

TEKS Language Arts – GRADE 1

<b>1. Listening/speaking/purposes. The student listens attentively and engages actively in various oral language experiences.</b>
(A) determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate (K-3)
(B) respond appropriately and courteously to directions and questions (K-3)
(C) participate in rhymes, songs, conversations, and discussions (K-3)
(D) listen critically to interpret and evaluate (K-3)
(E) listen responsively to stories and other texts read aloud, including selections from classic and contemporary works (K-3);
(F) identify the musical elements of literary language, including its rhymes, or repeated sounds (K-1)
<b>2. Listening/speaking/culture. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures.</b>
(A) connect experiences and ideas with those of others through speaking and listening (K-3)
(B) compare language and oral traditions (family stories) that reflect customs, regions, and cultures (K-3)
<b>3. Listening/speaking/audiences. The student speaks appropriately to different audiences for different purposes and occasions.</b>
(A) choose and adapt spoken language appropriate to the audience, purpose, and occasion, including use of appropriate volume and rate (K-3)
(B) use verbal and nonverbal communication in effective ways such as making announcements, giving directions, or making introductions (K-3)
(C) ask and answer relevant questions and make contributions in small or large group discussions (K-3)
(D) present dramatic interpretations of experiences, stories, poems, or plays (K-3)
(E) gain increasing control of grammar when speaking such as using subject-verb agreement, complete sentences, and correct tense (K-3)
<b>4. Listening/speaking/communication. The student communicates clearly by putting thoughts and feelings into spoken words.</b>
(A) learn the vocabulary of school such as numbers, shapes, colors, directions, and categories (K-1)
(B) use vocabulary to describe clearly ideas, feelings, and experiences (K-3)
(C) clarify and support spoken messages using appropriate props, including objects, pictures, and charts (K-3)
(D) retell a spoken message by summarizing or clarifying (K-3).
<b>(5) Reading/print awareness. The student demonstrates knowledge of concepts of print.</b>
(A) recognize that print represents spoken language and conveys meaning such as his/her own name and signs such as <i>Exit</i> and <i>Danger</i> (K-1);
(B) know that print moves left-to-right across the page and top-to-bottom (K-1);
(C) understand that written words are separated by spaces (K-1);
(D) know the difference between individual letters and printed words (K-1);
(E) know the order of the alphabet (1);
(F) know the difference between capital and lowercase letters (K-1);
(G) recognize how readers use capitalization and punctuation to comprehend (K-1);
(H) understand that spoken words are represented in written language by specific sequences of letters (K-1);
(I) recognize that different parts of a book such as cover, title page, and table of contents offer information (K-1);
(J) recognize that there are correct spellings for words (1);
(K) recognize the distinguishing features of a paragraph (1).

<b>6 Reading/phonological awareness. The student orally demonstrates phonological awareness (an understanding that spoken language is composed of sequences of sounds).</b>
(A) demonstrate the concept of word by dividing spoken sentences into individual words (K-1);
(B) identify, segment, and combine syllables within spoken words such as by clapping syllables and moving manipulatives to represent syllables in words (K-1);
(C) produce rhyming words and distinguish rhyming words from non-rhyming words (K-1);
(D) identify and isolate the initial and final sound of a spoken word (K-1);
(E) blend sounds to make spoken words such as moving manipulatives to blend phonemes in a spoken word (K);
(F) segment one-syllable spoken words into individual phonemes, clearly producing beginning, medial, and final sounds (K-1).
<b>7 Reading/letter-sound relationships. The student uses letter-sound knowledge to decode written language.</b>
(A) name and identify each letter of the alphabet (K-1);
(B) understand that written words are composed of letters that represent sounds (K-1);
(C) learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1).
(D) learn and apply the most common letter-sound correspondences, including the sounds represented by single letters (consonants and vowels); consonant blends such as <i>bl, st, tr</i> ; consonant digraphs such as <i>th, sh, ck</i> ; and vowel digraphs and diphthongs such as <i>ea, ie, ee</i> (1);
(E) blend initial letter-sounds with common vowel spelling patterns to read words (1-3);
(F) decode by using all letter-sound correspondences within regularly spelled words (1-3); and
(G) use letter-sound knowledge to read decodable texts (engaging and coherent texts in which most of the words are comprised of an accumulating sequence of letter-sound correspondences being taught) (1).
<b>8 Reading/word identification. The student uses a variety of word identification strategies.</b>
(A) decode by using all letter-sound correspondences within a word (1-3);
(B) use common spelling patterns to read words (1);
(C) use structural cues to recognize words such as compounds, base words, and inflections such as <i>-s, -es, -ed, and -ing</i> (1-2);
(D) identify multisyllabic words by using common syllable patterns (1-3);
(E) recognize high frequency irregular words such as <i>said, was, where, and is</i> (1-2);
(F) use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3); and
(G) read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3).
<b>9 Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels.</b>
(A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (1);
(B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" first grader reads approximately 60 wpm) (1);
(C) read orally from familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation) (1); and
(D) self-select independent level reading such as by drawing on personal interest, by relying on knowledge of authors and different types of texts, and/or by estimating text difficulty (1-3).

