

Draft Recommendations Side by Side—Grade 1

Current English Language Arts and Reading TEKS	TEKS Review Committee Draft Recommendations
<p>(1) Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to:</p> <p>(A) recognize that spoken words are represented in written English by specific sequences of letters;</p> <p>(B) identify upper- and lower-case letters;</p> <p>(C) sequence the letters of the alphabet;</p> <p>(D) recognize the distinguishing features of a sentence (e.g., capitalization of first word, ending punctuation);</p> <p>(E) read texts by moving from top to bottom of the page and tracking words from left to right with return sweep; and</p> <p>(F) identify the information that different parts of a book provide (e.g., title, author, illustrator, table of contents).</p>	<p>(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:</p> <p>(F) demonstrate print awareness by:</p> <p>(i) alphabetizing to the first letter;</p> <p>(ii) identifying the information that different parts of a book provides such as title, author, illustrator, and table of contents;</p> <p>(iii) recognizing the distinguishing features of a sentence such as capitalization of first word and ending punctuation;</p>
<p>(2) Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:</p> <p>(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);</p> <p>(B) distinguish between long- and short-vowel sounds in spoken one-syllable words (e.g., bit/bite);</p> <p>(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/);</p> <p>(D) blend spoken phonemes to form one- and two-syllable words, including consonant blends (e.g., spr);</p> <p>(E) isolate initial, medial, and final sounds in one-syllable spoken words; and</p> <p>(F) segment spoken one-syllable words of three to five phonemes into individual phonemes (e.g., splat =/s/p/l/a/t/).</p>	<p>(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:</p> <p>(G) demonstrate phonological awareness by:</p> <p>(i) orally generating a series of original rhyming words using a variety of phonograms and consonant blends such as bl, st, and tr;</p> <p>(ii) distinguishing between long- and short-vowel sounds in one-syllable words such as bit/bite;</p> <p>(iii) recognizing the change in a spoken word when a specified phoneme is added, changed, or removed such as blow to glow;</p> <p>(iv) blending spoken phonemes to form one- and two-syllable words, including consonant blends such as bl, st, and tr;</p> <p>(v) isolating initial, medial, and final sounds in one-syllable spoken words; and</p> <p>(vi) segmenting spoken one-syllable words of three to five phonemes into individual phonemes such as splat =/s/ /p/ /l/ /a/ /t/;</p>

(3) 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. Students are expected to:

(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;
- (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;
- (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; and
- (vi) vowel diphthongs including oy, oi, ou, and ow;

(B) combine sounds from letters and common spelling patterns (e.g., consonant blends, long- and short-vowel patterns) to create recognizable words;

(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); and
- (vi) r-controlled vowel sounds (e.g., tar); including er, ir, ur, ar, and or);

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

(E) read base words with inflectional endings (e.g., plurals, past tenses);

(F) use knowledge of the meaning of base words to identify and read common compound words (e.g., football, popcorn, daydream);

(G) identify and read contractions (e.g., isn't, can't);

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

(C) demonstrate and apply phonetic knowledge by:

- (i) decoding and encoding all consonants including hard and soft c, hard and soft g, and s=/s/ and s=/z/;
- (ii) decoding and encoding initial and final consonant blends such as grab, fast, and stamp in isolation and in context;
- (iii) decoding and encoding consonant digraphs including ch, th sh, wh, ng, ck, and ph in isolation and in context;
- (iv) decoding and encoding closed syllables with short vowel sounds such as mat and black in isolation and in context;
- (v) decoding and encoding open syllables with the long vowel sound such as he and baby in isolation and in context;
- (vi) decoding and encoding vowel-consonant-silent e syllables with the long vowel sound such as kite in isolation and in context;
- (v) decoding and encoding vowel teams including ai as in rain, ay as in day, ee as in feet, ea as in eat and head, oa as in oat, oe as in toe, ie as in tie, ow as in snow and cow, oo as in moon and foot, ou as in soup, aw as in saw, oi as in oil, oy as in boy and ew as in few in isolation and in context;
- (viii) decoding and encoding r-controlled syllables including er as in her, ir as in bird, ur as in turn, ar as in star, and or as in fork in isolation and in context;
- (ix) decoding and encoding final stable syllables such as ap-ple and a-ble in isolation and in context;
- (x) using knowledge of base words to read compound words such as football and daydream;
- (xi) encoding and decoding contractions such as can't;
- (xii) identifying and reading at least 100-300 high-frequency words from a research-based list; and
- (xiii) monitoring accuracy of decoding and encoding;

