

frogstreet

STELLA

Texas Essential Knowledge and Skills for Kindergarten
English Language Arts, English Language Proficiency
Standards, and Science correlation to Frog Street STELLA



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Texas Essential Knowledge and Skills for Kindergarten	Frog Street STELLA Teacher Guide Page References
English Language Arts and Reading	
1. Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	
A Listen actively and ask questions to understand information and answer questions using multi-word responses	91, 93, 95, 97, 99, 101, 103, 105, 107, 109, 115, 117, 119, 123, 125, 127, 201, 203, 205, 207, 209
B Restate and follow oral directions that involve a short, related sequence of actions	157, 159, 185, 201, 261, 267
C Share information and ideas by speaking audibly and clearly using the conventions of language	79, 87, 93, 95, 97, 99, 101, 105, 107, 109, 111, 113, 117, 121, 125, 129, 131, 135, 141, 143, 147, 149, 153, 159, 163, 171, 177, 179, 197, 199, 211, 213, 215, 217, 223, 225, 251, 253, 255, 257, 261, 263, 265, 267, 271, 277
E Develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants	45
2. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	
Ai Identifying and producing rhyming words	29, 119
Aiii Identifying the individual words in a spoken sentence	209
Aiv Identifying syllables in spoken words	19, 39, 69, 79, 89, 129, 169, 189, 199, 219, 249, 259, 269
Di Demonstrate print awareness by: identifying the front cover, back cover, and title page of a book	141, 151, 161, 181, 211, 245, 251, 269
Dii Holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep	229
Diii Demonstrate print awareness by: recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries	9, 49, 99, 131, 139, 149, 159, 179, 239

3. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-- vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	
B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings	93, 107, 123, 125, 127, 129, 271, 273, 275, 277, 279
C Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.	3, 5, 7, 147, 165, 175, 183, 185, 189, 191, 195, 235, 237, 241, 243, 245, 247, 249, 257
5. Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	
B Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance	1, 11, 13, 15, 17, 19, 21, 23, 25, 27, 33, 35, 37, 39, 43, 45, 47, 49, 51, 53, 55, 57, 59, 61, 63, 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 89, 91, 133, 137, 139, 141, 143, 145, 147, 151, 153, 155, 157, 161, 163, 165, 167, 169, 173, 175, 177, 179, 181, 183, 187, 193, 195, 197, 199, 211, 215, 217, 223, 225, 231, 233, 235, 237, 241, 243, 247, 253, 261, 265
C Make and confirm predictions using text features and structures with adult assistance	1, 21, 31, 33, 41, 43, 51, 53, 55, 57, 59, 61, 71, 81, 101, 109, 121, 123, 131, 161, 171, 173, 181, 191, 193, 201, 221, 231
E Make connections to personal experiences, ideas in other texts, and society with adult assistance	5, 7, 11, 13, 17, 23, 35, 37, 45, 47, 49, 75, 77, 87, 137
F Make inferences and use evidence to support understanding with adult assistance	271
I Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance.	3
6. Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	
A Describe personal connections to a variety of sources	97, 121, 123, 125, 127, 129
B Provide an oral, pictorial, or written response to a text	1, 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51, 53, 55, 57, 59, 61, 63, 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 99, 111, 113, 131, 133, 135, 137, 139, 141, 143, 145, 147, 149, 151, 153, 155, 157, 159, 161, 163, 165, 167, 169, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 193, 195, 197, 199, 211, 213, 215, 217, 219, 221, 223, 225, 227, 229, 231, 233, 235, 237, 239, 241, 243, 245, 247, 249, 251, 253, 255, 257, 259, 261, 263, 265, 267, 269