<b>10 Reading/variety of texts. The student reads widely for different purposes in varied sources.</b>
(A) read fiction, nonfiction, and poetry, including classic and contemporary works, for pleasure and/or information (1);
(B) use graphs, charts, signs, captions, and other informational texts to acquire information (1).
<b>11 Reading/vocabulary development. The student develops an extensive vocabulary.</b>
(A) discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2);
(B) develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud (K-3);
(C) identify words that name persons, places, or things and words that name actions (K-1).
<b>12 Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently.</b>
(A) use prior knowledge to anticipate meaning and make sense of texts (K-3);
(B) establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained (K-3);
(C) retell or act out the order of important events in stories(K-3);
(D) monitor his/her own comprehension and act purposefully when comprehension breaks down using strategies such as rereading, searching for clues, and asking for help (1-3);
(E) draw and discuss visual images based on text descriptions (1-3);
(F) make and explain inferences from texts such as determining important ideas and causes and effects, making predictions, and drawing conclusions (1-3); and
(G) identify similarities and differences across texts such as in topics, characters, and problems (1-2).
<b>13 Reading/literary response. The student responds to various texts.</b>
(A) listen to stories being read aloud (K-1);
(B) participate actively (react, speculate, join in, read along) when predictable and patterned selections are read aloud (K-1);
(C) respond through talk, movement, music, art, drama, and writing to a variety of stories and poems in ways that reflect understanding and interpretation (K-1);
(D) connect ideas and themes across texts (1-3);
(E) describe how illustrations contribute to the text (K-1).
<b>14 Reading/text structures/literary concepts. The student recognizes characteristics of various types of texts.</b>
(A) distinguish different forms of texts such as lists, newsletters, and signs and the functions they serve (K-3);
(B) understand simple story structure (K-1);
(C) distinguish fiction from nonfiction, including fact and fantasy (K-3);
(D) recognize the distinguishing features of familiar genres, including stories, poems, and informational texts (1-3);
(E) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, and information books (K-2);
(F) understand literary terms by distinguishing between the roles of the author and illustrator such as the author writes the story and the illustrator draws the pictures (K-1);
(G) analyze characters, including their traits, feelings, relationships, and changes (1-3);
(H) identify the importance of the setting to a story's meaning (1-3); and
(I) recognize the story problem(s) or plot (1-3).
<b>15 Reading/inquiry/research. The student generates questions and conducts research about topics using information from a variety of sources including selections read aloud.</b>
(A) identify relevant questions for inquiry such as "What do pill bugs eat?" (K-3);
(B) use pictures, print, and people to gather information and answer questions (K-1);

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(C) draw conclusions from information gathered (K-3);
(D) use alphabetical order to locate information (1-3);
(E) recognize and use parts of a book to locate information, including table of contents, chapter titles, guide words, and indices (1-3);
(F) locate important areas of the library/media center (K-1).
<b>16 Reading/culture. The student reads or listens to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures.</b>
(A) connect his/her own experiences with the life experiences, languages, customs, and culture of others (K-3); and
(B) compare experiences of characters across cultures (K-3).
<b>17 Writing/penmanship/capitalization/punctuation. The student develops the foundations of writing.</b>
(A) write his/her own name and other important words (K-1);
(B) write each letter of the alphabet, both capital and lowercase, using correct formation, appropriate size, and spacing (1);
(C) use phonological knowledge to map sounds to letters to write messages (K-1);
(D) write messages that move left-to-right and top-to-bottom on the page (K-1);
(E) gain an increasing control of penmanship such as pencil grip, paper position, stroke, and posture (1);
(F) use word and letter spacing and margins to make messages readable (1-2); and
(G) use basic capitalization and punctuation such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points (1-2).
<b>18 Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms.</b>
(A) dictate messages such as news and stories for others to write (K-1);
(B) write labels, notes, and captions for illustrations, possessions, charts, and centers (K-1);
(C) write to record ideas and reflections (K-3);
(D) write to discover, develop, and refine ideas (1-3);
(E) write to communicate with a variety of audiences (1-3);
(F) write in different forms for different purposes such as lists to record, letters to invite or thank, and stories or poems to entertain (1-3).
<b>19 Writing/writing processes. The student selects and uses writing processes to compose original text.</b>
(A) generate ideas before writing on self-selected topics (K-1);
(B) generate ideas before writing on assigned tasks (K-1);
(C) develop drafts (1-3);
(D) revise selected drafts for varied purposes, including to achieve a sense of audience, precise word choices, and vivid images (1-3);
(E) use available technology to compose text (K-3).
<b>20 Writing/spelling. The student spells proficiently.</b>
(A) write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3);
(B) write with more proficient spelling of inflectional endings such as plurals and verb tenses (1-2);
(C) spell single syllable words that have r-controlled vowels such as in <i>burn</i> or <i>star</i> , that have the final consonants <i>f</i> , <i>l</i> , and <i>s</i> such as in <i>miss</i> or <i>doll</i> ; and that have <i>ck</i> as the final consonants such as in <i>buck</i> (1);
(D) use resources to find correct spellings, synonyms, and replacement words (1-3);
(E) use conventional spelling of familiar words in final drafts (1).
<b>21 Writing/grammar/usage. The student composes meaningful texts by applying knowledge of grammar and usage.</b>
(A) use nouns and verbs in sentences (1);

(B) compose complete sentences in written texts and use the appropriate end punctuation (1-2).
<b>22 Writing/evaluation. The student evaluates his/her own writing and the writing of others.</b>
(A) identify the most effective features of a piece of writing using criteria generated by the teacher and class (1-3);
(B) respond constructively to others' writing (1-3);
(C) determine how his/her own writing achieves its purposes (1-3).
<b>23 Writing/inquiry/research. The student uses writing as a tool for learning and research.</b>
(A) record or dictate questions for investigating (K-1);
(B) record or dictate his/her own knowledge of a topic in various ways such as by drawing pictures, making lists, and showing connections among ideas (K-3).