



Mind Missions®

Texas

Kindergarten Standards Alignment

		U.S. Holidays					U.S. Traditions					Citizenship Skills					Bunny Town				
		Sailor Saver	Presidents' Parade	Fourth Fireworks	Flag Flying	Labor Saver	Pledge Promise	Soaring Symbol	Cook's Call	Hometown Holiday	Card Creator	Earth Events	Class Constitution	Creating Citizens	Bully Banner	Respect Reminder	Bunny Town	Bunny Building	Jobs for Jackrabbits	Bad Bunny	Bunny Boss
TEKS	K.1.A	History: The student is expected to identify national patriotic holidays such as Constitution Day, Presidents' Day, Veterans Day, and Independence Day.																			
	K.1.B	History: The students is expected to identify customs associated with national patriotic holidays such as parades and fireworks on Independence Day.																			
	K.2	History: The student understands how historical figures helped shape the state and nation. The student is expected to identify contributions of historical figures, including Stephen F. Austin, George Washington, Christopher Columbus, and José Antonio Navarro, who helped to shape the state and nation.																			
	K.3	Geography: The student is expected to use spatial terms, including over, under, near, far, left, and right, to describe relative location; locate places on the school campus and describe their relative locations; and identify and use geographic tools that aid in determining location, including maps and globes.																			
	K.4	Geography: The student is expected to identify the physical characteristics of place such as landforms, bodies of water, Earth's resources, and weather; and identify how geographic location influences human characteristics of place such as shelter, clothing, food, and activities.																			
	K.5.A	Economics: The student is expected to identify basic human needs of food, clothing, and shelter.																			
	K.5.B	Economics: The student is expected to explain the difference between needs and wants.																			
	K.5.C	Economics: The student is expected to explain how basic human needs and wants can be met.																			
	K.6.A	Economics: The student is expected to identify jobs in the home, school, and community.																			
	K.6.B	Economics: The student is expected to explain why people have jobs.																			



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TEKS	K.7.A	Government: The student is expected to identify purposes for having rules.																																✓												✓		
	K.7.B	Government: The student is expected to identify rules that provide order, security, and safety in the home and school.																																													✓	
	K.8.A	Government: The student is expected to identify authority figures in the home, school, and community.																																													✓	
	K.8.B	Government: The student is expected to explain how authority figures enforce rules.																																													✓	
	K.9.A	Citizenship: The student is expected to identify the United States flag and the Texas state flag.																							✓																							
	K.9.B	Citizenship: The student is expected to recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag.																							✓		✓																					
	K.9.C	Citizenship: The student is expected to use voting as a method for group decision making.																																													✓	
	K.10	Culture: The student understands similarities and differences among individuals. The student is expected to identify similarities and differences among individuals such as kinship and religion.																																														
	K.11	Culture: The student is expected to describe and explain the importance of family traditions; and compare traditions among families.																																														
	K.12	Science, technology, and society: The student is expected to identify examples of technology used in the home and school; describe how technology helps accomplish specific tasks and meet people's needs; and describe how his or her life might be different without modern technology.																																														
K.13.A	Social Studies Skills: The student is expected to gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance.																				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		



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TEKS	K.13.B	Social Studies Skills: The student is expected to sequence and categorize information.																			
	K.14.A	Social Studies Skills: The student is expected to place events in chronological order.																			
	K.14.B	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	K.14.C	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	K.14.D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	K.15	Social Studies Skills: The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.																			



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ELPS	C.1	Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.																			
	C.2	Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.																			
	C.3	Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.																			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



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ELPS	C.4	Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text.																			
	C.5	Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.																			
ELA	K.1.A	Oral Language: The student develops oral language through listening, speaking, and discussion. The student is expected to listen actively and ask questions to understand information and answer questions using multi-word responses.																			
	K.1.B	Oral Language: The student develops oral language through listening, speaking, and discussion. The student is expected to restate and follow oral directions that involve a short, related sequence of actions.																			
	K.1.C	Oral Language: The student develops oral language through listening, speaking, and discussion. The student is expected to share information and ideas by speaking audibly and clearly using the conventions of language.																			
	K.1.D	Oral Language: The student develops oral language through listening, speaking, and discussion. The student is expected to work collaboratively with others by following agreed-upon rules for discussion, including taking turns.																			