<p>(H) identify and read at least 100 high-frequency words from a commonly used list; and</p> <p>(I) monitor accuracy of decoding.</p>	
<p>(4) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:</p> <p>(A) confirm predictions about what will happen next in text by "reading the part that tells";</p> <p>(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts; and</p> <p>(C) 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, re-reading a portion aloud).</p>	<p>(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to:</p> <p>(A) make and confirm predictions using text features, elements and structure ;</p>
<p>(5) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.</p>	<p>(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:</p> <p>(C) use appropriate rate, accuracy, and prosody when reading grade level text;</p>
<p>(6) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>(A) identify words that name actions (verbs) and words that name persons, places, or things (nouns);</p> <p>(B) determine the meaning of compound words using knowledge of the meaning of their individual component words (e.g., lunchtime);</p> <p>(C) determine what words mean from how they are used in a sentence, either heard or read;</p> <p>(D) identify and sort words into conceptual categories (e.g., opposites, living things); and</p> <p>(E) alphabetize a series of words to the first or second letter and use a dictionary to find words.</p>	<p>(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:</p> <p>(B) develop vocabulary to:</p> <p>(i) use environmental, print and digital and web-based resources to find words;</p> <p>(ii) determining what words mean from how they are used in grade level text;</p> <p>(iii) identify the meaning of base words with affixes including -ed and -ing; and</p> <p>(iv) identify and sort words into conceptual categories such as opposites or living things;</p>
<p>(7) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural,</p>	<p>(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and</p>

<p>historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</p> <p>(A) connect the meaning of a well-known story or fable to personal experiences; and</p> <p>(B) explain the function of recurring phrases (e.g., "Once upon a time" or "They lived happily ever after") in traditional folk- and fairy tales.</p>	<p>purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:</p> <p>(A) recognize characteristics and structures of literary text including:</p> <p>(iv) identifying the basic theme such as working together as a community.</p> <p>(B) recognize characteristics and structures of informational text including:</p> <p>(i) using features, including headings, table of contents, index, glossary, and labels, to locate, explain, or use information; and</p> <p>(ii) discuss how different organizational structures such as description, temporal sequence, and categorical support the main ideas;</p> <p>(F) Recognize how forms and structures are the same and different within and across genres including fiction versus nonfiction, traditional, informational text, persuasive text, procedural text, and poetry.</p>
<p>(8) 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. Students are expected to respond to and use rhythm, rhyme, and alliteration in poetry.</p>	<p>(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:</p> <p>(E) identify the rhyme, rhythm, repetition, imagery and meaning in a variety of poems; and</p> <p>(F) Recognize how forms and structures are the same and different within and across genres including fiction versus nonfiction, traditional, informational text, persuasive text, procedural text, and poetry.</p>
<p>(9) 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. Students are expected to:</p> <p>(A) describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events; and</p> <p>(B) describe characters in a story and the reasons for their actions and feelings.</p>	<p>(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:</p> <p>(A) recognize characteristics and structures of literary text including:</p> <p>(i) identifying and understanding the main events including problem and solution in the plot for texts read aloud and independently.</p> <p>(ii) describing the setting with where and when</p> <p>(iii) describing the main characters and how their feelings change and actions</p>

	<p>(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 will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to:</p> <p>(A) identify and discuss the author's purpose for writing text;</p>
<p>(10) 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. Students are expected to determine whether a story is true or a fantasy and explain why.</p>	
<p>(11) 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. Students are expected to recognize sensory details in literary text.</p>	<p>(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to:</p> <p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information;</p>
<p>(12) Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time.</p>	<p>(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:</p> <p>(A) self-select text and read independently for a sustained period of time;</p>
<p>(13) 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. Students are expected to identify the topic and explain the author's purpose in writing about the text.</p>	<p>(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:</p> <p>(A) recognize characteristics and structures of literary text including:</p> <p>(iv) identifying the basic theme such as working together as a community;</p>
<p>(14) 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. Students are expected to:</p> <p>(A) restate the main idea, heard or read;</p> <p>(B) identify important facts or details in text, heard or read;</p>	<p>(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:</p> <p>(B) recognize characteristics and structures of informational text including</p>

