

# ELAR TEKS Side-by-Sides

— FOR TEACHERS —  
ELEMENTARY



# ELAR TEKS Side-by-Sides

— FOR TEACHERS —

## GRADE 1

The Knowledge and Skills Side by Side compares the similarities and differences between the 2008 and 2017 Texas Essential Knowledge and Skills statements for English Language Arts and Reading released by the Texas Education Agency. The information in this resource provides support for curriculum and instructional revisions.

New 2017	Current 2008
<b>Strand 1 - Developing and Sustaining Foundational Language Skills</b>	
<b>1.1</b> Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion.	Listening and Speaking/Listening Students use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity.
	Listening and Speaking/Speaking Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas about the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.
	Listening and Speaking/Teamwork Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity.
<b>1.2</b> Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.	Reading/Beginning Reading Skills/Print Awareness Students understand how English is written and printed.
	Reading/Beginning Reading Skills/Phonological Awareness Students display phonological awareness.
	Reading/Beginning Reading Skills/Phonics Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.
<b>1.3</b> Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively.	Reading/Vocabulary Development Students understand new vocabulary and use it when reading and writing.
<b>1.4</b> Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. 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.	Reading/Fluency Students read grade-level text with fluency and comprehension.
<b>1.5</b> 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.	Reading/Comprehension of Text/Independent Reading Students read independently for sustained periods of time and produce evidence of their reading.



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New 2017	Current 2008
<b>Strand 2 - Comprehension Skills</b>	
<b>1.6</b> 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.	<p>1.Fig.19 Reading/Comprehension Skills Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers.</p> <p>Reading/Beginning Reading/Strategies Students comprehend a variety of texts drawing on useful strategies as needed.</p>
<b>Strand 3 - Response Skills</b>	
<b>1.7</b> 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.	
<b>Strand 4 - Multiple Genres</b>	
<b>1.8</b> Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.	<p>Reading/Comprehension of Literary Text/Theme and Genre Students analyze, make inferences, and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.</p> <p>Reading/Comprehension of Literary Text/Poetry Students understand, make inferences, and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.</p> <p>Reading/Comprehension of Literary Text/Fiction Students understand, make inferences, and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.</p> <p>Reading/Comprehension of Literary Text/Literary Nonfiction Students understand, make inferences, and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding.</p> <p>Reading/Media Literacy Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.</p> <p>Reading/Comprehension of Informational Text/Culture and History Students analyze, make inferences, and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.</p> <p>Reading/Comprehension of Informational Text/Expository Text Students analyze, make inferences, and draw conclusions about expository text and provide evidence from text to support their understanding.</p> <p>Reading/Comprehension of Informational Text/Procedural Text Students understand how to glean and use information in procedural texts and documents.</p>



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New 2017	Current 2008
Strand 5 - Author's Purpose and Craft	
<p><b>1.10</b> 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.</p>	<p>Reading/Comprehension of Literary Text/Sensory Language Students understand, make inferences, and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding.</p>
	<p>Reading/Comprehension of Literary Text/Theme and Genre Students analyze, make inferences, and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.</p>
	<p>Reading/Comprehension of Literary Text/Poetry Students understand, make inferences, and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.</p>
	<p>Reading/Comprehension of Literary Text/Fiction Students understand, make inferences, and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.</p>
	<p>Reading/Comprehension of Literary Text/Literary Nonfiction Students understand, make inferences, and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding.</p>
	<p>Reading/Comprehension of Informational Text/Culture and History Students analyze, make inferences, and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.</p>
	<p>Reading/Comprehension of Informational Text/Expository Text Students analyze, make inferences, and draw conclusions about expository text and provide evidence from text to support their understanding.</p>
	<p>Reading/Comprehension of Informational Text/Procedural Text Students understand how to glean and use information in procedural texts and documents.</p>
	<p>Reading/Media Literacy Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.</p>



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New 2017	Current 2008
<b>Strand 6 - Composition</b>	
<b>1.11</b> Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.	Writing/Writing Process Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.
	Oral and Written Conventions/Conventions Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity.
	Oral and Written Conventions/Handwriting, Capitalization, and Punctuation Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.
	Oral and Written Conventions/Spelling Students spell correctly.
<b>1.12</b> 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.	Writing/Literary Texts Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.
	Writing/Expository and Procedural Texts Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.
<b>Strand 7 - Inquiry and Research</b>	
<b>1.13</b> Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.	Research/Research Plan Students ask open-ended research questions and develop a plan for answering them.
	Research/Gathering Sources Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather.
	Research/Synthesizing Information Students clarify research questions and evaluate and synthesize collected information.
	Research/Organizing and Presenting Ideas Students organize and present their ideas and information according to the purpose of the research and their audience.



