

Standards Alignment

Texas Prekindergarten Guidelines & Texas Essential Knowledge & Skills

PK3

Emergent Literacy: Language & Communication and Reading Domains

- **PK3.II.D.1** Child understands (receptive) and uses (expressive) expected words to label and describe common objects, people, places, actions, and events.
- **PK3.II.D.3** Child shows a steady increase in understanding (receptive) and using (expressive) language learned from books, conversations, and play.
- **PK3.III.B.5** Child participates in oral syllabication activities.
- **PK3.III.B.6** Child uses rhyming words through playful activities such as songs, nursery rhymes, and fingerplay.
- **PK3.III.B.8** Child participates in onset-rime blending activities (in English only).
- **PK3.III.D.3** Child asks and answers age-appropriate questions about a book.
- **PK3.IV.C.3** Child begins to write using letter-like forms.

Early Childhood Knowledge Building Library

Set 1 (*Pre-Emergent*)

Beginning Sounds: m, s, a, t, d

Set 2 (*Pre-Emergent*)

Beginning Sounds: c, r, n, l, i

Set 3 (*Pre-Emergent*)

Beginning Sounds: p, b, f, v, e

Set 4 (*Pre-Emergent*)

Beginning Sounds: k, g, w, h, o

Set 5 (*Pre-Emergent*)

Beginning Sounds: j, y, x, z, q, u

Word Books (*Pre-Emergent*)

Blending CVC Words

Phonological Awareness

Level 1 (*Word Awareness*)

Lessons 1–3

Phonological Awareness

Level 2 (*Rhyme Awareness*)

Lessons 1–3

Phonological Awareness

Level 3 (*Syllable Awareness*)

Lessons 1–6

Phonological Awareness

Level 4 (*Onset and Rime*)

Lessons 1–4



- **PK4.II.D.1** Child understands (receptive) and uses (expressive) a wide variety of words to label, describe and make connections among objects, people, places, actions, and events.
- **PK4.II.D.3** Child consistently understands (receptive) and uses (expressive) new vocabulary acquired through books, conversations, and play.
- **PK4.III.B.1** Child identifies the individual words in a spoken sentence.
- **PK4.III.B.4** Child manipulates compound words with pictorial or gestural support.
- **PK4.III.B.5** Child begins to blend and segment syllables in multisyllabic words.
- **PK4.III.B.6** Child identifies rhyming words.
- **PK4.III.B.7** Child identifies alliterative words with pictorial support.
- **PK4.III.B.8** Child identifies a familiar one-syllable word that is segmented by onset and rime.
- **PK4.III.B.9** Child blends and segments one-syllable words by phonemes with visual or gestural support.
- **PK4.III.C.1** Child recognizes and names at least 20 letters (upper- or lower-case letters).
- **PK4.III.C.2** Child recognizes at least 20 distinct letter-sound correspondences.
- **PK4.III.C.3** Child produces at least 20 distinct letter-sound correspondences.
- **PK4.III.D.2** Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.
- **PK4.III.D.3** Child asks and responds to questions relevant to the text read aloud.
- **PK4.IV.C.2** Child progresses from using scribbles and mock letters to forming letters and letter strings as a way to communicate.
- **PK3.IV.C.3** Child begins to write using letter-like forms.

Early Childhood Knowledge Building Library

Set 1 (*Pre-Emergent*)

Beginning Sounds: m, s, a, t, d

Set 2 (*Pre-Emergent*)

Beginning Sounds: c, r, n, l, i

Set 3 (*Pre-Emergent*)

Beginning Sounds: p, b, f, v, e

Set 4 (*Pre-Emergent*)

Beginning Sounds: k, g, w, h, o

Set 5 (*Pre-Emergent*)

Beginning Sounds: j, y, x, z, q, u

Word Books (*Pre-Emergent*)

Blending CVC Words

Phonological Awareness

Level 1 (*Word Awareness*)

Lessons 1–3

Phonological Awareness

Level 2 (*Rhyme Awareness*)

Lessons 1–3

Phonological Awareness

Level 3 (*Syllable Awareness*)

Lessons 1–6

Phonological Awareness

Level 4 (*Onset and Rime*)

Lessons 1–4



Kindergarten

SBOE Approved

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing.

