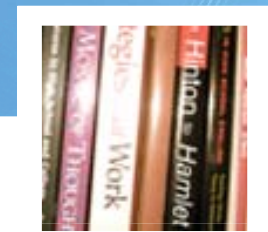
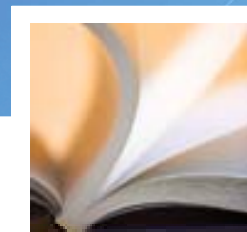


Writing Kindergarten

STAAR Field Guide



STAAR

The State of Texas of Assessment of Academic Readiness (STAAR) is based on the Texas Essential Knowledge and Skills (TEKS). Most of the state standards, if they are eligible for assessment in a multiple choice/short answer format, will be assessed on STAAR.

STAAR is designed as a vertical system. Just as the TEKS are structured in a vertically aligned manner, so is STAAR. Learning from one grade level is aligned with learning at the next grade level. Some skills are developed over the course of a student's educational career from kindergarten through high school, while other skills and learning may begin at a particular grade level and serve as the foundation for later learning. STAAR is an assessment of academic readiness. In other words, we can sum up the variation between the current assessment program (TAKS) and STAAR by reframing the questions we are asking.

TAKS: TAKS was designed to help teachers answer this question:

- Did students learn what they were supposed to learn in the current year's grade?

STAAR: STAAR is designed to ensure that teachers answer these questions:

- Did students learn what they were supposed to learn in the current year's grade?
- Are students ready for the next grade?
- And are they also ready for the grade after that?

So what's the big deal about that shift? Fundamentally, it requires that teachers relook at curriculum and instruction in a very different way than they have under previous assessment systems (TABS, TEAMS, TAAS, TAKS). Not only are teachers required to have a deep understanding of the content of the grade level they are teaching, but they must also be firmly grounded in how the content of that current grade level prepares students for subsequent grade levels. Overemphasis on grade level attainment ONLY may create a context where teachers in subsequent grade levels have to reteach foundational skills to accommodate for the gap created by the lack of appropriate emphasis earlier. It may require students "unlearn" previous ways of conceptualizing content and essentially start all over.

STAAR: focus, clarity, depth

[The TEKS] are designed to prepare students to succeed in college, in careers and to compete globally. However, consistent with a growing national consensus regarding the need to provide a more clearly articulated K–16 education program that focuses on fewer skills and addresses those skills in a deeper manner (TEA).

STAAR is designed around three concepts: focus, clarity, and depth:

Focus: STAAR will focus on grade level standards that are critical for that grade level and the ones to follow.

Clarity: STAAR will assess the eligible TEKS at a level of specificity that allow students to demonstrate mastery.

Depth: STAAR will assess the eligible TEKS at a higher cognitive level and in novel contexts.

STAAR: the assessed curriculum – readiness, supporting, and process standards

A key concept that underpins the design of STAAR is that all standards (TEKS) do not play the same role in student learning. Simply stated, some standards (TEKS) have greater priority than others – they are so vital to the current grade level or content area that they must be learned to a level of mastery to ensure readiness (success) in the next grade levels. Other standards are important in helping to support learning, to maintain a previously learned standard, or to prepare students for a more complex standard taught at a later grade.

By assessing the TEKS that are most critical to the content area in a more rigorous ways, STAAR will better measure the academic performance of students as they progress from elementary to middle to high school. Based on educator committee recommendations, for each grade level or course, TEA has identified a set of readiness standards - the TEKS which help students develop deep and enduring understanding of the concepts in each content area. The remaining knowledge and skills are considered supporting standards and will be assessed less frequently, but still play a very important role in learning.

Readiness standards have the following characteristics:

- They are essential for success in the current grade or course.
- They are important for preparedness for the next grade or course.
- They support college and career readiness.
- They necessitate in-depth instruction.
- They address broad and deep ideas.

Supporting standards have the following characteristics:

- Although introduced in the current grade or course, they may be emphasized in a subsequent year.
- Although reinforced in the current grade or course, they may be emphasized in a previous year.
- They play a role in preparing students for the next grade or course but not a central role.
- They address more narrowly defined ideas.

STAAR assesses the eligible TEKS at the level at which the TEKS were written.

STAAR is a more rigorous assessment than TAKS (and TAAS, TEAMS, TABS before that). The level of rigor is connected with the cognitive level identified in the TEKS themselves. Simply stated, STAAR will measure the eligible TEKS at the level at which they are written.

The rigor of items will be increased by

- assessing content and skills at a greater depth and higher level of cognitive complexity
- assessing more than one student expectation in a test item

The rigor of the tests will be increased by

- assessing fewer, yet more focused student expectations and assessing them multiple times and in more complex ways
- including a greater number of rigorous items on the test, thereby increasing the overall test difficulty

The STAAR Field Guide for Teachers is designed as a tool to help teachers prepare for instruction. The tools and resources in this guide are designed to supplement local curriculum documents by helping teachers understand how the design and components of STAAR are connected to the scope and sequence of instruction. In order to help students attain even higher levels of learning as assessed on STAAR, teachers need to plan for increasing levels of rigor. This guide contains the following components:



STAAR Grade Level Snapshot – one page overview of the standards assessed on STAAR, how those standards are classified (readiness, supporting, or process), the reporting categories around which those standards are clustered, and the number of items that will be on the test from each reporting category and from each type of standard.



STAAR Readiness Standards: A Vertical Look – a vertical look at the readiness standards in grade bands to show the progression of the assessment between grade levels



STAAR Readiness and Supporting Standards Analysis Sheets– overviews of the nature of each readiness and supporting standard assessed on STAAR, designed to be used in planning to build teacher content knowledge and ensure that current grade level instruction reinforces previous learning and prepares students for future grade levels.



