1. Listening/speaking/purposes. The student attends actively and engages actively in various oral language experiences.
(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).

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 culture.
(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).

3. Listening/speaking/audiences. The student speaks appropriately to different audiences for different purposes and occasions.
(A) choose and adapt spoken language appropriate to the audience, speech 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 increased control of grammar when speaking such as using subject-verb agreement, complete sentences, and correct tense (K-3).

4. Listening/speaking/communication. The student communicates clearly by putting thoughts and feelings into spoken words.
(A) learn the vocabulary of school such as numbers, shapes, colors, days, and categories (K-1);
(B) use vocabulary to describe 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);
(E) use appropriate volume and rate (K-3).

5. Reading/print awareness. The student demonstrates knowledge of concepts of print.
(A) recognize that print represents spoken language and conveys meaning such as his/her own name and signs such as Exit and Danger (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).

6. Reading/phonological awareness. The student orally demonstrates phonological awareness (an understanding that spoken language is composed of sequences of sounds).
(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).

7. Reading/letter-sound relationships. The student uses letter-sound knowledge to decode written language.
(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 bl, st, tr, consonant digraphs such as th, sh, ch, and vowel digraphs and diphthongs such as ea, ee, ie, (K-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);
(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).

8. Reading/word identification. The student uses a variety of word identification strategies.
(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 -ed, -ies, -ed, and -ing (1-2);
(D) identify multisyllabic words by using common syllable patterns (1-3);
(E) recognize high frequency irregular words such as said, was, where, and is (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).

9. Reading/fluency. The student reads with accuracy, expression, appropriate phrasing, and attention to punctuation (K-1).
(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 grade reader 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).

10. Reading/vocabulary development. The student develops an extensive vocabulary.
(A) discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2);
(B) develop vocabulary by listening to and discussing 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).

12. Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently.
(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 predications, and drawing conclusions (1-3); and
(G) identify similarities and differences across texts such as in topics, characters, and problems (1-2).

13. Reading/literary response. The student responds to various texts.
(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 (1)
<table>
<thead>
<tr>
<th>TEKS Language Arts – GRADE 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(C)</strong> draw conclusions from information gathered (K-3);</td>
</tr>
<tr>
<td><strong>(D)</strong> use alphabetical order to locate information (1-3);</td>
</tr>
<tr>
<td><strong>(E)</strong> recognize and use parts of a book to locate information, including table of contents, chapter titles, guide words, and indices (1-3);</td>
</tr>
<tr>
<td><strong>(F)</strong> locate important areas of the library/media center (K-1).</td>
</tr>
</tbody>
</table>

### 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.

- **(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).

### 17 Writing/penmanship/capitalization/punctuation

The student develops the foundations of writing.

- **(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).

### 18 Writing/purposes

The student writes for a variety of audiences and purposes and in a variety of forms.

- **(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).

### 19 Writing/writing processes

The student selects and uses writing processes to compose original text.

- **(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).

### 20 Writing/spelling

The student spells proficiently.

- **(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 burn or star, that have the final consonants f, s, and s as in miss or doll; and that have ck as the final consonants such as in buck (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).

### 21 Writing/grammar/usage

The student composes meaningful texts by applying knowledge of grammar and usage.

- **(A)** use nouns and verbs in sentences (1);