<p>(C) retell the order of events in a text by referring to the words and/or illustrations; and</p> <p>(D) use text features (e.g., title, tables of contents, illustrations) to locate specific information in text.</p>	<p>(i) using features, including headings, table of contents, index, glossary, and labels, to locate, explain, or use information</p> <p>(ii) discuss how different organizational structures such as description, temporal sequence, and categorical support the main ideas;</p> <p>(D) explore the characteristics of multimodal texts for a variety of purposes</p>
<p>(15) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:</p> <p>(A) follow written multi-step directions with picture cues to assist with understanding; and</p> <p>(B) explain the meaning of specific signs and symbols (e.g., map features).</p>	<p>(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:</p> <p>(B) recognize characteristics and structures of informational text including</p> <p>(i) using features, including headings, table of contents, index, glossary, and labels, to locate, explain, or use information</p> <p>(ii) discuss how different organizational structures such as description, temporal sequence, and categorical support the main ideas;</p> <p>(D) explore the characteristics of multimodal texts for a variety of purposes</p>
<p>(16) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p>(A) recognize different purposes of media (e.g., informational, entertainment) (with adult assistance); and</p> <p>(B) identify techniques used in media (e.g., sound, movement).</p>	<p>(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:</p> <p>(D) explore the characteristics of multimodal texts for a variety of purposes</p> <p>(F) Recognize how forms and structures are the same and different within and across genres including fiction versus nonfiction, traditional, informational text, persuasive text, procedural text, and poetry.</p>
<p>(17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>(A) plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas);</p> <p>(B) develop drafts by sequencing ideas through writing sentences;</p>	<p>(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:</p> <p>(A) plan a first draft by generating ideas for writing such as drawing and brainstorming;</p> <p>(B) develop drafts in oral, pictorial, or written form by organizing ideas;</p>

<p>(C) revise drafts by adding or deleting a word, phrase, or sentence;</p> <p>(D) edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric; and</p> <p>(E) publish and share writing with others.</p>	<p>(C) revise drafts by adding or deleting words, phrases, or sentences;</p> <p>(D) edit drafts independently and collaboratively using standard English conventions of grammar, spelling, capitalization, and punctuation including ;</p> <p>(E) publish and share writing with others;</p> <p>(F) use the elements of craft to advance the writer’s purpose when dictating and composing by</p> <p>(i) developing an idea with specific details and relevance</p> <p>(ii) organizing with structure</p> <p>(iii) using intentional word choice</p> <p>(iv) developing voice</p>
<p>(18) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</p> <p>(A) write brief stories that include a beginning, middle, and end; and</p> <p>(B) write short poems that convey sensory details.</p>	<p>(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:</p> <p>(G) dictate or compose literary texts using genre characteristics and author’s craft including personal narratives and poetry</p>
<p>(19) 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. Students are expected to:</p> <p>(A) write brief compositions about topics of interest to the student;</p> <p>(B) write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing); and</p> <p>(C) write brief comments on literary or informational texts.</p>	<p>(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:</p> <p>(H) dictate or compose informational texts using genre characteristics and author’s craft including procedural</p> <p>(J) dictate or compose correspondence such as friendly letters</p>
<p>(20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(A) understand and use the following parts of speech in the context of reading, writing, and speaking:</p> <p>(i) verbs (past, present, and future);</p> <p>(ii) nouns (singular/plural, common/proper);</p> <p>(iii) adjectives (e.g., descriptive: green, tall);</p> <p>(iv) adverbs (e.g., time: before, next);</p>	<p>(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:</p> <p>(D) edit drafts independently and collaboratively using standard English conventions of grammar, spelling, capitalization, and punctuation including:</p> <p>(i) speak in complete sentences and ask question with correct subject-verb agreement;</p> <p>(ii) use past, present, and future verbs</p> <p>(iii) use singular, plural, common, and proper nouns;</p>

