

ELAR, Grade 1 (IMRA)

Subject: English Language Arts and Reading

Grade: 01

Expectations: 60

Breakouts: 232

(a) Introduction.

1. The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands 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 seven 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. Strands include the four domains of language (listening, speaking, reading, 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. Although some strands may require more instructional time, each strand is of equal value, may be presented in any order, and should be integrated throughout the year. It is important to note that encoding (spelling) and decoding (reading) are reciprocal skills. Decoding is internalized when tactile and kinesthetic opportunities (encoding) are provided. Additionally, 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. Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas Education Agency, *STAAR Performance Level Descriptors*, 2013). As skills and knowledge are obtained in each of the seven 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.
4. 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 kn

- (xi) apply phonetic knowledge by decoding words with initial consonant blends
- (xii) apply phonetic knowledge by decoding words with initial consonant digraphs
- (xiii) apply phonetic knowledge by decoding words with initial consonant trigraphs
- (xiv) apply phonetic knowledge by decoding words with final consonant blends
- (xv) apply phonetic knowledge by decoding words with final consonant digraphs
- (xvi) apply phonetic knowledge by decoding words with final consonant trigraphs
- (xvii) demonstrate phonetic knowledge by decoding words with closed syllables
- (xviii) demonstrate phonetic knowledge by decoding words with open syllables
- (xix) demonstrate phonetic knowledge by decoding words with VCe syllables
- (xx) demonstrate phonetic knowledge by decoding words with vowel teams, including vowel digraphs
- (xxi) demonstrate phonetic knowledge by decoding words with vowel teams, including vowel diphthongs
- (xxii) demonstrate phonetic knowledge by decoding words with r-controlled syllables
- (xxiii) apply phonetic knowledge by decoding words with closed syllables
- (xxiv) apply phonetic knowledge by decoding words with open syllables
- (xxv) apply phonetic knowledge by decoding words with VCe syllables
- (xxvi) apply phonetic knowledge by decoding words with vowel teams, including vowel digraphs
- (xxvii) apply phonetic knowledge by decoding words with vowel teams, including vowel diphthongs
- (xxviii) apply phonetic knowledge by decoding words with r-controlled syllables
- (xxix) demonstrate phonetic knowledge by using knowledge of base words to decode common compound words
- (xxx) demonstrate phonetic knowledge by using knowledge of base words to decode common contractions
- (xxxi) apply phonetic knowledge by using knowledge of base words to decode common compound words
- (xxxii) apply phonetic knowledge by using knowledge of base words to decode common contractions
- (xxxiii) demonstrate phonetic knowledge by decoding words with inflectional endings, including -ed
- (xxxiv) demonstrate phonetic knowledge by decoding words with inflectional endings, including -s
- (xxxv) demonstrate phonetic knowledge by decoding words with inflectional endings, including -es
- (xxxvi) apply phonetic knowledge by decoding words with inflectional endings, including -ed
- (xxxvii) apply phonetic knowledge by decoding words with inflectional endings, including -s
- (xxxviii) apply phonetic knowledge by decoding words with inflectional endings, including -es
- (xxxix) demonstrate phonetic knowledge by identifying at least 100 high-frequency words from a research-based list
- (xl) demonstrate phonetic knowledge by reading at least 100 high-frequency words from a research-based list
- (xli) apply phonetic knowledge by identifying at least 100 high-frequency words from a research-based list
- (xlii) apply phonetic knowledge by reading at least 100 high-frequency words from a research-based list

- (C) demonstrate and apply spelling knowledge by: i. spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; ii. spelling words with initial and final consonant blends, digraphs, and trigraphs; iii. spelling words using sound-spelling patterns; and iv. spelling high-frequency words from a research-based list;
- (i) demonstrate spelling knowledge by spelling words with closed syllables
 - (ii) demonstrate spelling knowledge by spelling words with open syllables
 - (iii) demonstrate spelling knowledge by spelling with VCe syllables
 - (iv) demonstrate spelling knowledge by spelling words with vowel teams
 - (v) demonstrate spelling knowledge by spelling words with r-controlled syllable
 - (vi) apply spelling knowledge by spelling words with closed syllables
 - (vii) apply spelling knowledge by spelling words with open syllables
 - (viii) apply spelling knowledge by spelling

- (ii) use a dictionary to find words
- (F) develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.
 - (i) develop handwriting by printing words legibly leaving appropriate spaces between words
 - (ii) develop handwriting by printing

- (ii) use appropriate fluency (accuracy) when reading grade-level text
 - (iii) use appropriate fluency (prosody) when reading grade-level text
- (5) 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.
 - (A) self-select text and interact independently with text for increasing periods of time
 - (i) self-select text
 - (ii) interact independently with text for increasing periods of time
- (6) 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:
 - (A) establish purpose for reading assigned and self-selected texts with adult assistance;
 - (i) establish purpose for reading assigned texts with adult assistance
 - (ii) establish purpose for reading self-selected texts- a

- (F) make inferences and use evidence to support understanding with adult assistance;
 - (i) make inferences to support understanding with adult assistance
 - (ii) use evidence to support understanding with adult assistance
 - (G) evaluate details to determine what is most important with adult assistance;
 - (i) evaluate details to determine what is most important with adult assistance
 - (H) synthesize information to create new understanding with adult assistance; and
 - (i) synthesize information to create new understanding with adult assistance
 - (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.
 - (i) monitor comprehension
 - (ii) make adjustments when understanding breaks down
- (7) 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:
- (A) describe personal connections to a variety of sources;
 - (i) describe personal connections to a variety of sources
 - (B) write brief comments on literary or informational texts;
 - (i) write brief comments on literary or informational texts
 - (C) use text evidence to support an appropriate response;
 - (i) use text evidence to support an appropriate response
 - (D) retell texts in ways that maintain meaning;
 - (i) retell texts in ways that maintain meaning
 - (E) interact with sources in meaningful ways such as illustrating or writing; and

(C) describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently; and

(i) describe plot elements, including the main events, for texts read aloud

(ii) describe plot elements, including the main events, for texts read independently

(iii) describe plot elements, including the problem, for texts read aloud

(iv) describe plot elements, including the problem, for texts read independently

(v) describe plot elements, including the resolution, for texts read aloud

(vi) describe plot elements, including the resolution, for texts read independently

(D) describe the setting.