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The Student Expectation Side by Side compares the 2008 and 2017 Texas Essential Knowledge and Skills student expectations released by the Texas Education Agency. The information identifies student expectations that did not change, student expectations that changed in cognitive and/or content expectation, and student expectations that moved from another grade.

1.1 Developing and sustaining foundational language skills: Listening, Speaking, Discussion, and Thinking--Oral Language. The student develops oral language through listening, speaking, and discussion. The student is expected to:				
Change	New Standard	Old Standard	Cognitive Change	Content Change
	1.1(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses	1.27(A) listen attentively to speakers and ask relevant questions to clarify information		<b>Changed</b> <ul style="list-style-type: none"> <li>attentively to actively</li> </ul> <b>Added</b> <ul style="list-style-type: none"> <li>answer questions using multi-word responses</li> </ul>
	1.1(B) follow, restate, and give oral instructions that involve a short, related sequence of actions	1.27(B) follow, restate, and give oral instructions that involve a short, related sequence of actions		
	1.1(C) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language	1.28(A) students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas about the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language		
	1.1(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions	1.29(A) students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions		
	1.1(E) develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings			



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**1.2 Developing and sustaining foundational language skills:** listening, speaking, discussion, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	1.2(A) demonstrate phonological awareness by: (i) producing a series of rhyming words	1.2(A) orally generate a series of original rhyming words using a variety of phonograms (e.g., -ake, -ant, -ain) and consonant blends (e.g., bl, st, tr)	<b>Changed</b> • generate to produce <b>Added</b> • demonstrate	<b>Removed</b> • variety of phonograms • consonant blends
	1.2(A) demonstrate phonological awareness by: (ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound			
	1.2(A) demonstrate phonological awareness by: (iii) distinguishing between long and short vowel sounds in one-syllable words	1.2(B) distinguish between long- and short-vowel sounds in spoken one-syllable words (e.g., bit/bite)		
	1.2(A) demonstrate phonological awareness by: (iv) recognizing the change in spoken word when a specified phoneme is added, changed, or removed	1.2(C) recognize the change in a spoken word when a specified phoneme is added, changed, or removed (e.g., /b/l/o/w/ to /g/l/o/w/)		
	1.2(A) demonstrate phonological awareness by: (v) blend spoken phonemes to form one-syllable words, including initial and/or final consonant blends	1.2(D) blend spoken phonemes to form one- and two-syllable words, including consonant blends (e.g., spr)		<b>Removed</b> • two-syllable words <b>Added</b> • initial and/or final (consonant blends)
	1.2(A) demonstrate phonological awareness by: (vi) manipulating phonemes within base words	1.2(E) isolate initial, medial, and final sounds in one-syllable spoken words	<b>Removed</b> • isolate <b>Added</b> • manipulate	<b>Removed</b> • initial, medial, and final sounds one-syllable words <b>Added</b> • phonemes within base words



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**1.2 Developing and sustaining foundational language skills:** listening, speaking, discussion, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	1.2(A) demonstrate phonological awareness by: (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(F) segment spoken one-syllable words of three to five phonemes into individual phonemes (e.g., splat =/s/p/l/a/t/)		<b>Added</b> <ul style="list-style-type: none"> <li>words with initial and/or final consonant blends</li> </ul>
	1.2(B) demonstrate and apply phonetic knowledge by: (i) decoding words in isolation and in context by applying common letter sound correspondences	1.3(A) decode words in context and in isolation by applying common letter-sound correspondences, including: (i) single letters (consonants) including b, c=/k/, c=/s/, d, f, g=/g/ (hard), g=/j/ (soft), h, j, k, l, m, n, p, qu=/kw/, r, s=/s/, s=/z/, t, v, w, x=/ks/, y, and z (ii) single letters (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	<b>Changed</b> <ul style="list-style-type: none"> <li>decode to demonstrate</li> </ul>	<b>Removed</b> <ul style="list-style-type: none"> <li>specificity of common letter-sound correspondences</li> </ul>
	1.2(B) demonstrate and apply phonetic knowledge by: (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs	1.3(A) decode words in context and in isolation by applying common letter-sound correspondences, including: (iii) consonant blends (e.g., bl, st); (iv) consonant digraphs including ch, tch, sh, th=as in thing, wh, ng, ck, kn, -dge, and ph		<b>Removed</b> <ul style="list-style-type: none"> <li>digraph specificity</li> </ul> <b>Added</b> <ul style="list-style-type: none"> <li>initial and final (consonant blends)</li> <li>trigraphs</li> </ul>



