

## **Draft English Language Arts and Reading, Grade 1**

### **(a) Introduction.**

- (1) The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, and writing through the integrated strands of developing and sustaining foundational language skills; comprehension; response; collaboration; multiple genres; author's purpose and craft; composition and presentation; and inquiry and research. The strands focus on authentic reading and writing to ensure a literate Texas and are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.
- (2) The eight strands of the essential knowledge and skills for English language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. Each strand is of equal value and may be presented in any order throughout the year. All strands include the four domains of language (listening, speaking, reading, and writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. As skills and knowledge are obtained in each of the eight strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills. Students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.
- (3) English language learners (ELLs) are expected to meet standards in a second language; however, their proficiency in English influences the ability to meet these standards. To demonstrate this knowledge throughout the stages of English language acquisition, comprehension of text requires additional scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected discourse so that it is meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.
- (4) Current research [add references] stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the ELPS and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the English Language Proficiency Standards and proficiency-level descriptors located in Chapter 74, Subchapter B.
- (5) Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Dr. Kate Kinsella, NCLB, 2010). Students need practice with academic language if they are to become proficient in that language: they must learn to speak the language of science, history, mathematics, art, literature, and technical subjects if they are to become thinkers in those disciplines (Fisher, Frey & Rothenberg, 2008).
- (6) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

### **(b) Knowledge and skills.**

- (1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop word structure knowledge through phonological awareness, print concepts, and phonics to decode and encode texts. Students apply knowledge and relationships found when studying the structures, origins, and contextual meanings of words. The student is expected to:

(A) demonstrate print awareness by:

- (i) recognizing that spoken words are represented in written English by specific sequences of letters;
- (ii) identifying all upper- and lower-case letters fluently;
- (iii) sequencing the letters of the alphabet;
- (iv) recognizing the distinguishing features of a sentence such as capitalization of first word and ending punctuation;
- (v) reading texts by moving from top to bottom of the page and tracking words from left to right with return sweep; and
- (vi) identifying the information that different parts of a book provide such as title, author, illustrator, table of contents;

(B) demonstrate phonological awareness by:

- (i) orally generating a series of original rhyming words using a variety of phonograms such as -ake, -ant, -ain and consonant blends such as bl, st, tr;
- (ii) distinguishing between long- and short-vowel sounds in spoken one-syllable words such as bit/bite;
- (iii) recognizing the change in a spoken word when a specified phoneme is added, changed, or removed such as /b/l/o/w/ to /g/l/o/w/;
- (iv) blending spoken phonemes to form one- and two-syllable words, including consonant blends such as spr;
- (v) isolating initial, medial, and final sounds in one-syllable spoken words; and
- (vi) segmenting spoken one-syllable words of three to five phonemes into individual phonemes such as splat =/s/p/l/a/t/;

(C) develop phonetic knowledge by:

- (i) decoding and encoding consonants including b, c=/k/ (hard), c=/s/ (soft), d, f, g=/g/ (hard), g=/j/ (soft), h, j, k, l, m, n, p, q=/kw/, r, s=/s/, s=/z/, t, v, w, x=/ks/, y, and z;
- (ii) decoding and encoding vowels including short a, short e, short i, short o, short u, long a (a-e), long e (e), long i (i-e), long o (o-e), long u (u-e), y=long e, and y=long i;
- (iii) decoding and encoding consonant blends such as grab, fast, stamp;
- (iv) decoding and encoding consonant digraphs and trigraphs including ch, tch, sh, th=as in thing, wh, ng, ck, kn, -dge, and ph;
- (v) decoding and encoding vowel digraphs and trigraphs including oo as in foot/moon, ea as in eat/bread, ee as in bee, ow as in snow, ay as in day, ai as in pail, aw as in saw, ew as in few, oa as in boat, ie as in chief/pie and igh as in light; and
- (vi) decoding and encoding diphthongs including oy as in toy, oi as in point, ou as in out, and ow as in owl;
- (vii) decoding and encoding words in context and in isolation using closed syllable such as mat, rab-bit;
- (viii) decoding and encoding words in context and in isolation open syllable such as he, ba-by;
- (ix) decoding and encoding words in context and in isolation vowel-consonant-silent "e" words such as kite, hide;