STAAR-Curriculum Planning Worksheet – a tool to organize the pages in this guide to be used in planning and professional development

Steps to Success

1. Download the TEA Documents to add to your STAAR Teacher Field Guide
 - STAAR Blueprint
 - Assessed Curriculum Documents
 - STAAR Test Design
 - STAAR Reference Materials
2. Review the STAAR Snapshot for your course/grade level and content area
 - Note the readiness standards
 - With your team, explore why those TEKS are classified as readiness standards – which criteria do they meet
 - Review the supporting standards and note any that may have played a larger role on TAKS
3. Review the STAAR Readiness Standards: A Vertical Look
 - Discuss how the readiness standards connect between grade levels
 - Explore the specific differences between the aligned readiness standards at each grade level
4. Review the components of the STAAR Readiness and Supporting Standards Analysis Sheets
 - Use the samples on pages 6 and 7 to explore the analysis sheets
 - Add additional information based on the discussion on the team
5. Create STAAR-Curriculum Planning Packets for each unit or grading period
 - Collect either the Scope and Sequence document (if it includes the TEKS standards for each unit of instruction) OR Unit Plan documents (where the TEKS standards are bundled together into units of instruction)
 - The STAAR Field Guide is arranged by standard type (readiness or supporting) in numeric order of the standards. You may need to photocopy certain pages/standards if they are repeated throughout multiple units.
 - Use the scope and sequence or unit plan documents to identify the TEKS taught in each unit/grading period
 - Compile the STAAR Readiness and Supporting Standards Analysis Sheets that correspond to the TEKS each unit/grading period
 - After the pages/standards are sorted into their appropriate unit, create a method of organizing the documents (binder, folder, file, etc).
6. Plan for instruction
 - Collect the curriculum documents used for planning
 - Use the STAAR- Curriculum Planning Worksheet as you plan each unit. The worksheet provides guiding questions and reflection opportunities to aide you in maximizing the material in the STAAR Field Guide.
 - Determine where the team needs additional learning
 - Evaluate instructional materials
 - Review the plan for appropriate levels of rigor

How to read STAAR Readiness Standards analysis pages

Student Expectation

Texas Essential Knowledge and Skills Statement

Standard and Indication of
"Readiness" or "Supporting"

Grade and Subject

5.3A Readiness
Grade 5 Math

(5.3) Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, and divides to solve meaningful problems. The student is expected to

(A) use addition and subtraction to solve problems involving whole numbers and decimals;

Content Builder
What do the students need to know?
Content

- Addition
 - Whole numbers
 - Decimals
- Subtraction
 - Whole numbers
 - Decimals

Connections
In previous grades students added and subtracted decimals to the hundredths place using concrete objects and pictorial models. This supports the learning in grade 5 as students are using addition and subtraction to solve problems involving decimals.
To what degree will this learning impact learning two years down the road?
This learning will impact future learning as students will continue to be asked to use addition, subtraction, multiplication, and division to solve problems involving fractions and decimals.

Academic Vocabulary

- Add
- Subtract
- Decimal

Rigor Implications
Verb

- Add
- Subtract
- Solve

Level of Bloom's Taxonomy

- Applying

Instructional Implications
To appropriately adhere to the standard, students should be provided the opportunity to solve a variety of problems using addition and subtraction involving both whole numbers and decimals.

Distractor Factor
Teachers should look for students who may be struggling with the addition when the whole is broken up into a decimal, or when the decimals add up to more than a whole.

Level of Difficulty

<http://www.lead4ward.com> © 2011 lead4ward

Content Builder- The basics of the content within the standard are extracted in a bulleted list. Connections to prior learning/other standards are explained. Future implications of mastery of this standard are described to assist in understanding the impact of this learning in the future.

Rigor Implications- Uses the verb(s) from the Student Expectation to indicate the cognitive complexity of the standard and which level of Bloom's Taxonomy should be addressed during instruction, Instructional implications are also highlighted.

Distractor Factor - Alerts teachers to areas where students traditionally struggle, have misconceptions, or may need reinforcement.

Academic Vocabulary- Vocabulary words are extracted directly from the standard and/or associated with the instruction of the content within the standard.

Level of Difficulty- Standards are labeled either Challenging or Moderate. This determination is made by the campus using previous year data.

How to read STAAR Supporting Standards analysis pages

Student Expectation

Texas Essential Knowledge and Skills Statement

Standard and Indication of
"Readiness" or "Supporting"

Grade and Subject

5.1B Supporting
Grade 5 Math

(5.1) Number, operation, and quantitative reasoning. The student uses place value to represent whole numbers and decimals. The student is expected to

(B) use place value to read, write, compare, and order decimals through the thousandths place.

Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?
5.3A use addition and subtraction to solve problems involving whole numbers and decimals.

How does it support the Readiness Standard(s)?
This standard supports 5.3A by providing students continued practice reading, writing, comparing, and ordering decimals. This will support students as they solve addition and subtraction problems involving decimals.

May be adjusted according to local curriculum.

Academic Vocabulary

- Compare
- Order
- Decimal
- Tenths
- Hundredths
- Thousandths

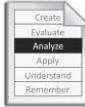
Rigor Implications

Verb

- Write
- Compare
- Order

Level of Bloom's Taxonomy

- Analyzing



Instructional Implications
To appropriately adhere to the standard, students should be provided the opportunity to practice reading numbers aloud using place value, writing numbers that have been dictated using place value, and comparing and ordering decimals based on their the value.

http://www.lead4ward.com 13 © 2011 lead4ward

Supporting the Readiness Standards - Most supporting standards support a readiness standard in the current grade level. This section discusses the relationships of the standards that are often taught together.

Rigor Implications- Uses the verb(s) from the Student Expectation to indicate the cognitive complexity of the standard and which level of Bloom's Taxonomy should be addressed during instruction, Instructional implications are also highlighted.

Academic Vocabulary- Words are extracted directly from the standard and/or associated with the instruction of the content within the standard.