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**1.2 Developing and sustaining foundational language skills:** listening, speaking, discussion, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	1.2(B) demonstrate and apply phonetic knowledge by: (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables	1.3(C) use common syllabication patterns to decode words, including: (i) closed syllable (CVC) (e.g., mat, rab-bit) (ii) open syllable (CV) (e.g., he, ba-by) (iii) final stable syllable (e.g., ap-ple, a-ble) (iv) vowel-consonant-silent "e" words (VCe) (e.g., kite, hide) (v) vowel digraphs and diphthongs (e.g., boy-hood, oat-meal) (vi) r-controlled vowel sounds (e.g., tar); including er, ir, ur, ar, and or)  1.3(A) decode words in context and in isolation by applying common letter-sound correspondences, including: (v) vowel digraphs including oo as in foot, oo as in moon, ea as in eat, ea as in bread, ee, ow as in how, ow as in snow, ou as in out, ay, ai, aw, au, ew, oa, ie as in chief, ie as in pie, and -igh (vi) vowel diphthongs including oy, oi, ou, and ow  1.3(B) combine sounds from letters and common spelling patterns (e.g., consonant blends, long- and short-vowel patterns) to create recognizable words	<b>Changed</b> • use common syllabication patterns to demonstrate and apply phonetic knowledge	<b>Changed</b> • r-controlled vowel sounds to r-controlled syllables <b>Removed</b> • vowel digraph and vowel diphthong specificity • final stable syllable
	1.2(B) demonstrate and apply phonetic knowledge by: (iv) using knowledge of base words to decode common compound words and contractions	1.3(F) use knowledge of the meaning of base words to identify and read common compound words (e.g., football, popcorn, daydream)  1.3(G) identify and read contractions (e.g., isn't, can't)	<b>Changed</b> • read to decode <b>Removed</b> • identify	



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**1.2 Developing and sustaining foundational language skills:** listening, speaking, discussion, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	1.2(B) demonstrate and apply phonetic knowledge by: (v) decoding words with inflectional endings, including -ed, -s, and -es	1.3(E) read base words with inflectional endings (e.g., plurals, past tenses)	<b>Changed</b> • read to decode	<b>Added</b> • inflectional endings; -ed, -s, -es
	1.2(B) demonstrate and apply phonetic knowledge by: (vi) identifying and reading at least 100 high-frequency words from a research-based list	1.3(H) identify and read at least 100 high-frequency words from a commonly used list		<b>Changed</b> • commonly used list to research-based list
	1.2(C) demonstrate and apply spelling knowledge by: (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables	<b>1.22(B) SUPPORTING STANDARD</b> use letter-sound patterns to spell (i) consonant-vowel-consonant (CVC) words (ii) consonant-vowel-consonant-silent e (VCe) words (e.g., "hope")		<b>Changed</b> • consonant-vowel-consonant-silent e (VCe) words to words with VCe syllables <b>Removed</b> • consonant-vowel-consonant (CVC) words <b>Added</b> • closed syllables • open syllables • vowel teams • r-controlled syllables
	1.2(C) demonstrate and apply spelling knowledge by: (ii) spelling words with initial and final consonant blends, digraphs, and trigraphs	<b>1.22(B) SUPPORTING STANDARD</b> use letter-sound patterns to spell (iii) one-syllable words with consonant blends (e.g., "drop")		<b>Changed</b> • one-syllable words with consonant blends to words with initial and final consonant blends <b>Added</b> • digraphs • trigraphs
	1.2(C) demonstrate and apply spelling knowledge by: (iii) spelling words using sound-spelling patterns			
	1.2(C) demonstrate and apply spelling knowledge by: (iv) spelling high-frequency words from a research-based list	<b>1.22(C) SUPPORTING STANDARD</b> spell high-frequency words from a commonly used list		<b>Changed</b> • commonly used list to research-based list



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**1.2 Developing and sustaining foundational language skills:** listening, speaking, discussion, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	1.2(D) demonstrate print awareness by identifying the information that different parts of a book provide	1.1(F) identify the information that different parts of a book provide (e.g., title, author, illustrator, table of contents)	<b>Added</b> • demonstrate	
	1.2(E) alphabetize a series of words to the first or second letter and use a dictionary to find words	<b>1.6(E) READINESS STANDARD</b> alphabetize a series of words to the first or second letter and use a dictionary to find words		
	1.2(F) develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words	<b>1.21(A) SUPPORTING STANDARD</b> 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	<b>Changed</b> • form to develop	<b>Removed</b> • upper- and lower-case letters <b>Added</b> • words • sentences • answers

**1.3 Developing and sustaining foundational language skills:** listening, speaking, discussion, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	1.3(A) use a resource such as a picture dictionary or digital resource to find words	<b>1.22(E) SUPPORTING STANDARD</b> use resources to find correct spellings		<b>Removed</b> • find correct spelling <b>Added</b> • find words • picture dictionary • digital resource
	1.3(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings	<b>1.6(C) READINESS STANDARD</b> determine what words mean from how they are used in sentences, either heard or read	<b>Removed</b> • determine <b>Added</b> • learn • clarify	<b>Removed</b> • how they are used in sentences <b>Added</b> • use illustrations • use texts
	1.3(C) identify the meaning of words with the affixes -s, -ed, and -ing			This student expectation moved to grade 1 from grade 2.