K.2.b Demonstrate and apply phonetic knowledge by:

- i. identifying and matching the common sounds that letters represent;
- ii. using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words;

K.2.d. Demonstrate print awareness by:

- v. identifying all uppercase and lowercase letters

K.2.e. Develop handwriting by:

- accurately forming all uppercase and lowercase letters using appropriate directionality.

Set 1

Beginning Sounds: m, s, a, t, d

Set 3

Beginning Sounds: r, u, l, w, g, h

Set 5

Beginning Sounds: j, qu, x, z

Set 6

Short a CVC

Set 8

Short o CVC

Set 10

Short e CVC

Set 12a

Introduction to Digraph: sh

Set 14a

Introduction to Digraph: ch

Set 2

Beginning Sounds: i, c, o, n, f

Set 4

Beginning Sounds: k, v, p, b, y, e

Early Decodables

Short Sentences with CVC Words

Set 7

Short i CVC

Set 9

Short u CVC

Set 11a

Introduction to Digraph: ck

Set 13a

Introduction to Digraph: th [voiced; unvoiced]

Set 15a

Introduction to Digraph: wh



First Grade

SBOE Approved

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-beginning reading and writing.

1.2.b Demonstrate and apply phonetic knowledge by:

- i. decoding words in isolation and in context by applying common letter sound correspondences;
- ii. decoding words with initial and final consonant blends, digraphs, and trigraphs;
- iii. decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables;
- iv. using knowledge of base words to decode common compound words and contractions;
- v. decoding words with inflectional endings, including -ed, -s, and -es;

Set 11
Digraphs: sh, ck

Set 13
Digraph: ch

Set 15
Digraph: wh

Set 17

- S-Blends
- Double Consonants (ff, ll, ss)

Set 19
Contractions

Set 21
-nd, -nk, -nt

Set 23
-lt, -lk

Set 25
-sk, -mp

Set 27
Long Vowel i_e

Set 29
Long Vowels u_e and e_e

Set 31

- R-Controlled ar
- Inflectional Endings: With Changes (-s, -es)

Set 12
Digraph: th

Set 14
Digraph: -ng

Set 16

- L-Blends
- Inflectional Endings: No Changes (-s, -es, -ing)

Set 18
R-Blends

Set 20
Inflectional Endings: Three Sounds of -ed

Set 22
-st, -ft, -ct, -pt

Set 24
-ld, -lf, -lp

Set 26
Long Vowel a_e

Set 28
Long Vowel o_e

Set 30
Trigraphs -dge and -tch

Set 32

- R-Controlled or
- Inflectional Endings: With Changes (-ed)



First Grade

SBOE Approved

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-beginning reading and writing.

Set 33

- R-Controlled er
- Inflectional Endings:
With Changes (-ing)

Set 35

Digraph: ph

Set 37

Long a Vowel Teams: ai, ay

Set 39

Long i Vowel Teams: ie, igh

Set 41

Vowel Team: oo

Set 43

Diphthongs: ow, ou

Set 34

R-Controlled ir, ur

Set 36

Long e Vowel Teams: ee, ea,
ey

Set 38

Long o Vowel Teams: oa, oe,
ow

Set 40

- Diphthongs: oy, oi
- Vowel Team: eigh

Set 42

Vowel Teams: au, aw, augh

Set 44

Vowel Teams: ew, ue, ui



Second Grade

SBOE Approved

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing.

2.2.b Demonstrate and apply phonetic knowledge by:

- i. decoding words with short, long, or variant vowels, trigraphs, and blends;
- ii. decoding words with silent letters such as knife and gnat;
- iii. decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
- iv. decoding compound words, contractions, and common abbreviations;
- v. decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;
- vi. decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est;

Set 26
Long Vowel a_e

Set 28
Long Vowel o_e

Set 30
Trigraphs -dge and -tch

Set 32

- R-Controlled or
- Inflectional Endings: With Changes (-ed)