Curriculum - STAAR Planning Worksheet



Course/Grade Level _____

Readiness Standards

Content Area _____

Grading Period/Unit _____

Supporting Standards

Action Steps	Guiding Questions & Notes
Read each analysis page.	<p>What stands out?</p> <p>How many of the standards are a “Challenging” level of difficulty?</p> <p>How many of the standards are a high level of rigor (above apply on Bloom’s Taxonomy)?</p>
<i>Content Builder</i> (Readiness Standards only)	<p>What other connections could you add to this section? Write them on your analysis pages!</p> <p>This content important for students’ future learning. How will you assess retention?</p>
<i>Supporting the Readiness Standards</i> (Supporting Standards only)	<p>How can you use this information as you plan lessons?</p> <p>Do the supporting standards match with the readiness standards in your unit bundle? If not, arrange them according to your curriculum. Address the questions again “Which Readiness Standards does it support? How does it support the Readiness Standard(s)?”</p>

Curriculum - STAAR Planning Worksheet



Action Steps	Guiding Questions & Notes
Vocabulary	<p>What strategies will you use to ensure mastery of the vocabulary for each standard in this unit?</p> <p>What is your plan if students do not master the vocabulary?</p>
Use the <i>Distractor Factor</i>	<p>How can you address the information in the Distractor Factor section?</p> <p>From your teaching experience, is there anything you would add to this? Write it on your analysis pages!</p>
Reflection	<p>How have you taught this content in the past?</p> <p>How will you teach it differently this year?</p> <p>How will you utilize the readiness and supporting standards for formative and summative assessment?</p>

Category	Readiness Standards	Supporting Standards
1 Composition	<p>K.13.B develop drafts by sequencing the action or details in the story*</p> <p>K.14.A dictate or write sentences to tell a story and put the sentences in chronological sequence*</p> <p>K.15.A dictate or write information for lists, captions, or invitations*</p> <p>K.18.C write one's own name</p>	<p>K.14.B write short poems</p>
2 Revision	<p>K.13.C revise drafts by adding details or sentences*</p>	
3 Editing	<p>K.13.D edit drafts by leaving spaces between letters and words*</p> <p>K.16.B speak in complete sentences to communicate *</p> <p>K.17.A form upper- and lower-case letters legibly using the basic conventions of print (left-to-right and top-to-bottom progression)</p>	<p>K.16.A understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance)*</p> <p>(i) past and future tenses when speaking*</p> <p>(ii) nouns (singular/plural)*</p> <p>(iii) descriptive words*</p> <p>(iv) prepositions and simple prepositional phrases appropriately when speaking or writing (e.g., in, on, under, over)*</p> <p>(v) pronouns (e.g., I, me)*</p> <p>K.16.C use complete simple sentences*</p> <p>K.17.B capitalize the first letter in a sentence*</p> <p>K.17.C use punctuation at the end of a sentence*</p> <p>K.18.A use phonological knowledge to match sounds to letters</p> <p>K.18.B use letter-sound correspondences to spell consonant-vowel-consonant (CVC) words (e.g., "cut")*</p>

Genres

Literary	Informational
<ul style="list-style-type: none"> Fiction Poetry 	<ul style="list-style-type: none"> Expository

Writing/Writing Processes

<p>K.13.A plan a first draft by generating ideas for writing through class discussion</p> <p>K.13.E share writing with others</p> <p>K.19.A ask questions about topics of class-wide interest</p>

* Aligned with STAAR Assessed Curriculum

NOTE: The classification of standards on this snapshot represent the reviewed and synthesized input of a sample Texas Kindergarten – Grade 2 teachers. This snapshot DOES NOT represent a publication of the Texas Education Agency. District curriculum may reflect other classifications. Revised September 2011

Reporting Category	Kindergarten Readiness Standards [^]	Grade 1 Readiness Standards [^]	Grade 2 Readiness Standards [^]	Grade 3 Readiness Standards
1 Understanding/Analysis Across Genres	K.4.B ask and respond to questions about texts read aloud*	1.4.B ask relevant questions, seek clarification, and locate facts and details about stories and other texts*	2.5.B use context to determine the relevant meaning of unfamiliar words or multiple-meaning words*	3.4.A identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots 3.4.B use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs
2 Understanding/Analysis of Literary Texts	K.6.A identify elements of a story including setting, character, and key events; K.8.A retell a main event from a story read aloud* K.8.B describe characters in a story and the reasons for their actions* Fig 19D make inferences based on the cover, title, illustrations, and plot* Fig 19E retell or act out important events in stories*	1.7.A connect the meaning of a well known story or fable to personal experiences* 1.9.A describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events* 1.9.C describe characters in a story and the reasons for their actions and feelings* Fig. 19E retell or act out important events in stories in logical order*	2.9.B describe main characters in works of fiction, including their traits, motivations, and feelings* 2.10 distinguish between fiction and nonfiction* Fig. 19E retell important events in stories in logical order*	3.8.A sequence and summarize the plot's main events and explain their influence on future events 3.8.B describe the interaction of characters including their relationships and the changes they undergo Fig.19.D make inferences about text and use textual evidence to support understanding (Fiction) Fig.19.E summarize information in text, maintaining meaning and logical order (Fiction)

* Aligned with STAAR Assessed Curriculum in grades 3 or 4

[^] NOTE: The classification of standards on this snapshot represent the reviewed and synthesized input of a sample Texas Kindergarten – Grade 2 teachers. The K-2 Readiness Standards on this Alignment Document DO NOT represent a publication of the Texas Education Agency. District curriculum may reflect other classifications. Revised October 2011



Reading/ELA STAAR Readiness Standards - A Vertical Look (Primary)

REVISED 10.30.11

Reporting Category	Kindergarten Readiness Standards [^]	Grade 1 Readiness Standards [^]	Grade 2 Readiness Standards [^]	Grade 3 Readiness Standards
3 Understanding/Analysis of Informational Texts	K.10.A identify the topic and details in expository text heard or read, referring to the words and/or illustrations*	1.14.A restate the main ideas heard or read	2.14.B locate the facts that are clearly stated in a text*	3.13.A identify the details or facts that support the main idea
	K.10.B retell important facts in a text, heard or read*	1.14.B identify important facts or details in text, heard or read*	2.14.C describe the order of events or ideas in a text*	3.13.B draw conclusions from the facts presented in text and support those assertions with textual evidence
	K.10.D use titles and illustrations to make predictions about text*	1.14.C retell the order of events in a text by referring to the words and/or illustrations*		3.13.C identify explicit cause and effect relationships among ideas in texts
		1.14.D use text features (e.g., table of contents, illustrations) to locate specific information in text*		3.13.D use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text
				Fig.19.D make inferences about text and use textual evidence to support understanding
				Fig.19.E summarize information in text, maintaining meaning and logical order