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**1.3 Developing and sustaining foundational language skills:** listening, speaking, discussion, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	1.3(D) identify and use words that name actions, directions, positions, sequences, categories, and locations	<b>1.6(A) SUPPORTING STANDARD</b> identify words that name actions (verbs) and words that name persons, places, or things (nouns)	<b>Added</b> <ul style="list-style-type: none"> <li>• use words</li> </ul>	<b>Removed</b> <ul style="list-style-type: none"> <li>• persons</li> <li>• places</li> <li>• things</li> </ul> <b>Added</b> <ul style="list-style-type: none"> <li>• directions</li> <li>• positions</li> <li>• sequences</li> <li>• categories</li> <li>• locations</li> </ul> <b>Note</b> Identifying and sorting words into conceptual categories has been embedded into this standard.
		<b>1.6(D) SUPPORTING STANDARD</b> identify and sort words into conceptual categories (e.g., opposites, living things)		

**1.4 Developing and sustaining foundational language skills:** listening, speaking, discussion, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	1.4(A) use appropriate fluency (rate, accuracy, and prosody) when reading grade level text	1.3(I) monitor accuracy of decoding  1.5(A) read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension		<b>Changed</b> <ul style="list-style-type: none"> <li>• expression and phrasing to prosody</li> </ul> <b>Removed</b> <ul style="list-style-type: none"> <li>• read aloud</li> </ul> <b>Note</b> Monitoring decoding is a process required for accuracy in reading.
				<b>Note</b> Students use the skill of fluency in both silent and oral reading.

**1.5 Developing and sustaining foundational language skills:** listening, speaking, discussion, and thinking--self-sustained reading. The student reads grade-level texts independently. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	1.5(A) self-select text and interact independently with text for increasing periods of time	<b>1.12(A) SUPPORTING STANDARD</b> read independently for a sustained period of time		<b>Added</b> <ul style="list-style-type: none"> <li>• self-selected text</li> </ul>



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**1.6 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:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	1.6(A) establish purpose for reading assigned and self-selected texts with adult assistance	1.Fig.19(A) establish purposes for reading selected texts based upon desired outcome to enhance comprehension		<b>Added</b> <ul style="list-style-type: none"> <li>assigned texts</li> <li>with adult assistance</li> </ul>
	1.6(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance	1.Fig.19(B) ask literal questions of text  1.4(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts	<b>Changed</b> <ul style="list-style-type: none"> <li>ask to generate</li> </ul>	<b>Changed</b> <ul style="list-style-type: none"> <li>locate facts and details to gain information</li> </ul> <b>Removed</b> <ul style="list-style-type: none"> <li>literal questions</li> </ul> <b>Added</b> <ul style="list-style-type: none"> <li>before, during, and after reading</li> <li>to deepen understanding</li> <li>with adult assistance</li> </ul>
	1.6(C) make, correct, and confirm predictions using text features, characteristics of genre, and structures with adult assistance	1.4(A) confirm predictions about what will happen next in text by "reading the part that tells"  1.24(B) use text features (e.g., table of contents, alphabetized index) in age-appropriate reference works (e.g., picture dictionaries) to locate information	<b>Added</b> <ul style="list-style-type: none"> <li>make predictions</li> <li>correct predictions</li> </ul>	<b>Removed</b> <ul style="list-style-type: none"> <li>what will happen next in text by "reading the part that tells"</li> <li>to locate information</li> </ul> <b>Added</b> <ul style="list-style-type: none"> <li>characteristics of genre</li> <li>structures</li> </ul>
	1.6(D) create mental images to deepen understanding with adult assistance	1.Fig.19(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud)	<b>Removed</b> <ul style="list-style-type: none"> <li>monitor and adjust</li> </ul>	<b>Changed</b> <ul style="list-style-type: none"> <li>sensory images to mental images</li> </ul> <b>Added</b> <ul style="list-style-type: none"> <li>deepen understanding</li> <li>with adult assistance</li> </ul>



