

Letter TV Correlations for Texas

All programs in Letter TV focus on the primary association between viewing the letter and making the sound(s) of the letter. Specific key words are selected for their potential to illustrate this phonemic awareness, and other words are portrayed in context.

The series addresses the following Texas Essential Knowledge and Skills for English Language Arts and Reading for Kindergarten:

Section	Standard	Description	Letter TV programs
K.1	A	Determine the purpose(s) for listening, such as to get information, to solve problems, and to enjoy and appreciate.	all
	C	Participate in rhymes, songs, conversations, and discussions.	all
	D	Listen critically to interpret and evaluate.	all
	E	Listen responsively to stories and other texts read aloud, including selections from classic and contemporary works.	G, R, T, X
	F	Identify the musical elements of literary language such as its rhymes or repeated sounds.	all
	H (ESOL)	Infer meaning by making associations of utterances with actions, visuals, and the context of the situation.	all
K.2	B	Compare language and oral traditions (family stories) that reflect customs, regions, and cultures	D, F, G, H, K, L, X
K.5	A	Recognize that print represents spoken language and conveys meaning such as his/her own name and signs such as Exit and Danger.	all
	E	Know the difference between capital and lowercase letters.	all
	H	Recognize that different parts of a book such as	G, R, T, X, E (book

		cover, title page, and table of contents offer information.	covers)
K.6	C	Produce rhyming words and distinguish rhyming words from non-rhyming words.	especially B, C, F, P
	D	Identify and isolate the initial and final sound of a spoken word.	all (initial letters)
K.7	A	Name and identify each letter of the alphabet.	all
	B	Understand that written words are composed of letters that represent sounds.	all
	C	Learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read.	all
K.8	A	Discuss meanings of words and develop vocabulary through meaningful/concrete experiences.	all
	C	Identify words that name persons, places, or things and words that name actions.	all
K.9	B	Establish purposes for reading or listening such as to be informed, to follow directions, and to be entertained.	especially D, H, M, E, I
K.10	A	Listen to stories being read aloud.	G, R, T, X
	B	Participate actively (react, speculate, join in, read along) when predictable and patterned selections are read aloud.	especially G and P
K.11	A	Distinguish different forms of texts such as lists, newsletters, and signs and the functions they serve.	all
	B	Understand simple story structure.	G, R, T, X
	C	Distinguish fiction from nonfiction, including fact and fantasy.	especially G, N, V, U
	D	Understand literary forms by recognizing and distinguishing among such types of text as stories, poems, and information books.	all
K.12	A	Identify relevant questions for inquiry such as "Why did knights wear armor?"	especially D, H, M

K.13	A	Connect his/her own experiences with the life experiences, language, customs, and culture of others.	D, F, G, H, K, L, X
K.18 ESOL	A	Use active listening comprehension in a variety of situations such as following directions, responding to requests, and listening for specific purposes.	all
	D	Listen to and extract meaning from a variety of media such as audio tape, video, and CD-ROM in all content areas.	all
K.20 ESOL	E	Develop basic sight vocabulary.	all
	H	Use print from the environment to derive meaning.	all