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ELA	K.1.E	Oral Language: The student develops oral language through listening, speaking, and discussion. The student is expected to develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.																			
	K.2.A	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 demonstrate phonological awareness.																			
	K.2.B	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 demonstrate and apply phonetic knowledge.																			
	K.2.C	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 demonstrate and apply spelling knowledge.																			
	K.2.D.i	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 demonstrate print awareness by identifying the front cover, back cover, and title page of a book.																			
	K.2.D.ii	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 demonstrate print awareness by 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.																			
	K.2.D.iii	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 demonstrate print awareness by recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries.																			



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ELA	K.2.D.iv	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 demonstrate print awareness by recognizing the difference between a letter and a printed word.																			
	K.2.D.v	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 demonstrate print awareness by identifying all uppercase and lowercase letters.																			
	K.3.A	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	K.3.B	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	K.3.C	Vocabulary: The student uses newly acquired vocabulary expressively. The student is expected to identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.																			
	K.4	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.																			
K.5.A	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	



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ELA	K.5.B	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 generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	K.5.C	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 make and confirm predictions using text features and structures with adult assistance.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	K.5.D	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 create mental images to deepen understanding with adult assistance.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	K.5.E	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 make connections to personal experiences, ideas in other texts, and society with adult assistance.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	K.5.F	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 make inferences and use evidence to support understanding with adult assistance.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	K.5.G	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 evaluate details to determine what is most important with adult assistance.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



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ELA	K.5.H	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 synthesize information to create new understanding with adult assistance.																			
	K.5.I	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 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.																			
	K.6.A	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 describe personal connections to a variety of sources.																			
	K.6.B	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 provide an oral, pictorial, or written response to a text.																			
	K.6.C	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 use text evidence to support an appropriate response.																			
	K.6.D	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 retell texts in ways that maintain meaning.																			
	K.6.E	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 interact with sources in meaningful ways such as illustrating or writing.																			
	K.6.F	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 respond using newly acquired vocabulary as appropriate.																			



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ELA	K.7.A	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 discuss topics and determine the basic theme using text evidence with adult assistance..																			
	K.7.B	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 identify and describe the main character(s).																			
	K.7.C	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 describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance.																			
	K.7.D	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 describe the setting.																			
	K.8.A	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 demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes.																			
	K.8.B	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 discuss rhyme and rhythm in nursery rhymes and a variety of poems.																			



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ELA	K.8.C	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 discuss main characters in drama.																			
	K.8.D.i	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 recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.																			
	K.8.D.ii	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	K.8.D.iii	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	K.8.E	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 recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do.																			
	K.8.F	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



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ELA	K.9.A	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 discuss with adult assistance the author's purpose for writing text.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	K.9.B	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 discuss with adult assistance how the use of text structure contributes to the author's purpose.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	K.9.C	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 discuss with adult assistance the author's use of print and graphic features to achieve specific purposes.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	K.9.D	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 discuss with adult assistance how the author uses words that help the reader visualize	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	K.9.E	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 listen to and experience first- and third-person texts.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



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ELA	K.10.A	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 plan by generating ideas for writing through class discussions and drawings.																			
	K.10.B	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 develop drafts in oral, pictorial, or written form by organizing ideas.																			
	K.10.C	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 revise drafts by adding details in pictures or words.																			
	K.10.D	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 edit drafts with adult assistance using standard English conventions.																			
	K.10.E	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 share writing.																			
	K.11.A	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to dictate or compose literary texts, including personal narratives.																			
	K.11.B	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to dictate or compose informational texts.																			



Mind Missions®

Texas

Kindergarten Standards Alignment

		U.S. Holidays					U.S. Traditions					Citizenship Skills					Bunny Town				
		Sailor Saver	Presidents' Parade	Fourth Fireworks	Flag Flying	Labor Saver	Pledge Promise	Soaring Symbol	Cook's Call	Hometown Holiday	Card Creator	Earth Events	Class Constitution	Creating Citizens	Bully Banner	Respect Reminder	Bunny Town	Bunny Building	Jobs for Jackrabbits	Bad Bunny	Bunny Boss
ELA	K.12.A	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to generate questions for formal and informal inquiry with adult assistance.																			
	K.12.B	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to develop and follow a research plan with adult assistance.																			
	K.12.C	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to gather information from a variety of sources with adult assistance.																			
	K.12.D	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to demonstrate understanding of information gathered with adult assistance.																			
	K.12.E	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.																			