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**1.6 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:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	1.6(E) make connections to personal experiences, ideas in other texts, and society with adult assistance	1.Fig.19(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence <b>1.7(A) SUPPORTING STANDARD</b> connect the meaning of a well-known story or fable to personal experiences		<b>Removed</b> • well-known story • fable <b>Added</b> • with adult assistance <b>Impact</b> Making connections is used in all text types.
	1.6(F) make inferences and use evidence to support understanding with adult assistance	<b>1.Fig.19(D) READINESS &amp; SUPPORTING</b> make inferences about text using textual evidence to support understanding		• <b>Added</b> • with adult assistance
	1.6(G) evaluate details to determine what is most important with adult assistance	<b>1.14(B) READINESS STANDARD</b> identify important facts or details in text, heard or read <b>1.Fig.19(E) READINESS &amp; SUPPORTING</b> retell or act out important events in stories in logical order	<b>Removed</b> • identify <b>Added</b> • evaluate • determine	<b>Added</b> • most important • with adult assistance
	1.6(H) synthesize information to create new understanding with adult assistance			
	1.6(I) monitor comprehension and adjust such as rereading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down	1.Fig.19(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions) <b>1.4(C) READINESS STANDARD</b> establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, rereading a portion aloud)		<b>Added</b> • visual cues • understanding breaks down <b>Note</b> Sensory images (mental images) is addressed in 2.6(D).



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**1.7 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:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	1.7(A) describe the personal connections to a variety of sources		<b>Impact</b> Students will describe their reflective thinking both orally and through written response/representation	<b>Note</b> Written responses may include free-writing, illustrations, etc.
	1.7(B) write brief comments on literary or informational texts	<b>1.19(C) SUPPORTING STANDARD</b> write brief comments on literary or informational texts		<b>Impact</b> Written responses are not required to be an entire essay but may include free-writing, illustrations, etc.
	1.7(C) use text evidence to support an appropriate response			<b>Impact</b> Written responses are not required to be an entire essay but may include free-writing, illustrations, etc.
	1.7(D) retell texts in ways that maintain meaning	<b>1.9(A) READINESS STANDARD</b> describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events  <b>1.14(C) READINESS STANDARD</b> retell the order of events in a text by referring to the words and/or illustrations		<b>Removed</b> • retell specificity  <b>Impact</b> The focus of retell is to capture the overall meaning of the text.
	1.7(E) interact with sources in meaningful ways such as illustrating or writing			
	1.7(F) respond using newly acquired vocabulary as appropriate		<b>Impact</b> Students responses will include both oral and written formats.	<b>Impact</b> Student responses will include vocabulary from tier reading, words study and other academic vocabulary specific to the task and/or genre.



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**1.8 Multiple genres:** listening, speaking, reading, and writing using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	1.8(A) discuss topics and determine theme using text evidence with adult assistance			This student expectation moved to grade 1 from grade 2.
	1.8(B) describe the main character(s) and the reason(s) for their actions	<b>1.9(B) READINESS STANDARD</b> describe characters in a story and the reasons for their actions and feelings		<b>Changed</b> • characters to main character(s) <b>Removed</b> • feelings
	1.8(C) describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently	<b>1.9(A) READINESS STANDARD</b> describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events	<b>Removed</b> • retell	<b>Changed</b> • solution to resolution <b>Removed</b> • beginning, middle, and end • sequence of events <b>Added</b> • main events • texts read aloud • texts read independently
	1.8(D) describe the setting			

**1.9 Multiple genres:** listening, speaking, reading, and writing 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:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	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(B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems	<b>1.8(A) SUPPORTING STANDARD</b> respond to and use rhythm, rhyme, and alliteration in poetry	<b>Changed</b> • respond to discuss	<b>Added</b> • repetition • in a variety of poems



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**1.9 Multiple genres:** listening, speaking, reading and writing 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:

Change	New Standard	Old Standard	Cognitive Change	Content Change
↑	1.9(C) discuss elements of drama such as characters and setting			This student expectation moved to grade 1 from grade 2.
	1.9(D) recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance	<b>1.14(A) READINESS STANDARD</b> restate the main idea heard or read	<b>Changed</b> • restate to recognize	<b>Changed</b> • main idea to central idea <b>Added</b> • supporting evidence • with adult assistance <b>Removed</b> • heard or read
	1.9(D) recognize characteristics and structures of informational text, including: (ii) features and simple graphics to locate or gain information	<b>1.14(D) READINESS STANDARD</b> use text features (e.g., title, table of contents, illustrations) to locate specific information in text	<b>Removed</b> • use • locate information <b>Added</b> • recognize	<b>Added</b> • simple graphics
	1.9(D) recognize characteristics and structures of informational text, including: (iii) organizational patterns such as chronological order and description with adult assistance	<b>1.14(C) READINESS STANDARD</b> retell the order of events in a text by referring to the words and illustrations	<b>Removed</b> • retell <b>Added</b> • recognize	<b>Removed</b> • events <b>Added</b> • chronological order • description <b>Impact</b> This focus is organizational pattern of the text.
↑	1.9(E) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do			This student expectation moved to grade 1 from grade 3.
	1.9(F) recognize characteristics of multimodal and digital texts	<b>1.16(B) SUPPORTING STANDARD</b> identify techniques used in media (e.g., sound, movement)	<b>Changed</b> • identify to recognize	<b>Changed</b> • techniques to characteristics <b>Impact</b> Recognized characteristics will be based on the universal and individual characteristics of the text and could include language and written conventions. <b>Note</b> Multimodal: how linguistics, visuals, sounds, etc., work individually and together to communicate meaning. Multimodal could include media.



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**1.10 Author's purpose and craft:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the author's 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:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	1.10(A) discuss the author's purpose for writing text	<b>1.13(A) SUPPORTING STANDARD</b> identify the topic and explain the author's purpose in writing about the text <b>1.16(A) SUPPORTING STANDARD</b> recognize different purposes of media (e.g., informational, entertainment) (with adult assistance)	<b>Removed</b> <ul style="list-style-type: none"> <li>identify</li> <li>recognize</li> </ul> <b>Added</b> <ul style="list-style-type: none"> <li>discuss</li> </ul>	<b>Removed</b> <ul style="list-style-type: none"> <li>topic</li> <li>media</li> </ul> <b>Note</b> This student expectation relates to all genres including media.
	1.10(B) discuss how the use of text structure contributes to the author's purpose			
	1.10(C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes	<b>1.14(D) READINESS STANDARD</b> use text features (e.g., title, tables of contents, illustrations) to locate specific information in text	<b>Removed</b> <ul style="list-style-type: none"> <li>use to locate information</li> </ul> <b>Added</b> <ul style="list-style-type: none"> <li>discuss the author's use</li> </ul>	<b>Changed</b> <ul style="list-style-type: none"> <li>text features to graphic features</li> </ul> <b>Added</b> <ul style="list-style-type: none"> <li>print</li> <li>with adult assistance</li> </ul>
	1.10(D) discuss how the author uses words that help the reader visualize	<b>1.11(A) SUPPORTING STANDARD</b> recognize sensory details in literary text	<b>Removed</b> <ul style="list-style-type: none"> <li>recognize</li> </ul> <b>Added:</b> <ul style="list-style-type: none"> <li>discuss</li> </ul>	<b>Changed</b> <ul style="list-style-type: none"> <li>sensory details to how author's use words to help the reader visualize</li> </ul>
	1.10(E) listen to and experience first- and third-person texts			

**1.11 Composition:** listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	1.11(A) plan a first draft by generating ideas for writing such as drawing and brainstorming	<b>1.17(A) SUPPORTING STANDARD</b> plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas)		<b>Added</b> <ul style="list-style-type: none"> <li>brainstorming</li> </ul> <b>Impact</b> The focus is generating ideas/thoughts.
	1.11(B) develop drafts in oral, pictorial, or written form by: (i) organizing with structure	<b>1.17(B) READINESS STANDARD</b> develop drafts by sequencing ideas through writing sentences		<b>Changed</b> <ul style="list-style-type: none"> <li>sequencing ideas to organizing with structure</li> </ul> <b>Added</b> <ul style="list-style-type: none"> <li>oral, pictorial, written form</li> </ul>