Genres Assessed	Literary	Fiction Literary Nonfiction Poetry Drama Media Literacy	<ul style="list-style-type: none"> Fiction (Readiness) Literary Nonfiction (Supporting) Poetry (Supporting) Drama (Ineligible) Media Literacy (Embedded)
	Informational	Expository Procedural Media Literacy	<ul style="list-style-type: none"> Expository (Readiness) Persuasive (Ineligible) Procedural (Embedded) Media Literacy (Embedded)

* Aligned with STAAR Assessed Curriculum in grades 3 or 4

[^] NOTE: The classification of standards on this snapshot represent the reviewed and synthesized input of a sample Texas Kindergarten – Grade 2 teachers. The K-2 Readiness Standards on this Alignment Document DO NOT represent a publication of the Texas Education Agency. District curriculum may reflect other classifications. Revised October 2011

Kindergarten Writing

(K.13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to

(B) develop drafts by sequencing the action or details in the story (with adult assistance);



Content Builder

What do the students need to know?

Content

- This standard is the second step in the writing process and involves sequencing actions and details in order to create a draft. Sequencing actions and details helps determine the order to present thoughts and ideas based on genre, purpose, and topic. Drafting is a creative activity where students simply record their thoughts and ideas on paper as quickly as possible before they are lost.
- This standard increases in complexity in first and second grade TEKS 1.17B and 2.17B when students must sequence ideas through writing sentences.
- This standard supports fourth grade Readiness Standard TEKS 4.15B as students are required to categorize their ideas into paragraphs in order to develop their drafts.



Academic Vocabulary

- Draft
- Sequence
- Action
- Detail



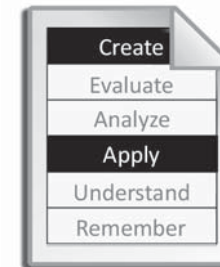
Rigor Implications

Verb

- Develop
- Sequencing
- Writing

Level of Bloom's Taxonomy

- Applying
- Creating



Instructional Implications

It is important that students generate ideas and topics that are based on personal experiences and interests. Thinking aloud in front of students while sequencing actions and details in a draft provides a model for students' own writing. It is important for students to realize that sequencing makes writing easier to understand. Visualizing is critical to capturing important actions and details in students' drafts. Extended exposure and practice is necessary for students to become proficient in sequencing ideas. Adult assistance may be required for students who don't meet proficiency.



Distractor Factor

When writing a draft, the focus is on content (putting thoughts on paper) and not editing and revision. It is difficult for students to create (drafting) and analyze (revising and editing) at the same time.



Level of Difficulty (based on local data)

- Moderate Challenging

Kindergarten Writing

(K.13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to

(C) revise drafts by adding details or sentences (with adult assistance);



Content Builder

What do the students need to know?

Content

- Revision is the third step in the writing process and involves adding details or sentences to clarify and/or improve writing to accomplish its intended purpose and to engage the audience.
- This standard increases in complexity in first and second grade TEKS 1.17C and 2.17C when students add and delete words, phrases, and sentences.
- This standard supports fourth grade Readiness Standard TEKS 4.15C as students continue to revise drafts for coherence, organization, and use of simple and compound sentences while considering audience.



Academic Vocabulary

- Revise
- Add
- Detail
- Sentence



Rigor Implications

Verb

- Revise
- Adding

Level of Bloom's Taxonomy

- Applying



Instructional Implications

It is essential that students recognize that revision is a necessary step for all writers and does not indicate failure. Frequently modeling revision (adding details or sentences) in front of students and allowing students opportunities to make the same adjustments in their writing provides authentic and relevant practice. Asking questions such as “Does this make sense?” or “Is my writing interesting to others?” promotes critical thinking and provides a foundation as students peer and self revise. Providing a checklist with appropriate questions may be helpful. Adult assistance may be required for students who don’t meet proficiency.



Distractor Factor

When revising a draft, the focus is on content (word choice and clarity) and not conventions.



Level of Difficulty (based on local data)

- Moderate Challenging

Kindergarten Writing

(K.13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to

(D) edit drafts by leaving spaces between letters and words (with adult assistance).



Content Builder

What do the students need to know?

Content

- Editing (sometimes called proofreading) follows drafting and revision and is the fourth step in the writing process. In kindergarten, it involves using appropriate spacing between letters and words. Leaving appropriate spaces enhances the visual appearance and helps the audience read the writing.
- This standard connects to Readiness Standard TEKS K.17A, which relates to forming letters using the conventions of print. This standard increases in complexity in first and second grade TEKS 1.17D and TEKS 2.17D as students begin to edit for grammar, punctuation, and spelling using a teacher-developed rubric.
- This standard provides a foundation for fourth grade Readiness Standard TEKS 4.15D as students edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric.



Academic Vocabulary

- Edit
- Draft
- Space
- Letter
- Word



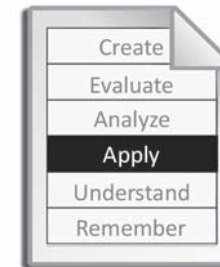
Rigor Implications

Verb

- Edit

Level of Bloom's Taxonomy

- Applying



Instructional Implications

Teaching convention skills in isolation provides students knowledge and skills but does not support their application in writing. Using appropriate spacing between letters and words should be taught by modeling while writing in whole group and small group settings. Students will need to know the difference between a letter and a word in order to be proficient at this skill.



Distractor Factor

Editing focuses on the conventions of writing and does not change the content.



Level of Difficulty (based on local data)

- Moderate Challenging

Kindergarten Writing

(K.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.



Content Builder

What do the students need to know?

