

Student Expectations

In Texas and Louisiana, Kindergarten students engage in many activities that help develop their oral language skills and begin to read and write. They take part in language activities that extend their vocabulary and conceptual knowledge. Students learn to follow directions and develop the language of schooling. They discuss the meanings of words from familiar and conceptually challenging selections read aloud. Students express themselves in complete thoughts. In Kindergarten, students listen to a wide variety of children's literature, including selections from classic and contemporary works. Students also listen to nonfiction and informational material. Students know to listen attentively and ask and respond to questions and retell stories. Students learn simple story structure and distinguish fiction from nonfiction.

Kindergarten students identify and write the letters of the alphabet. Students learn that individual letters are different from printed words, that words have spaces between them, and that print is read from left-to-right and from top-to-bottom. Through meaningful and organized activities, Kindergarten students learn that spoken language is composed of sequences of sounds. Students learn to segment and identify the sounds in spoken words. Students name each letter of the alphabet, begin to associate spoken sounds with the letter or letters that represent them, and begin to use this knowledge to read words and simple stories. In Kindergarten, students write the letters of the alphabet, their names, and other words. Initially, students dictate messages and stories for others to write. Students begin to use their knowledge of sounds and letters to write by themselves.

Due to these common origins, student expectations are very similar. Both states differentiate between process skills and content, yet they clearly intend for both areas to be addressed simultaneously in the classroom

throughout the school year. They also advise that social studies concepts be introduced and mastered in an interdisciplinary format.

The sixteen strands of the essential knowledge and skills for Kindergarten English Language Arts and Reading in Texas include:
Listening/speaking/purposes;
Listening/speaking/culture;
Listening/speaking/communication;
Reading/print awareness;
Reading/phonological awareness ;
Reading/letter-sound relationships ;
Reading/vocabulary development ;
Reading/comprehension ; Reading/literary response ;
Reading/text structures/literary concepts;
Reading/inquiry/research; Reading/culture;
Writing/spelling/penmanship;
Writing/composition;
Writing/inquiry/research.

In Louisiana, the strands include:
Reading and Responding;
Writing;
Writing and Proofreading;
Speaking and Listening.

Both Texas and Louisiana take an integrated approach at this grade level, and both states emphasize content, as appropriate for the grade level or course, conveys the importance of patriotism, function in a free enterprise society, and the basic values of our states and nation.

Whereas unifying themes are identified and addressed separately in the Texas Educational Knowledge and Skills (TEKS), Louisiana interweaves these concepts throughout their Grade Level Expectations (GLEs) and Benchmarks.

Assessment

English Language Arts assessment methodologies in Texas and Louisiana differ in some ways. In Louisiana, assessment is based on the research that children vary in their levels of oral language experiences. Louisiana assessments include the following:

- Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- Expressive One-Word Picture Vocabulary Test (EO-WPVT)
- Oral and Written Language Scales-List
- Comprehension/Oral Expression (OWLS: LC/OE)
- Peabody Picture Vocabulary Test III (PPVT III) [Widely used and recognized as highly reliable, but only measures listening comprehension]
- Test of Early Language Development-Third Edition (TELD-3)

In Texas, assessment is also based on research that children vary in their levels of oral language experiences. The Texas early reading instruments include: Texas Primary Reading Inventory (TPRI), Tejas LEE, other state approved K-2 instruments or district-developed instruments used to monitor progress. Reading assessment is administered at kindergarten, first, and second grades in Texas.

Though the Texas and Louisiana English language arts standards are similar overall, few of the TEKS student expectations match perfectly with the Louisiana GLEs. For example, TEKS K.14 A: *write his/her own name and other important words* (K-1); closely resembles, but does not exactly match # 31 (ELA-3-E2).

A careful review of the Kindergarten side-by-side analysis will provide more information about such variations.

Coding in the Side-by-Side Analysis

The number in parentheses following each GLE statement is a reference to the Louisiana Benchmark statement. For example, (ELA-3-E2) refers to the ELA Standard, Substandard E, benchmark 2. Benchmark statements are similar to the Texas Knowledge and Skill statements. More information about the Louisiana Benchmarks is available from the Louisiana State

Department of Education: <http://www.doe.state.la.us/ide/uploads/2911.pdf>.

Louisiana groups English Language Arts expectations into seven strands, with GLE numbers 1-31. The Louisiana English Language Arts expectations are generally analogous to the Texas Process Standards. It should be noted that the prefixes appearing before the GLE refers to the strand (i.e., ELA - English Language Arts).

Regarding the codes and content in the middle column of the document:

- Notations are made when concepts are addressed in another grade level in Louisiana.
- *Implied* refers to components of concepts that are implicit within the context of the statement.
- *Similar* means the concept is worded differently.
- *Not specifically addressed* refers to concepts that may be covered, but not necessarily addressed in all classrooms by all teachers.