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**1.11 Composition:** listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	1.11(B) develop drafts in oral, pictorial, or written form by: (ii) developing an idea with specific and relevant details			
	1.11(C) revise drafts by adding details in pictures or words	<b>1.17(C) READINESS STANDARD</b> revise drafts by adding or deleting a word, phrase, or sentence		<b>Removed</b> • adding or deleting a word, phrase, or sentence <b>Note</b> Adding, deleting, and rearranging words, phrases, and sentences is addressed in grade 2.
	1.11(D) edit drafts using standard English conventions, including: (i) complete sentences with subject-verb agreement	<b>1.17(D) READINESS STANDARD</b> edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric <b>1.20(B) SUPPORTING STANDARD</b> speak in complete sentences with correct subject-verb agreement	<b>Changed</b> • changed speak to edit	<b>Changed</b> • grammar, punctuation, and spelling to standard English convention <b>Removed</b> • teacher-developed rubric
	1.11(D) edit drafts using standard English conventions, including: (ii) past and present verb tense	<b>1.20(A) SUPPORTING STANDARD</b> understand and use the following parts of speech in the context of reading, writing, and speaking: (i) verbs (past, present, and future)	<b>Changed</b> • understand and use to edit	<b>Removed</b> • reading • speaking • future verb tense
	1.11(D) edit drafts using standard English conventions, including: (iii) singular, plural, common, and proper nouns	<b>1.20(A) SUPPORTING STANDARD</b> understand and use the following parts of speech in the context of reading, writing, and speaking: (ii) nouns (singular/plural, common/proper)	<b>Changed</b> • understand and use to edit	<b>Removed</b> • reading • speaking
	1.11(D) edit drafts using standard English conventions, including: (iv) adjectives, including articles	<b>1.20(A) SUPPORTING STANDARD</b> understand and use the following parts of speech in the context of reading, writing, and speaking: (iii) adjectives (e.g., descriptive: green, tall)	<b>Changed</b> • understand and use to edit	<b>Removed</b> • reading • speaking <b>Added</b> • articles



**1.11 Composition:** listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	1.11(D) edit drafts using standard English conventions, including: (v) adverbs that convey time	<b>1.20(A) SUPPORTING STANDARD</b>  understand and use the following parts of speech in the context of reading, writing, and speaking: (iv) adverbs (e.g., time: before, next) (vii) time-order transition words	<b>Changed</b> • understand and use to edit	<b>Removed</b> • reading • speaking • time order transition words <b>Added</b> • adverbs specificity (time)
	1.11(D) edit drafts using standard English conventions, including: (vi) prepositions	<b>1.20(A) SUPPORTING STANDARD</b>  understand and use the following parts of speech in the context of reading, writing, and speaking: (v) prepositions and prepositional phrases	<b>Changed</b> • understand and use to edit	<b>Removed</b> • reading • speaking • prepositional phrases
	1.11(D) edit drafts using standard English conventions, including: (vii) pronouns, including subjective, objective, and possessive cases	<b>1.20(A) SUPPORTING STANDARD</b>  understand and use the following parts of speech in the context of reading, writing, and speaking: (vi) pronouns (e.g., I, me)	<b>Changed</b> • understand and use to edit	<b>Removed</b> • reading • speaking <b>Added</b> • subjective pronoun • objective pronoun • possessive cases
	1.11(D) edit drafts using standard English conventions, including: (viii) capitalization for the beginning of sentences and the pronoun "I"	<b>1.21(B) SUPPORTING STANDARD</b>  recognize and use basic capitalization for: (i) the beginning of sentences (ii) the pronoun "I" (iii) names of people  1.1(D) recognize the distinguishing features of a sentence (e.g., capitalization of first word, ending punctuation)	<b>Changed</b> • recognize and use to edit	<b>Removed</b> • reading • speaking • names of people
	1.11(D) edit drafts using standard English conventions, including: (ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences	<b>1.21(C) READINESS STANDARD</b>  recognize and use punctuation marks at the end of declarative, exclamatory, and interrogative sentences  1.1(D) recognize the distinguishing features of a sentence (e.g., capitalization of first word, ending punctuation)	<b>Changed</b> • recognize and use to edit	<b>Removed</b> • reading • speaking



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**1.11 Composition:** listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	1.11(D) edit drafts using standard English conventions, including: (x) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance	<b>1.22(B) SUPPORTING STANDARD</b> use letter-sound patterns to spell: (i) consonant-vowel-consonant (CVC) words (ii) consonant-vowel-consonant-silent e (CVCe) words (e.g., "hope") (iii) one-syllable words with consonant blends (e.g., "drop")  <b>1.22(C) SUPPORTING STANDARD</b> spell high-frequency words from a commonly used list  <b>1.22(D) SUPPORTING STANDARD</b> spell base words with inflectional endings (e.g., adding "s" to make words plurals)  <b>1.22(A) SUPPORTING STANDARD</b> use phonological knowledge to match sounds to letters to construct known words	<b>Changed</b> <ul style="list-style-type: none"> <li>spell to edit drafts using correct spelling</li> </ul>	<b>Removed</b> <ul style="list-style-type: none"> <li>reading</li> <li>speaking</li> <li>spelling specificity</li> </ul> <b>Added</b> <ul style="list-style-type: none"> <li>with adult assistance</li> </ul>
	1.11(E) publish and share writing	<b>1.17(E) SUPPORTING STANDARD</b> publish and share writing with others		