Content

- Students need to understand that stories have events that occur in order. Sequencing is important to telling a story.
- This standard connects with Readiness Standard TEKS K.13B in which students develop drafts by sequencing actions and details in a story with adult assistance. This standard supports first and second grade Readiness Standard TEKS 1.18A and 2.18A as students write brief stories that include a beginning, middle, and end.
- This standard serves as a foundation for fourth grade Readiness Standard TEKS 4.17A as students write about personal experiences in narrative form.



Academic Vocabulary

- Story
- Sentence
- Sequence
- Order



Rigor Implications

Verb

- Dictate
- Write

Level of Bloom's Taxonomy

- Creating



Instructional Implications

Students should go through the writing process in order to tell their stories, either through writing or dictation. Demonstrating the writing process in front of students provides a model for students' own writing. The use of simple graphic organizers that support sequence can help students to plan and organize their thoughts and ideas for their stories. Students need to be able to use complete sentences when telling their stories.



Distractor Factor

Student choice in topic is essential when writing stories. However, students should be encouraged to base their stories on personal experience. This provides the background knowledge needed to provide details in their stories. Writing imaginative stories can be difficult for some students.



Level of Difficulty (based on local data)

- Moderate Challenging

Kindergarten Writing

(K.15) Writing/Expository [and Procedural] Texts. Students write expository [and procedural or work-related] texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:

(A) dictate or write information for lists, captions, or invitations.



Content Builder

What do the students need to know?

Content

- Expository writing provides information and ideas for specific audiences and purposes. Students are supported academically through expository writing as they learn in order to write and write in order to communicate what they know.
- This standard connects to Readiness Standards TEKS K.13B, K.13C, and K.13D as students use the writing process to develop, revise, and edit their lists, captions, and/or invitations. This standard supports first and second grade Readiness Standards TEKS 1.19A and 2.19A as students write brief compositions about topics of interest.
- This standard provides the foundation for fourth grade Readiness Standard TEKS 4.20A as students write brief compositions that include a central idea in a topic sentence, supporting sentences with facts, details, and explanations, and a concluding statement.



Academic Vocabulary

- Information
- List
- Caption
- Invitation



Rigor Implications

Verb

- Dictate
- Write

Level of Bloom's Taxonomy

- Creating



Instructional Implications

Writing about what is known and what is interesting provides students a foundation as well as relevance for expository writing. Writing lists, captions, and invitations provide students the opportunity to practice writing for real-life situations, such as creating a grocery list or writing an invitation to a party.



Distractor Factor

Lists, captions, and invitations need to include brief, relevant information. Students may tend to include information that is not necessary for the purpose and audience. Complete sentences are not always required when writing lists, captions, and/or invitations.



Level of Difficulty (based on local data)

- Moderate Challenging

Kindergarten Writing

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

(B) speak in complete sentences to communicate.



Content Builder

What do the students need to know?

Content

- A complete sentence includes a subject and a verb and expresses a complete thought. A subject is the “who” or “what” in a sentence. The verb is what the subject is doing or their state of being.
- This standard connects with Supporting Standards TEKS K.16Ai and 1.16Aii as students learn to understand and use past and future tense verbs and singular/plural nouns in the context of reading, writing, and speaking. In first grade, students will be required to speak in complete sentences with correct subject-verb agreement.
- This standard provides a foundation for fourth grade Readiness Standard TEKS 4.15D as students are required to edit for grammar, mechanics, and spelling and fourth grade Supporting Standard TEKS 4.20C, which relates to using complete simple and compound sentences with correct subject-verb agreement.



Academic Vocabulary

- Complete sentence
- Communicate



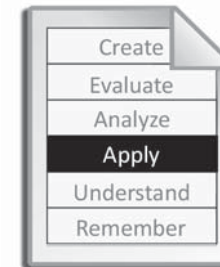
Rigor Implications

Verb

- Speak

Level of Bloom's Taxonomy

- Applying



Instructional Implications

A complete sentence includes a subject and verb and communicates a complete thought. Simple sentences have one subject and one verb. It will be necessary to model the use of complete sentences when speaking to students. When asking questions, require students to answer in a complete sentence. For example, the teacher asks, “*What day of the week is it?*” and students respond, “*It is Tuesday.*” or “*Today is Tuesday.*” rather than just “*Tuesday.*”



Distractor Factor

Some students in the class will tend to talk more than others. Be sure those quiet students, especially those whose first language is not English, have a chance to talk and answer questions.



Level of Difficulty (based on local data)

- Moderate Challenging

Kindergarten Writing

(K.17) [Oral and] Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to

(A) form upper- and lower-case letters legibly using the basic conventions of print (left-to-right and top-to-bottom progression).



Content Builder

What do the students need to know?

Content

- Handwriting is important for communication. In order to have good handwriting, it is important to know the best way to form letters which includes going from left-to-right and top-to-bottom. Every letter has an upper-case and a lower-case.
- This standard connects with Readiness Standard TEKS K.13B as students are developing drafts in writing. This standard supports first grade Supporting Standard TEKS 1.21A as students continue to form their letters using conventions of print, but they are also required to use appropriate spacing between words and sentences.
- The standard provides a foundation for all drafting and publishing standards through grade 12.



Academic Vocabulary

- Form
- Lower-case letter
- Upper-case letter
- Left
- Right
- Top
- Bottom



Rigor Implications

Verb

- Form
- Using

Level of Bloom's Taxonomy

- Understanding
- Applying



Instructional Implications

Learning how to form letters at an early age provides the foundation for legible handwriting, which is a life-long skill. Consider teaching letter formation through a multi-sensory approach (visual, kinesthetic, auditory, and tactile). This approach will reach every type of learner and give students the opportunity for repeated practice. Some students will get into a habit of forming certain letters incorrectly (especially going from bottom-to-top). It is important to catch these students early in order to make corrections that will last. Modeling correct letter formation while writing is essential.



Distractor Factor

Many students are more comfortable writing in all upper-case letters. This can become habit forming. Use model texts and your own writing to show students that words and sentences have mostly lower-case letters.



