Texas English Language Arts and Reading

Grade 1

Adopted 2017

The student develops oral language through listening, speaking, and discussion. 1.1

- **A. listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;** 1.1.A
- **B. follow, restate, and give oral instructions that involve a short, related sequence of actions;** 1.1.B
- **C. share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;** 1.1.C
- **D. work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions; and** 1.1.D
- **E. develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.** 1.1.E

The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. 1.2

- **A. demonstrate phonological awareness by:** 1.2.A
  - i. producing a series of rhyming words; 1.2.A.I
  - ii. recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound; 1.2.A.II
  - iii. distinguishing between long and short vowel sounds in one-syllable words; 1.2.A.III
  - iv. recognizing the change in spoken word when a specified phoneme is added, changed, or removed; 1.2.A.IV
  - v. blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; 1.2.A.V
  - vi. manipulating phonemes within base words; and 1.2.A.VI
  - vii. segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends; 1.2.A.VII
- **B. demonstrate and apply phonetic knowledge by:** 1.2.B
  - i. decoding words in isolation and in context by applying common letter sound correspondences; 1.2.B.I
  - ii. decoding words with initial and final consonant blends, digraphs, and trigraphs; 1.2.B.II

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iii. decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; 1.2.B.III

iv. using knowledge of base words to decode common compound words and contractions; 1.2.B.IV

v. decoding words with inflectional endings, including -ed, -s, and -es; and 1.2.B.V

vi. identifying and reading at least 100 high-frequency words from a research-based list; 1.2.B.VI

C. demonstrate and apply spelling knowledge by: 1.2.C

i. spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; 1.2.C.I

ii. spelling words with initial and final consonant blends, digraphs, and trigraphs; 1.2.C.II

iii. spelling words using sound-spelling patterns; and 1.2.C.III

iv. spelling high-frequency words from a research-based list; 1.2.C.IV

D. demonstrate print awareness by identifying the information that different parts of a book provide; 1.2.D

E. alphabetize a series of words to the first or second letter and use a dictionary to find words; and 1.2.E

F. develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words. 1.2.F

The student uses newly acquired vocabulary expressively. 1.3

A. use a resource such as a picture dictionary or digital resource to find words; 1.3.A

B. use illustrations and texts the student is able to read or hear to learn or clarify word meanings; 1.3.B

C. identify the meaning of words with the affixes -s, -ed, and -ing; and 1.3.C

D. identify and use words that name actions, directions, positions, sequences, categories, and locations. 1.3.D

The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency rate, accuracy, and prosody when reading grade-level text. 1.4

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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. 1.5	**5. 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.** 1.5
The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. 1.6	**A. establish purpose for reading assigned and self-selected texts with adult assistance;** 1.6.A
	B. generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; 1.6.B
	C. make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance; 1.6.C
	D. create mental images to deepen understanding with adult assistance; 1.6.D
	E. make connections to personal experiences, ideas in other texts, and society with adult assistance; 1.6.E
	F. make inferences and use evidence to support understanding with adult assistance; 1.6.F
	G. evaluate details to determine what is most important with adult assistance; 1.6.G
	H. synthesize information to create new understanding with adult assistance; and 1.6.H
	I. monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down. 1.6.I
The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. 1.7	**A. describe personal connections to a variety of sources;** 1.7.A
	B. write brief comments on literary or informational texts; 1.7.B
	C. use text evidence to support an appropriate response; 1.7.C
	D. retell texts in ways that maintain meaning; 1.7.D
	E. interact with sources in meaningful ways such as illustrating or writing; and 1.7.E
	'espond using newly acquired vocabulary as appropriate. 1.7.F

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The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. 1.8	**A. discuss topics and determine theme using text evidence with adult assistance;** 1.8.A
	B. describe the main characters and the reasons for their actions; 1.8.B
	C. describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently; and 1.8.C
	D. describe the setting. 1.8.D
The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. 1.9	**A. demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;** 1.9.A
	B. discuss rhyme, rhythm, repetition, and alliteration in a variety of poems; 1.9.B
	C. discuss elements of drama such as characters and setting; 1.9.C
	D. recognize characteristics and structures of informational text, including: 1.9.D i. the central idea and supporting evidence with adult assistance; 1.9.D.I ii. features and simple graphics to locate or gain information; and 1.9.D.II iii. organizational patterns such as chronological order and description with adult assistance; 1.9.D.III
	E. recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do; and 1.9.E
	F. recognize characteristics of multimodal and digital texts. 1.9.F
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. 1.10	**A. discuss the author's purpose for writing text;** 1.10.A
	B. discuss how the use of text structure contributes to the author's purpose; 1.10.B
	C. discuss with adult assistance the author's use of print and graphic features to achieve specific purposes; 1.10.C
	D. discuss how the author uses words that help the reader visualize; and 1.10.D
	E. listen to and experience first- and third-person texts. 1.10.E
The student uses the writing process recursively to compose mu[illegible] leg Skip to main content	**A. plan a first draft by generating ideas for writing such as by drawing and brainstorming;** 1.11.A
	develop drafts in oral, pictorial, or written form by: 1.11.B i. organizing with structure; and 1.11.B.I

appropriate conventions. 1.11	ii. developing an idea with specific and relevant details; 1.11.B.II
	C. revise drafts by adding details in pictures or words; 1.11.C
	D. edit drafts using standard English conventions, including: 1.11.D i. complete sentences with subject-verb agreement; 1.11.D.I ii. past and present verb tense; 1.11.D.II iii. singular, plural, common, and proper nouns; 1.11.D.III iv. adjectives, including articles; 1.11.D.IV v. adverbs that convey time; 1.11.D.V vi. prepositions; 1.11.D.VI vii. pronouns, including subjective, objective, and possessive cases; 1.11.D.VII viii. capitalization for the beginning of sentences and the pronoun "I"; 1.11.D.VIII ix. punctuation marks at the end of declarative, exclamatory, and interrogative sentences; and 1.11.D.IX x. correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance; and 1.11.D.X
	E. publish and share writing. 1.11.E
The student uses genre characteristics and craft to compose multiple texts that are meaningful. 1.12	**A. dictate or compose literary texts, including personal narratives and poetry;** 1.12.A
	B. dictate or compose informational texts, including procedural texts; and 1.12.B
	C. dictate or compose correspondence such as thank you notes or letters. 1.12.C
The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. 1.13	**A. generate questions for formal and informal inquiry with adult assistance;** 1.13.A
	B. develop and follow a research plan with adult assistance; 1.13.B
	C. identify and gather relevant sources and information to answer the questions with adult assistance; 1.13.C
	D. demonstrate understanding of information gathered with adult assistance; and 1.13.D
	E. use an appropriate mode of delivery, whether written, oral, or multimodal, to present results. 1.13.E