Set 34
R-Controlled ir, ur

Set 36
Long e Vowel Teams: ee, ea, ey

Set 38
Long o Vowel Teams: oa, oe, ow

Set 40

- Diphthongs: oy, oi
- Vowel Team: eigh

Set 42
Vowel Teams: au, aw, augh

Set 44
Vowel Teams: ew, ue, ui

Set 27
Long Vowel i_e

Set 29
Long Vowels u_e and e_e

Set 31

- R-Controlled ar
- Inflectional Endings: With Changes (-s, -es)

Set 33

- R-Controlled er
- Inflectional Endings: With Changes (-ing)

Set 35

- Words Ending in y
- Digraph: ph

Set 37
Long a Vowel Teams: ai, ay

Set 39
Long i Vowel Teams: ie, igh

Set 41
Vowel Team: oo

Set 43
Diphthongs: ow, ou

Set 45
Short e and Long a Vowel Teams: ea



Second Grade

SBOE Approved

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-beginning reading and writing.

Set 46
Consonant le Syllables

Set 48

- Long a Vowel r /air/
- Long e vowel r /ear/

Set 50
Silent Letters: gn, kn, wr, mb

Set 52
Prefixes/Roots/Suffixes: a-,
mis-, pre-, -est, -ic, -ious, -ous

Set 54
Prefixes/Roots/Suffixes:
post-, pro-, -ery, -ity, -ize, -
ment

Set 47
Soft c and g

Set 49

- Multisyllabic Words
- Multiple sounds of ough

Set 51
Prefixes/Roots/Suffixes:
dis-, re - un-, -ent, -er, -ful, -ive

Set 53
Prefixes/Roots/Suffixes:
com-, ex-, non-, -ion, -ite, -ly

Set 55
Prefixes/Roots/Suffixes: bi,
tri-, -able, -ible, -inter, -ance, -
ence



Third Grade

SBOE Approved

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing.

3.2.b Demonstrate and apply phonetic knowledge by:

- i. decoding multisyllabic words with multiple sound-spelling patterns;
- ii. decoding multisyllabic words with closed syllables;
- iii. decoding multisyllabic words with open syllables;
- iv. decoding multisyllabic words with VCe syllables;
- v. decoding multisyllabic words with vowel teams, including digraphs;
- vi. decoding multisyllabic words with vowel teams, including diphthongs;
- vii. decoding multisyllabic words with r-controlled syllables
- viii. decoding multisyllabic words with final stable syllables
- ix. decoding compound words
- x. decoding contractions
- xii. decoding words using knowledge of syllable division patterns
- xiii. decoding words using knowledge of prefixes
- xiv. decoding words using knowledge of suffixes, including how they can change base words
- xv. & xvi. identifying and reading high-frequency words from a research-based list

Decodable Plus Set 1

(Multisyllabic Words)

- Closed/Open Syllable Review
- Silent e

Decodable Plus Set 3

(Multisyllabic Words)

- Long E Vowel Team Syllables
- Long A Vowel Team Syllables
- Long O Vowel Team Syllables
- Long I Vowel Team Syllables

Decodable Plus Set 5

(Multisyllabic Words)

Diphthong Syllables

Decodable Plus Set 7

(Multisyllabic Words)

Compound Multisyllabic Words

Set 51

Prefixes/Roots/Suffixes: dis-, re - un-, -ent, -er, -ful, -ive

Set 53

Prefixes/Roots/Suffixes: com-, ex-, non-, -ion, -ite, -ly

Set 55

Prefixes/Roots/Suffixes: bi, tri-, -able, -ible, -inter, -ance, -ence

Decodable Plus Set 2

(Multisyllabic Words)

- Closed/Open Syllable Review
- R-Controlled Syllables

Decodable Plus Set 4

(Multisyllabic Words)

- oo Vowel Team Syllables
- au, augh, aw Vowel Team Syllables
- Long U Vowel Team Syllables

Decodable Plus Set 6

(Multisyllabic Words)

Multiple Sound-Spelling Pattern Syllables

Decodable Plus Set 8

(Multisyllabic Words)

Final Stable Syllables

Set 52

Prefixes/Roots/Suffixes: a-, mis-, pre-, -est, -ic, -ious, -ous

Set 54

Prefixes/Roots/Suffixes: post-, pro-, -ery, -ity, -ize, -ment



Standards Alignment

TEKS: Spanish Texas Essential Knowledge and Skills

Kindergarten

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-beginning reading and writing.