Level of Difficulty (based on local data)

- Moderate Challenging

Kindergarten Writing

(K.18) [Oral and] Written Conventions/Spelling. Students spell correctly. Students are expected to

(C) write one's own name.



Content Builder

What do the students need to know?

Content

- One's own name is usually the first word students learn to spell. Understanding that their name is always spelled with the same letters in a particular order provides them with the foundation that certain letters put together in a certain order spell words (and in this case, names). Students need to know that their name starts with a capital letter. All the other letters in their name should be lower-case.
- This standard connects with Readiness Standard K.17A as students learn to form upper- and lower-case letters using left-to-right and top-to-bottom progression.
- This standard provides a foundation for all spelling standards grades K-12.



Academic Vocabulary

- Name
- Upper-case
- Lower-case



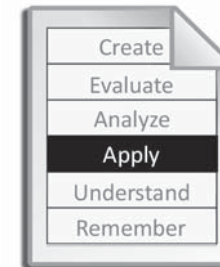
Rigor Implications

Verb

- Write

Level of Bloom's Taxonomy

- Applying



Instructional Implications

Most students will come into kindergarten knowing how to write their first name. Focus should be on using correct letter formation and the proper use of upper- and lower-case letters. Students should have the opportunity to trace their name, then write their name on unlined paper, and then move to lined paper. Once students master their first name, focus can turn to last names and even middle names if students are ready.



Distractor Factor

There may be more than one way to spell a name (e.g., *Kayley*, *Caylee*, *Kailey*, etc.). This would be an important time to discuss the differences and point out that they still sound the same even though they are spelled differently.



Level of Difficulty (based on local data)

- Moderate Challenging

(K.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

(B) write short poems.



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

- This standard supports the concept of drafting in the Readiness Standards TEKS K.13B as students develop drafts by sequencing the action or details in the story.
- This standard can be connected with the Reading Supporting Standard TEKS K.7A as students respond to rhythm and rhyme in poetry through identifying a regular beat and similarities in word sounds.
- This standard provides a foundation for writing poetry through Grade 12.

How does it support the Readiness Standard(s)?

This standard supports concepts in the Readiness Standard TEKS K.13B as students use the writing process to draft, or write, short poems.

May be adjusted according to local curriculum.



Rigor Implications

Verb

- Write

Level of Bloom's Taxonomy

- Creating



Instructional Implications

Writing poetry can be very difficult for students (and teachers). Exploring many different kinds of poetry in reading will support students in writing poetry. Model writing poems in front of students so they can see the thinking processes needed to compose a poem.



Academic Vocabulary

- Poem

(K.16) [Oral and] Written Conventions/Conventions. Students write expository [and procedural or work-related] texts to communicate ideas and information to specific audiences for specific purposes. 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



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

- This standard supports Readiness Standard TEKS K.16B as it relates to speaking in complete sentences to communicate.
- This standard provides a foundation for being able to write in complete sentences. Students tend to write the way they talk.
- This standard serves as a foundation for the study of verbs through Grade 10 and supports fourth grade Supporting Standard 4.20Ai as students edit their own and others' writing to ensure the correct use of more complex verbs including irregular verbs.

How does it support the Readiness Standard(s)?

This standard supports Readiness Standard TEKS K.16B as students learn different verb tenses. They will be able to apply the different tenses as they speak in complete sentences.

May be adjusted according to local curriculum.



Academic Vocabulary

- Verb
- Past tense
- Future tense



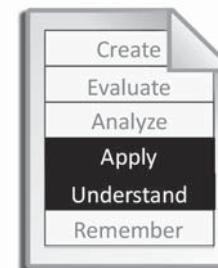
Rigor Implications

Verb

- Understand
- Use
- Speaking

Level of Bloom's Taxonomy

- Understanding
- Applying



Instructional Implications

Verbs change form to show changes in tense or time. Past tense verbs describe actions that have already occurred. Regular verbs form their past tense by adding -ed. Future tense verbs describe actions that will occur in the future. When speaking, being consistent in verb tense is important. Exposure through literature, word walls, and personal dictionaries supports the learning of verbs. Students who use verbs incorrectly when speaking will most likely use them incorrectly when writing.

(K.16) [Oral and] Written Conventions/Conventions. Students write expository [and procedural or work-related] texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to

(A) understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance)
(ii) nouns (singular/plural)



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

- This standard supports Readiness Standard TEKS K.16B as it relates to speaking in complete sentences to communicate.
- This standard also supports Supporting Standard TEKS K.16C as students use complete simple sentences.
- This standard serves as a foundation for the study of nouns through Grade 6 and supports fourth grade Supporting Standards TEKS 4.20Aii as students edit their own and others' writing to ensure the correct use of singular/plural and common/proper nouns.

How does it support the Readiness Standard(s)?

This standard supports Readiness Standard TEKS K.16B as students learn about singular and plural nouns. They will be able to apply these nouns and their effect on verb tense as they speak in complete sentences.

May be adjusted according to local curriculum.



Academic Vocabulary

- Noun
- Singular
- Plural



Rigor Implications

Verb

- Understand
- Use

Level of Bloom's Taxonomy

- Understanding
- Applying



Instructional Implications

Teaching nouns in isolation will be less effective than teaching them in the context of reading, writing, and speaking with complete sentences. Students need to know that singular means "one" and that plural means "more than one". Provide students with examples of singular nouns and make them plural (and vice versa). Students will be able to see that adding an "s" usually makes a noun plural, but encourage them to find the exceptions. Exposure through literature, word walls, and personal dictionaries supports the learning of nouns. Students who use nouns incorrectly when speaking will most likely use them incorrectly when writing.

(K.16) [Oral and] Written Conventions/Conventions. Students write expository [and procedural or work-related] texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to

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



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

- This standard supports Readiness Standards TEKS K.13B and K.13C as it relates to developing drafts by sequencing details in a story and revising drafts by adding details.
- Students are not introduced to the word adjective until first grade. In Reading, kindergarteners are required to recognize sensory details in literary texts.
- This standard continues to support students throughout the grades as they draft, revise, and edit their own and others' writing to clarify the correct use of adjectives.