- (x) decoding and encoding words in context and in isolation vowel digraphs and diphthongs such as boy-hood, oat-meal;
- (xi) decoding and encoding words in context and in isolation r-controlled vowel sounds including er as in her, ir as in bird, ur as in turn, ar as in star, and or as in fork;
- (xii) decoding and encoding words in context and in isolation final stable syllable such as ap-ple, a-ble;
- (xiii) reading base words with inflectional endings such as plurals, past tenses;
- (xiv) using knowledge of base words to identify and read common compound words such as butterfly, football, popcorn, daydream;
- (xv) identifying and reading contractions such as isn't, can't;
- (xvi) identifying and reading at least 100 high-frequency words from a commonly used list; and
- (xvii) monitoring accuracy of decoding and encoding;
- (D) develop vocabulary skills by:
  - (i) determining what words mean from how they are used in context, either heard or read; and
  - (ii) identifying and sorting words into conceptual categories such as opposites, living things;
- (E) develop foundational skills by:
  - (i) reading aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension; and
  - (ii) reading independently assigned and self-selected text for a sustained period of time.
- (2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend increasingly complex texts. The student is expected to:
  - (A) establish purpose for reading assigned and self-selected texts and monitor comprehension making corrections and adjustments when that understanding breaks down;
  - (B) search for and use connections to personal experiences, to ideas in other texts and to the larger community;
  - (C) visualize sensory images to interpret and analyze texts;
  - (D) generate questions about text to deepen understanding and gain information;
  - (E) use text features, elements and structure to make and confirm predictions;
  - (F) sort through information read to distinguish what is most important in understanding an author's message;
  - (G) make inferences about text and use textual evidence to support understanding;
  - (H) summarize, paraphrase, or retell texts in ways that maintain meaning in logical order within a text and across texts; and
  - (I) combine information from the text and the readers' schema in order to create new understanding.
- (3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students speak and write to effectively convey viewpoints and analysis of texts which are read or heard for a variety of audiences and purposes. The student is expected to:
  - (A) discuss and record predictions;

- (B) share questions generated before, during, and after reading a text;
  - (C) describe mental images that support interpretations and analysis of text;
  - (D) share personal connections that directly support comprehension of text;
  - (E) discuss inferences, supported with text evidence;
  - (F) discuss why specific information is important to the author's message;
  - (G) describe insights gained from combining text information with personal schema;
  - (H) retell and create short summaries that maintain meaning and logical order; and
  - (I) explain how text evokes personal response.
- (4) Collaboration: Listening, Speaking, Reading and Writing using Multiple Texts. Students prepare for and participate productively in diverse interactions, building on others' ideas and expressing their own viewpoints clearly in a variety of contexts. The student is expected to:
- (A) listen attentively to speakers and ask relevant questions to clarify information;
  - (B) follow, restate, and give oral instructions that involve a short related sequence of actions;
  - (C) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language;
  - (D) to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; and
  - (E) produce collaborative products such as posters, texts, drawings.
- (5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize genre-specific characteristics, structures, and purposes in order to analyze, respond to, and compose a variety of texts. The student is expected to:
- (A) read, respond to, and dictate or write literary text (fiction and narrative) by attending to character, setting, key events, sensory details, and structure including beginning, middle and end;
  - (B) read and respond to traditional literature from a variety of cultures;
  - (C) read, respond to and dictate or write poetry by attending to rhyme, rhythm, beat and similarities in words;
  - (D) read, respond to and dictate or write informational text attending to topic, details, title, illustrations, table of contents and structure including descriptive and sequential; and
  - (E) read, respond to and dictate or write procedural expository text attending to pictorial directions and structure including sequential order.
- (6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students emulate author's craft purposefully in order to develop their own products and performances. The student is expected to:
- (A) notice and discuss the ways authors structure text with a focus on sequential and descriptive;
  - (B) notice and discuss the author's purpose for writing text including to entertain or inform; and
  - (C) identify and use, with support, elements of craft such as punctuation, capitalization, bold words, and descriptive words.
- (7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to:

- (A) write compositions about topics of interest to the student;
  - (B) plan a first draft by generating ideas for writing such as drawing, sharing ideas, listing key ideas;
  - (C) develop drafts;
  - (D) revise drafts by adding or deleting words, phrases, or sentences;
  - (E) edit drafts for grammar, punctuation, and spelling;
  - (F) publish and share writing with others;
  - (G) write short letters that put ideas in a chronological or logical sequence and use appropriate conventions such as date, salutation, closing;
  - (H) understand and use the following parts of speech in the context of reading, writing, and speaking:
    - (i) verbs (past, present, and future);
    - (ii) nouns singular, plural, common, proper;
    - (iii) adjectives;
    - (iv) adverbs including before, next, last;
    - (v) prepositions and prepositional phrases;
    - (vi) pronouns
    - (vii) time-order transition words;
  - (I) speak in complete sentences with correct subject-verb agreement;
  - (J) ask questions with appropriate subject-verb inversion;
  - (K) form upper- and lower-case letters legibly in text, using the basic conventions of print (left-to-right and top-to-bottom progression), including spacing between words and sentences;
  - (L) recognize and use basic capitalization for:
    - (i) the beginning of sentences;
    - (ii) the pronoun "I";
    - (iii) names of people; and
  - (M) recognize and use punctuation marks at the end of declarative, exclamatory, and interrogative sentences.
- (8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for self-selected and assigned purposes. The student is expected to:
- (A) generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics;
  - (B) decide what sources of information might be relevant to answer these questions;
  - (C) gather evidence from available sources (natural and personal) as well as from interviews with local experts;
  - (D) use text features such as table of contents, alphabetized index in age-appropriate reference works such as picture dictionaries to locate information; and
  - (E) record basic information in simple visual formats such as notes, charts, picture graphs, diagrams.