(i) describe the setting

(9) 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:

(A) demonstrate knowledge of distinguishing c s004 (n)2.1 (g)-4.(t)-ittedbitfexp--0.6 (a)-2 l0 Tc 0 Tw (.)Tj-0.001 Tc 0.004 Tw 0.61

- (x) recognize structures of informational text, including organizational patterns with adult assistance
 - (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
 - (i) recognize characteristics of persuasive text with adult assistance
 - (ii) state what the author is trying to persuade the reader to think or do
 - (F) recognize characteristics of multimodal and digital texts.
 - (i) recognize characteristics of multimodal texts
 - (ii) recognize characteristics of digital texts
- (10) 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:
- (A) discuss the author's purpose for writing text;
 - (i) discuss the author's purpose for writing text
 - (B) discuss how the use of text structure contributes to the author's purpose;
 - (i) discuss how the use of text structure contributes to the author's purpose
 - (C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;
 - (i) discuss with adult assistance the author's use of print features to achieve specific purposes
 - (ii) discuss with adult assistance the author's use of graphic features to achieve specific purposes
 - (D) discuss how the author uses words that help the reader visualize; and
 - (i) discuss how the author uses words that help the reader visualize
 - (E) listen to and experience first- and third-person texts.
 - (i) listen to first-person texts
 - (ii) listen to third-person texts
 - (iii) experience first-person texts

- (C) revise drafts by adding details in pictures or words;
- (i) revise drafts by adding details in pictures or words
- (D) edit drafts using standard English conventions, including: i. complete sentences with subject-verb agreement; ii. past and present verb tense; iii. singular, plural, common, and proper nouns; iv. adjectives, including articles; v. adverbs that convey time; vi. prepositions; vii. pronouns, including subjective, objective, and possessive cases; viii. capitalization for the beginning of sentences and the pronoun "I"; ix. punctuation marks at the end of declarative, exclamatory, and interrogative sentences; and x. correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance; and
- (i) edit drafts using standard English conventions, including complete sentences with subject-verb agreement
 - (ii) edit drafts using standard English conventions, including past verb tense
 - (iii) edit drafts using standard English conventions, including present verb tense
 - (iv) edit drafts using standard English conventions, including singular nouns
 - (v) edit drafts using standard English conventions, including plural nouns
 - (vi) edit drafts using standard English conventions, including common nouns
 - (vii) edit drafts using standard English conventions, including proper nouns
 - (viii) edit drafts using standard English conventions, including adjectives, including articles
 - (ix) edit drafts using standard English conventions, including adverbs that convey time
 - (x) edit drafts using standard English conventions, including prepositions
 - (xi) edit drafts using standard English conventions, including pronouns, including subjective [case]
 - (xii) edit drafts using standard English conventions, including pronouns, including objective [case]
 - (xiii) edit drafts using standard English conventions, including pronouns, including possessive [case]
 - (xiv) edit drafts using standard English conventions, including capitalization for the beginning of sentences
 - (xv) edit drafts using standard English conventions, including capitalization for the pronoun "I"
 - (xvi) edit drafts using standard English conventions, including punctuation marks at the end of declarative sentences
 - (xvii) edit drafts using standard English conventions, including punctuation marks at the end of exclamatory sentences
 - (xviii) edit drafts using standard English conventions, including punctuation marks at the end of interrogative sentences
 - (xix) edit drafts using standard English conventions, including correct spelling of
- s(c) (d)4.1 (d4 (ng)6.23.018(unc)5.8 (10.0021(t)1.7 r 0 Td (t)12t)3.5 (3)-1 (ll)-07 (u(e)]w6 Td[,.)0.5 (l.

- (ii) share writing

(12) 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:

(A) dictate or compose literary texts, including personal narratives and poetry;

(i) dictate or compose literary texts, including personal narratives

(ii) dictate or compose literary texts, including poetry

(B) dictate or compose informational texts, including procedural texts; and

(i) dictate or compose informational texts, including procedural texts

(C) dictate or compose correspondence such as thank you notes or letters.

(i) dictate or compose correspondence

(13) Inquiry and research (including, speaking, reading, writing, and thinking) and communication (including, listening, speaking, reading, and thinking) for (a) grade 1 (IMRA) (03/20/2024) (b) 1.5 (c) 1.5 (d) 1.5 (e) 1.5 (f) 1.5 (g) 1.5 (h) 1.5 (i) 1.5 (j) 1.5 (k) 1.5 (l) 1.5 (m) 1.5 (n) 1.5 (o) 1.5 (p) 1.5 (q) 1.5 (r) 1.5 (s) 1.5 (t) 1.5 (u) 1.5 (v) 1.5 (w) 1.5 (x) 1.5 (y) 1.5 (z) 1.5