner Was Afraid of the Drain
The Perfect Cup of Cocoa
The Neighbor's Dog
Dear Santa
There is a House
Ode to Sugar Flakes

- (v) pronouns (e.g., I, me);

- (B) speak in complete sentences to communicate; and

- (C) use complete simple sentences.



- (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);
- (B) ask and respond to questions about text;
- (C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud);
- (D) make inferences based on the cover, title, illustrations, and plot;
- (E) retell or act out important events in stories; and
- (F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.