K.2.b Demonstrate and apply phonetic knowledge by:

- i. identifying and matching the common sounds that letters represent;
- iv. demonstrate phonetic knowledge by recognizing that new words are created when syllables are changed, added, or deleted
- xv. apply phonetic knowledge by identifying the common sounds that letters represent
- xvi. apply phonetic knowledge by matching the common sounds that letters represent
- xxviii. apply phonetic knowledge by recognizing that new words are created when syllables are changed, added, or deleted

K.2.e. Develop handwriting by:

- i. accurately forming all uppercase letters using appropriate directionality
- ii. accurately forming all lowercase letters using appropriate directionality

Set 1

Letter Books

Set 3

a, m, n, p, s, l, o

Set 5

c (hard), u, b, f, g (soft)

Set 7

h, ch, ll, rr, k, z, w, y, x

Set 9

Blends bl, gl

Set 2

Letter Books

Set 4

e, trilled r, d, i, t

Set 6

tapped r, ñ, qu, c (soft), v, j, g (hard)

Set 8

three syllable words

Set 10

Blends br, gr

First Grade

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-beginning reading and writing.

1.2.a Demonstrate and apply phonetic knowledge by:

- i. identifying and matching sounds to individual letters;
- ii. decoding words with sílabas trabadas such as /bla/, /bra/, and /gla/; digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x;
- iii. decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-;
- vi. decoding three- to four-syllable words;
- vii. using knowledge of base words to decode common compound words;
- viii. decoding words with common prefixes and suffixes

Set 11

Review m, p, s, l

Set 13

Review c (hard), f, b, g (hard and soft)

Set 15

Review h, k, z, w, y, x

Set 17

Silent u
que, qui

Set 19

- Diéresis
- güe, güi

Set 21

Blends with L
pl, fl

Set 23

Blends with L
gl, tl

Set 25

Blends with R
tr, fr

Set 27

Blends with R
cr, pr

Set 29

Prefixes and Suffixes
des-, in-, -mente, -oso/a

Set 31

- Compound Words
- Graphic Accents
Contrasts

Set 12

trilled r, d, n, t

Set 14

Review tapped r, ñ, qu, c (soft), v, j

Set 16

- Digraphs
- Review ch, ll, rr

Set 18

Silent u
que, qui

Set 20

- Words with ca, co, cu, ce, ci(contrasting both soundsof letter c)
- Words with ca, co, cu, que, qui (contrasting hard c and q)

Set 22

Blends with R
br, gr, dr

Set 24

Review: Blends with L

Set 26

Blends with R
br, gr, dr

Set 28

Review: Blends with R

Set 30

Diphthongs



Second Grade

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-beginning reading and writing.

2.2.a Demonstrate and apply phonetic knowledge by:

- i. decoding multisyllabic words
- ii. decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x
- iii. decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi
- iv. decoding words with diphthongs and hiatus;
- v. decoding common abbreviations; and
- vi. decoding words with prefixes and suffixes

Set 32
4 syllable words

Set 34
Contrasts gue, gui vs güe, güi, g vs j /j/

Set 36
Contrasts y vs ll /y/ c, s, z /s/

Set 38

- Diphthongs
- Diptongos crecientes:
- ia, io, ie, ua, ue, uo

Set 40
Hiatus
aí, eí, oí, aú, eú ía, íe, ío

Set 42
Words with stress on the last syllable (palabras agudas)

Set 44
Words with stress on the antepenultimate syllable (palabras esdrújulas)

Set 46
Prefixes des-, i-, in-, im-

Set 48
Augmentative Suffixes
-ote/a, -azo/a, -ón/ona

Set 50
Suffixes
-ado/a, -ción/sión

Set 33
Contrasts
x /ks/ /j/ /s/ g /g/ /j/

Set 35
Contrasts
b vs v /b/ c, q, k /k/

Set 37

- Diphthongs
- Diptongos decrecientes:
ai, au, ei, eu, oi, ou, ui

Set 39

- Diphthongs
- Diptongos homogéneos:
ay, ey, oy, uy
- Triphthongs: iau ioi uau uey uay

Set 41
Simple Hiatus
úa, úe, úo

Set 43
Words with stress on the penultimate syllable (palabras graves o llanas)

Set 45
Graphic Accents Contrasts (acento diacrítico)

Set 47
Diminutive Suffixes
-ito/a, -cito/a, -illo/a

Set 49
Suffixes -mente, -oso/a -ido/a



Second Grade

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-beginning reading and writing.