C Use text evidence to support an appropriate response	91, 95, 127, 273, 275, 277, 279
D Retell texts in ways that maintain meaning	63, 65, 73, 77, 85, 95, 103, 107, 115, 163, 167, 169, 185, 223, 227, 235, 239
F Respond using newly acquired vocabulary as appropriate	1, 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 151, 155
7. Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	
A Discuss topics and determine the basic theme using text evidence with adult assistance;	103, 111, 113, 135
B Identify and describe the main character(s)	9, 51, 53, 55, 57, 61, 63, 65, 67, 75, 83, 85, 87, 105, 137, 139, 143, 145, 151, 153, 155, 157, 163, 171, 173, 181, 187, 189, 193, 225, 231, 233, 237, 239, 252, 259
C Describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance	15, 19, 25, 27, 29, 31, 39, 41, 43, 55, 59, 61, 67, 69, 71, 73, 81, 85, 89, 133, 137, 145, 149, 165, 167, 175, 177, 183, 187, 191, 195, 197, 227, 231, 233, 237, 255
D Describe the setting	41
8. Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	
A Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes	115, 117, 119, 121
Dii Recognize characteristics and structures of informational text, including: titles and simple graphics to gain information	213, 219, 221, 263, 269, 273, 275, 279
9. Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	
B Discuss with adult assistance how the use of text structure contributes to the author's purpose	203, 205, 207
10. Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
Di Edit drafts with adult assistance using standard English conventions, including: complete sentences	205

English Language Proficiency Standards	
1. Cross-curricular second language acquisition/learning strategies.	
A Use prior knowledge and experiences to understand meanings in English	32, 38, 42, 48, 52, 54, 62, 64, 84, 92, 94, 112, 114, 122, 128, 132, 134, 142, 144, 146, 148, 150, 152, 154, 156, 160, 162, 164, 166, 168, 170, 172, 174, 176, 178, 180, 182, 186, 188, 192, 196, 198, 200, 202, 204, 206, 212, 214, 216, 218, 230, 232, 234, 236, 242, 254, 262, 272, 280
C Use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary	12, 14, 16, 18, 20, 40, 50, 76, 80, 106, 110, 126, 130, 144, 166, 176, 186, 188, 190, 196, 208, 210, 212, 218, 222, 224, 230, 240, 244, 250, 252, 260, 264, 268, 270, 274, 276, 278
E Internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment	4, 6, 8, 10, 12, 14, 16, 18, 22, 24, 26, 28, 30, 32, 34, 38, 44, 48, 50, 52, 54, 58, 60, 62, 64, 68, 70, 74, 76, 78, 84, 88, 90, 98, 100, 102, 104, 106, 108, 118, 120, 122, 124, 126, 138, 140, 148, 158, 168, 170, 178, 180, 182, 198, 228, 238, 240, 248, 250, 254, 258, 260, 262, 268, 270
F Use accessible language and learn new and essential language in the process	128, 146, 156
2. Cross-curricular second language acquisition/listening	
C Learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	242
E Use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	34, 42, 44, 52, 58, 62, 68, 74, 80, 82, 88, 92, 98, 104, 110, 112, 116, 118, 122, 124, 126, 138, 142, 146, 148, 156, 170, 172, 180, 182, 184, 188, 190, 192, 200, 208, 214, 222, 224, 226, 232, 244, 246, 252, 264, 270, 272, 274, 276
G Understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	56, 86
H Understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations	154, 226, 234
I Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs	60, 66, 70, 90, 96, 100, 114, 116, 120, 136, 140, 150, 158, 162, 186, 188, 190, 202, 210, 218, 228, 232, 238, 240, 248, 256, 264, 266, 278, 280

3. Cross-curricular second language acquisition/speaking	
B Expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication	2, 66, 96, 116, 152, 156, 158, 190, 216, 218, 220, 244, 246, 250, 254, 256
C Demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs	52, 56, 86, 232
D Speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	2, 4, 6, 8, 10, 12, 14, 16, 18, 22, 24, 26, 28, 30, 32, 34, 38, 40, 42, 44, 46, 48, 50, 52, 54, 60, 64, 70, 72, 74, 76, 78, 80, 84, 94, 100, 102, 104, 106, 108, 110, 114, 120, 122, 124, 126, 128, 130, 134, 140, 144, 184, 242, 256, 272
E Share information in cooperative learning interactions	56, 62, 72, 78, 82, 124, 126, 142, 146, 148, 150, 160, 168, 170, 180, 182, 210, 212, 216, 218, 220, 228, 232, 234, 236, 258, 262, 268, 270, 274, 276
G Express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	46, 52, 58, 60, 62, 68, 74, 78, 82, 88, 92, 98, 104, 108, 112, 118, 124, 132, 138, 142, 154, 160, 162, 164, 166, 174, 176, 182, 184, 194, 196, 202, 204, 206, 212, 214, 220, 224, 226, 230, 236, 238, 246, 252, 258, 266
H Narrate, describe, and explain with increasing specificity and detail as more English is acquired	20, 40, 50, 80, 110, 126, 130, 132, 134, 196, 198, 200, 260
J Respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment	2
4. Cross-curricular second language acquisition/reading	
C Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	4, 6, 8, 10