How does it support the Readiness Standard(s)?

This standard supports Readiness Standard TEKS K.13B and K.13C as students use descriptive words to add details to their drafts.

May be adjusted according to local curriculum.



Academic Vocabulary

- Descriptive
- Word
- Senses



Rigor Implications

Verb

- Understand
- Use

Level of Bloom's Taxonomy

- Understanding
- Applying



Instructional Implications

Descriptive words are used when speaking, reading, and writing in order to create images in the audiences' head. When selecting descriptive words, encourage students to think about their five senses and ask questions like "What did you see? What did you hear? What did you feel? What did you smell? What did you taste?" Students need extended exposure to understand how authors use descriptive words in writing and to avoid descriptive overload.

(K.16) [Oral and] Written Conventions/Conventions. Students write expository [and procedural or work-related] texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to

(A) understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance)
(iv) prepositions and simple prepositional phrases appropriately when speaking or writing (e.g., in, on, under, over)



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

- This standard supports Readiness Standards TEKS K.13B and K.13C as it relates to developing drafts and revising by adding details.
- This standard serves as a foundation for the study of prepositions and prepositional phrases through Grade 7. This standard also supports fourth grade Supporting Standard 4.20Av as students edit their own and others' writing to ensure the correct use of prepositions and prepositional phrases, including to convey location, time, and direction, and to provide details.

How does it support the Readiness Standard(s)?

This standard supports Readiness Standard TEKS K.13B and K.13C as students develop drafts and use prepositions and simple prepositional phrases to convey ideas and as students revise their drafts by adding prepositions and simple prepositional phrases to provide more details.

May be adjusted according to local curriculum.



Academic Vocabulary

- Preposition
- Prepositional phrase



Rigor Implications

Verb

- Understand
- Use

Level of Bloom's Taxonomy

- Understanding
- Applying



Instructional Implications

Prepositions and prepositional phrases can tell time, location, direction, and position. A preposition is a word that relates its object to another word in the sentence (e.g., on in on the table). A prepositional phrase begins with a preposition and is followed by an object (e.g., under the desk). Use of prepositions and prepositional phrases in reading, writing, and speaking enhances the audience's ability to create images. Students need extended exposure to understand how authors use prepositions and prepositional phrases in their writing to support coherence and transition.

(K.16) [Oral and] Written Conventions/Conventions. Students write expository [and procedural or work-related] texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to

(A) understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance)
(v) pronouns (e.g., I, me)



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

- This standard supports Readiness Standards TEKS K.13B and K.13C as it relates to developing drafts and revising by adding details.
- This standard serves as a foundation for the study of pronouns through Grade 10. This standard also supports fourth grade Supporting Standard 4.20Avi as students edit their own and others' writing to ensure the correct use of reflexive pronouns.

How does it support the Readiness Standard(s)?

This standard supports Readiness Standard TEKS K.13B and K.13C as students develop drafts using pronouns and as students revise their drafts by adding pronouns.

May be adjusted according to local curriculum.



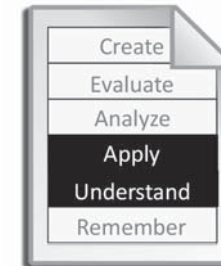
Rigor Implications

Verb

- Understand
- Use

Level of Bloom's Taxonomy

- Understanding
- Applying



Instructional Implications

A pronoun is a word that takes the place of a noun. The focus for kindergarteners are the pronouns I and me. The pronoun I is used as the subject (usually at the beginning of a sentence) and the pronoun me is used as an object (usually in the middle or end of a sentence). It is a common mistake for young children to use the pronoun me as the subject (e.g., Me want a drink). It is important to model the correct use of the pronouns I and me both when speaking and when writing.



Academic Vocabulary

- Pronoun

(K.16) [Oral and] Written Conventions/Conventions. Students write expository [and procedural or work-related] texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to

(C) use complete sentences



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

- This standard supports Readiness Standards TEKS K.13B and K.13C as it relates to developing drafts and revising by adding details or sentences. This standard also supports the Readiness Standard TEKS K.16B which relates to speaking in complete sentences to communicate.
- This standard is connected with the concepts introduced in TEKS K.16Ai and K.16Aii as students use and understand verb tenses (past and future) and nouns (singular and plural).
- This standard provides a foundation for fourth grade Readiness Standard TEKS 4.15D as students are required to edit for grammar, mechanics, and spelling and fourth grade Supporting Standard TEKS 4.20C which relates to using complete simple and compound sentences with correct subject-verb agreement.

How does it support the Readiness Standard(s)?

This standard supports Readiness Standard TEKS K.13B and K.13C as students develop drafts using complete sentences and as students revise their drafts by adding complete sentences. This standard also supports Readiness Standard TEKS K.16B as students use complete sentences while speaking.

May be adjusted according to local curriculum.



Academic Vocabulary

- Complete sentences
- Subject
- Noun
- Verb



Rigor Implications

Verb

- Use

Level of Bloom's Taxonomy

- Applying



Instructional Implications

A complete sentence includes a subject and verb and communicates a complete thought that does not shift in tense. Simple sentences have one subject and one verb. It is important to model the use of complete sentences both when speaking and when writing. If students can speak in complete sentences, they are more likely to be able to write in complete sentences.

(K.17) [Oral and] Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to

(B) capitalize the first letter in a sentence



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

- This standard supports the concept of writing sentences in Readiness Standards TEKS K.13B, K.14A, and Supporting Standard TEKS K.16C.
- This standard can be connected with Supporting Standard TEKS K.17C as students are required to use punctuation at the end of sentence.
- This standard supports fourth grade Readiness Standard TEKS 4.15D as students continue to edit their own and others' writing for correct capitalization.

How does it support the Readiness Standard(s)?

This standard supports the concept of writing sentences in Readiness Standards TEKS K.13B and K.14A, and Supporting Standard K.16C by requiring students to use a capital letter when they start a sentence.