**1.12 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:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	1.12(A) dictate or compose literary texts, including personal narratives and poetry	<b>1.18(A) SUPPORTING STANDARD</b> write brief stories that include a beginning, middle, and end  <b>1.18(B) SUPPORTING STANDARD</b> write short poems that convey sensory details	<b>Changed</b> <ul style="list-style-type: none"> <li>write to compose</li> </ul> <b>Added</b> <ul style="list-style-type: none"> <li>dictate</li> </ul>	<b>Removed</b> <ul style="list-style-type: none"> <li>beginning, middle, and end</li> <li>sensory details</li> </ul> <b>Added</b> <ul style="list-style-type: none"> <li>personal narratives</li> </ul>



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**1.12 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:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	1.12(B) dictate or compose informational texts, including procedural texts	<b>1.19(A) READINESS STANDARD</b> write brief compositions about topics of interest to the student	<b>Changed</b> • write to dictate <b>Added</b> • dictate	<b>Changed</b> • composition to informational text <b>Added</b> • procedural
	1.12(C) dictate or compose correspondence such as thank you notes or letters	<b>1.19(B) SUPPORTING STANDARD</b> write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing)	<b>Changed</b> • write to compose <b>Added</b> • dictate	<b>Removed</b> • chronological order • logical sequence • conventions (date, salutation, closing) <b>Added</b> • thank you notes

**1.13 Inquiry and research:** listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	1.13(A) generate questions for formal and informal inquiry with adult assistance	1.23(A) generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics (with adult assistance)	<b>Changed</b> • formulate to generate	<b>Removed</b> • list of topics of class-wide interest • open-ended questions <b>Added</b> • for formal and informal inquiry
	1.13(B) develop and follow a research plan with adult assistance			
	1.13(C) identify and gather relevant sources and information to answer the questions with adult assistance	1.23(B) decide what sources of information might be relevant to answer these questions (with adult assistance)  1.24(A) gather evidence from available sources (natural and personal) as well as from interviews with local experts (with adult assistance)	<b>Changed</b> • decide to identify	<b>Removed</b> • explicit list of possible resources
	1.13(D) demonstrate understanding of information gathered with adult assistance	1.24(C) record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams) (with adult assistance)	<b>Changed</b> • record to demonstrate	<b>Removed</b> • specificity specific formats for recording or demonstrating
	1.13(E) use an appropriate mode of delivery, whether written, oral, or, multimodal, to present results	1.26(A) create a visual display or dramatization to convey the results of research (with adult assistance)	<b>Removed</b> • create <b>Added</b> • use	<b>Added</b> • appropriate mode of delivery • written • oral • multimodal <b>Note</b> An oral delivery could include a dramatization and a multimodal delivery would be a type of visual display.



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The Removed Student Expectation Side by Side provides a list of student expectations that were removed from the 2008 Texas Essential Knowledge and Skills by the Texas Education Agency through deletion or replacement.

**Reading/Beginning Reading Skills/Print Awareness**

Students understand how English is written and printed.



1.1(A) recognize that spoken words are represented in written English by specific sequences of letters



1.1(B) identify upper- and lower-case letters



1.1(C) sequence the letters of the alphabet



1.1(E) read texts by moving from top to bottom of the page and tracking words from left to right with return sweep

**Reading/Beginning Reading Skills/Phonics**

Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.



1.3(D) decode words with common spelling patterns (e.g., -ink, -onk, -ick)

**Reading/Vocabulary Development**

Students understand new vocabulary and use it when reading and writing.


**1.6(B) SUPPORTING STANDARD**

determine the meaning of compound words using knowledge of the meaning of their individual Component words (e.g., lunchtime)



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**Reading/Comprehension of Literary Text/Theme and Genre**

Students analyze, make inferences, and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.

**1.7(B) SUPPORTING STANDARD**

explain the function of recurring phrases (e.g., “Once upon a time” or “They lived happily ever after”) in traditional folk- and fairy tales

**Reading/Comprehension of Literary Text/Literary Nonfiction**

Students understand, make inferences, and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding



1.10(A) determine whether a story is true or a fantasy and explain why

**Reading/Comprehension of Informational Text/Procedural Text**

Students understand how to glean and use information in procedural texts and documents.

**1.15(A) SUPPORTING STANDARD**

follow written multistep directions with picture cues to assist with understanding

**1.15(B) SUPPORTING STANDARD**

explain the meaning of specific signs and symbols (e.g., map features)

**Oral and Written Conventions/Conventions**

Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity.

**1.20(C) SUPPORTING STANDARD**

ask questions with appropriate subject-verb inversion

**Research/Synthesizing Information**

Students clarify research questions and evaluate and synthesize collected information.



1.25(A) revise the topic as a result of answers to initial research questions (with adult assistance)



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