D Use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text	2, 8, 10, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 36, 38, 40, 42, 44, 46, 48, 50, 54, 72, 76, 80, 84, 86, 88, 90, 94, 96, 98, 102, 106, 110, 114, 116, 118, 122, 126, 130, 134, 138, 144, 146, 148, 150, 154, 156, 158, 164, 166, 168, 172, 174, 176, 184, 186, 192, 194, 202, 204, 206, 208, 212, 220, 228, 236, 240, 242, 244, 246, 250, 258, 260, 262, 264, 266
F Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	72, 102
G Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	56, 58, 60, 66, 68, 70, 74, 78, 82, 84, 86, 88, 90, 104, 108
I Demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs	98
J Demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs	44, 54, 56, 64, 66, 70, 82, 86, 94, 96, 100, 106, 114, 116, 120, 128, 134, 136, 140, 142, 144, 152, 154, 160, 162, 164, 172, 174, 184, 192, 214, 216, 222, 224, 226, 230, 234, 238, 252, 268
K Demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs	36, 38, 46, 64, 94, 108, 168, 170, 178, 180, 188, 198, 200, 210, 260, 266
5. Cross-curricular second language acquisition/writing	
B Write using newly acquired basic vocabulary and content-based grade-level vocabulary	150, 160, 194, 204, 206, 208, 220, 238, 248, 252, 254, 256, 278, 280

Science	
1. Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures and uses environmentally appropriate and responsible practices. The student is expected to:	
B Demonstrate how to use, conserve, and dispose of natural resources and materials such as conserving water and reusing or recycling paper, plastic, and metal	271, 273, 275, 277, 279
2. Scientific investigation and reasoning. The student develops abilities to ask questions and seek answers in classroom and outdoor investigations. The student is expected to:	
A Ask questions about organisms, objects, and events observed in the natural world	201, 203, 205, 207, 209
4. Scientific investigation and reasoning. The student uses age-appropriate tools and models to investigate the natural world. The student is expected to:	
B Use the senses as a tool of observation to identify properties and patterns of organisms, objects, and events in the environment	111, 113, 115, 117, 119, 133, 139
6. Force, motion, and energy. The student knows that energy, force, and motion are related and are a part of their everyday life. The student is expected to:	
D Observe and describe the ways that objects can move such as in a straight line, zigzag, up and down, back and forth, round and round, and fast and slow	241, 243, 245, 247, 249
7. Earth and space. The student knows that the natural world includes earth materials. The student is expected to:	
A Observe, describe, and sort rocks by size, shape, color, and texture	211, 263, 265, 267, 269
8. Earth and space. The student knows that there are recognizable patterns in the natural world and among objects in the sky. The student is expected to:	
A Observe and describe weather changes from day to day and over seasons	123, 125, 127, 129
9. Organisms and environments. The student knows that plants and animals have basic needs and depend on the living and nonliving things around them for survival. The student is expected to:	
A Differentiate between living and nonliving things based upon whether they have basic needs and produce offspring	91, 93, 221, 229
B Examine evidence that living organisms have basic needs such as food, water, and shelter for animals and air, water, nutrients, sunlight, and space for plants	91, 223, 225, 227, 229

10. Organisms and environments. The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments. The student is expected to:	
A Sort plants and animals into groups based on physical characteristics such as color, size, body covering, or leaf shape	203, 205, 207, 209, 211, 213, 215, 217, 219, 251, 255, 257, 259
B Identify basic parts of plants and animals	95, 97, 99, 201, 223, 225, 227, 229