May be adjusted according to local curriculum.



Academic Vocabulary

- Capitalize
- Capital letter
- Sentence



Rigor Implications

Verb

- Capitalize

Level of Bloom's Taxonomy

- Applying



Instructional Implications

Capitalization does not add to the content of writing, but it does improve communication. Teaching capitalization in isolation provides students knowledge and skills but does not support application in writing. Therefore, it is necessary to model effective capitalization in writing and provide students opportunities to apply the conventions in their own writing. This standard focuses on capitalizing the first letter in a sentence. It is important to model the concept of complete sentences when writing, including the use of a capital letter to signal the beginning of a sentence.

(K.17) [Oral and] Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to

(C) use punctuation at the end of a sentence.



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

- This standard supports the concept of writing sentences in Readiness Standards TEKS K.13B, K.14A, and Supporting Standard TEKS K.16C.
- This standard can be connected with Supporting Standard TEKS K.17B as students capitalize the first letter of a sentence.
- This provides a foundation for using punctuation at the end of sentences, which will continue to build in complexity through Grade 2. This standard supports fourth grade Readiness Standard TEKS 4.15D as students continue to edit their own and others' writing for correct punctuation.

How does it support the Readiness Standard(s)?

This standard supports the concept of writing sentences in Readiness Standards TEKS K.13B and K.14A, and Supporting Standard K.16C by requiring students to use punctuation at the end of a sentence.

May be adjusted according to local curriculum.



Academic Vocabulary

- Punctuation
- End
- Sentence
- Period
- Question mark
- Exclamation point



Rigor Implications

Verb

- Use

Level of Bloom's Taxonomy

- Applying



Instructional Implications

Punctuation does not add to the content of writing, but it does improve communication. Teaching punctuation in isolation provides students knowledge and skills but does not support punctuation application in reading and writing. Therefore, it is necessary to model fluent reading using punctuation when appropriate and model correct punctuation in writing while providing students opportunities to apply the conventions in their own reading and writing. This standard focuses on using punctuation at the end of sentences. Young writers may tend to overuse punctuation when it is first introduced. Continue to expose students to correct models both in reading and writing to help them determine the appropriate places for punctuation.

(K.18) [Oral and] Written Conventions/Spelling. Students spell correctly. Students are expected to

(A) use phonological knowledge to match sounds to letters.



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

- This standard supports the concept of writing sentences in Readiness Standards TEKS K.13B and K.14A, and Supporting Standard TEKS K.16C.
- This standard can be taught in conjunction with Supporting Standard TEKS K.18B, which requires students to use letter-sound correspondences to spell consonant-vowel-consonant (CVC) words. This standard also connects with Reading Process Standards TEKS K.3A, where students identify the common sounds that letters represent, TEKS K.3B where students use knowledge of letter-sound relationships to decode regular words, and TEKS K.3C where students recognize that new words are created when letters are changed, added, or deleted.
- This standard provides a foundation for using phonological knowledge through Grade 2. This standard supports fourth grade Readiness Standard TEKS 4.15D as students edit their own and others' writing for correct spelling.

How does it support the Readiness Standard(s)?

This standard supports the concept of writing sentences in Readiness Standards TEKS K.13B and K.14A, and Supporting Standard K.16C by requiring students to use phonological knowledge to match sounds to letters in order to construct words in a sentence.

May be adjusted according to local curriculum.



Academic Vocabulary

- Sound
- Letter



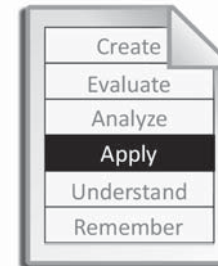
Rigor Implications

Verb

- Use
- Match

Level of Bloom's Taxonomy

- Applying



Instructional Implications

Phonological knowledge allows students to match sounds to the appropriate letter(s). Students construct words by sounding out letter-by-letter and recording the matching letters in order to form a word. Using phonological knowledge to construct words does not mean that it will be spelled right, but all the letter sounds should be represented. It is essential to model using phonological knowledge in writing to help construct words. Some students worry about spelling every word correctly when writing. This can affect writing fluency. Encourage students to try and record all the sounds in words using phonological knowledge.

(K.18) [Oral and] Written Conventions/Spelling. Students spell correctly. Students are expected to

(B) use letter-sound correspondences to spell consonant-vowel-consonant (CVC) words (e.g., “cut”)



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

- This standard supports the concept of writing sentences in Readiness Standards TEKS K.13B and K.14A, and Supporting Standard TEKS K.16C.
- This standard can be taught in conjunction with Supporting Standard TEKS K.22B, which requires students to use phonological knowledge to match sounds to letters. This standard also connects with Reading Process Standards TEKS K.3A, where students identify the common sounds that letters represent and TEKS K.3B, where students use knowledge of letter-sound relationships to decode regular words.
- This standard provides the foundation for spelling using letter-sound correspondence, which builds in complexity to include spelling patterns and rules through Grade 5. This standard supports fourth grade Readiness Standard TEKS 4.15D as students edit their own and others' writing for correct spelling.

How does it support the Readiness Standard(s)?

This standard supports the concept of writing sentences in Readiness Standards TEKS K.13B and K.14A, and Supporting Standard K.16C by requiring students to use letter-sound correspondence to in order to construct consonant-vowel-consonant (CVC) words in a sentence.

May be adjusted according to local curriculum.



Academic Vocabulary

- Letter
- Sound
- Consonant
- Vowel
- Word



Rigor Implications

Verb

- Use
- Spell

Level of Bloom's Taxonomy

- Applying



Instructional Implications

Students can begin spelling consonant-vowel-consonant (CVC) words once they start learning and mastering letter sounds. Most CVC words contain a short vowel. Decoding CVC words in print will help students be successful in encoding, or spelling, CVC words in their own writing. It is essential to model both decoding and encoding CVC words for students while reading aloud and writing in front of students. Consider teaching spelling through a multi-sensory approach (visual, kinesthetic, auditory, and tactile). This approach will reach every type of learner and give students the opportunity for repeated practice.