Set 51

Prefixes/Roots/Suffixes:
dis-, re - un-, -ent, -er, -ful, -ive

Set 53

Prefixes/Roots/Suffixes:
com-, ex-, non-, -ion, -ite, -ly

Set 55

Prefixes/Roots/Suffixes: bi,
tri-, -able, -ible, -inter, -ance, -
ence

Set 52

Prefixes/Roots/Suffixes: a-,
mis-, pre-, -est, -ic, -ious, -ous

Set 54

Prefixes/Roots/Suffixes:
post-, pro-, -ery, -ity, -ize, -
ment



Third Grade

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-beginning reading and writing.

3.2.a Demonstrate and apply phonetic knowledge by:

- i. decoding words with a prosodic or orthographic accent
- ii. decoding words with multiple sound spelling patterns
- iii. decoding words with silent h
- iv. decoding words that use the [syllable] que-
- v. decoding words that use the [syllable] qui-
- vi. decoding words that use the [syllable] gue-
- vii. decoding words that use the [syllable] gui-
- viii. decoding words that use the [syllable] güe-
- ix. decoding words that use the [syllable] güi-
- x. becoming very familiar with the concept of hiatus
- xi. becoming very familiar with the concept of diphthongs
- xii. becoming very familiar with the implications for orthographic accents
- xiii. decoding a word based on a diacritical accent
- xiv. differentiating meaning of a word based on a diacritical accent
- xv. decoding words with prefixes
- xvi. decoding words with suffixes

Decodable Plus Set 1 (Multisyllabic Words)

- Letter Review
- Letter Review
- Silent U (que, qui)
- Silent u (gue, gui)

Decodable Plus Set 3 (Multisyllabic Words)

- Contrast b vs. v
- Contrasts c, s, z /s/
- Diphthongs ai ei oi ui
- Diphthongs ay, ey, oy, uy

Decodable Plus Set 5 (Multisyllabic Words)

- Words with stress on last syllable
- Words with stress on the penultimate syllable
- Words with stress on the antepenultimate syllable
- Graphic Accents
Contrasts

Decodable Plus Set 7 (Multisyllabic Words)

- Suffixes -mente, -oso/a, -ido/a
- Suffixes: -mente, -oso/a, -ido/a

Set 51

Prefixes/Roots/Suffixes: dis-, re - un-, -ent, -er, -ful, -ive

Set 53

Prefixes/Roots/Suffixes: com-, ex-, non-, -ion, -ite, -ly

Set 55

Prefixes/Roots/Suffixes: bi, tri-, -able, -ible, -inter, -ance, -ence

Decodable Plus Set 2 (Multisyllabic Words)

- Diéresis güe, güi
- Compound words, diacritical accent
- Contrasts /g/ vs. /j/
- Contrasts gue, gui vs. güe, güi

Decodable Plus Set 4 (Multisyllabic Words)

- Hiatus aí, eí, oí, aú, eú, ía, íe, ío
- Hiatus aa, ae, ao

Decodable Plus Set 6 (Multisyllabic Words)

- Prefixes: des-, i-, in-, im-
- Diminutive Suffixes -ito/a, -cito/a, -illo/a
- Augmentative Suffixes -ote/a, -azo/a, -ón/

Decodable Plus Set 8 (Multisyllabic Words)

- Suffixes: -mente (adv.), -oso/a (adj.), -ido/a (adj.)
- Suffixes: -ado/a, -ción/sión

Set 52

Prefixes/Roots/Suffixes: a-, mis-, pre-, -est, -ic, -ious, -ous

Set 54

Prefixes/Roots/Suffixes: post-, pro-, -ery, -ity, -ize, -ment