<p>(v) prepositions and prepositional phrases;</p> <p>(vi) pronouns (e.g., I, me); and</p> <p>(vii) time-order transition words;</p> <p>(B) speak in complete sentences with correct subject-verb agreement; and</p> <p>(C) ask questions with appropriate subject-verb inversion.</p>	<p>(iv) use descriptive adjectives;</p> <p>(v) use adverbs that convey time i;</p> <p>(vi) use prepositions and prepositional phrases;</p> <p>(vii) use subject pronouns, including I and names of people</p>
<p>(21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p> <p>(A) 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;</p> <p>(B) recognize and use basic capitalization for:</p> <p>(i) the beginning of sentences;</p> <p>(ii) the pronoun "I"; and</p> <p>(iii) names of people; and</p> <p>(C) recognize and use punctuation marks at the end of declarative, exclamatory, and interrogative sentences.</p>	<p>(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:</p> <p>(D) print complete words, thoughts, and answers legibly leaving appropriate spaces between words;</p> <p>(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:</p> <p>(D) edit drafts for grammar, punctuation, and spelling independently and collaboratively using standard English conventions of grammar, spelling, capitalization, and punctuation including;</p> <p>(viii) use capitalization for: the beginning of sentences, the pronoun "I", and names of people; and</p> <p>(ix) use punctuation marks at the end of declarative, exclamatory, and interrogative sentences.</p>
<p>(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> <p>(A) use phonological knowledge to match sounds to letters to construct known words;</p> <p>(B) use letter-sound patterns to spell:</p> <p>(i) consonant-vowel-consonant (CVC) words;</p> <p>(ii) consonant-vowel-consonant-silent e (CVCe) words (e.g., "hope"); and</p> <p>(iii) one-syllable words with consonant blends (e.g., "drop");</p> <p>(C) spell high-frequency words from a commonly used list;</p> <p>(D) spell base words with inflectional endings (e.g., adding "s" to make words plurals); and</p>	<p>(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:</p> <p>(E) demonstrate and apply phonetic knowledge by:</p> <p>(i) decoding and encoding all consonants including hard and soft c, hard and soft g, and s=/s/ and s=/z/;</p> <p>(ii) decoding and encoding initial and final consonant blends such as grab, fast, and stamp in isolation and in context;</p>

<p>(E) use resources to find correct spellings.</p>	<p>(iii) decoding and encoding consonant digraphs including ch, th, sh, wh, ng, ck, and ph in isolation and in context;</p> <p>(iv) decoding and encoding closed syllables with short vowel sounds such as mat and black in isolation and in context;</p> <p>(v) decoding and encoding open syllables with the long vowel sound such as he and baby in isolation and in context;</p> <p>(vi) decoding and encoding vowel-consonant-silent e syllables with the long vowel sound such as kite in isolation and in context;</p> <p>(vii) decoding and encoding vowel teams including ai as in rain, ay as in day, ee as in feet, ea as in eat and head, oa as in oat, oe as in toe, ie as in tie, ow as in snow and cow, oo as in moon and foot, ou as in soup, aw as in saw, oi as in oil, oy as in boy and ew as in few in isolation and in context;</p> <p>(viii) decoding and encoding r-controlled syllables including er as in her, ir as in bird, ur as in turn, ar as in star, and or as in fork in isolation and in context;</p> <p>(ix) decoding and encoding final stable syllables such as apple and able in isolation and in context;</p> <p>(x) using knowledge of base words to read compound words such as football and daydream;</p> <p>(xi) decoding and encoding contractions such as can't;</p> <p>(xii) identifying and reading at least 100-300 high-frequency words from a research-based list; and</p> <p>(xiii) monitoring accuracy of decoding and encoding;</p> <p>(G) demonstrate phonological awareness by:</p> <p>(iv) blending spoken phonemes to form one- and two-syllable words, including consonant blends such as bl, st, and tr;</p>
<p>(23) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students (with adult assistance) are expected to:</p> <p>(A) generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics; and</p> <p>(B) decide what sources of information might be relevant to answer these questions.</p>	<p>(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:</p> <p>(A) generate questions based on teacher guided topics for formal and informal inquiry;</p> <p>(B) understand the research plan with teacher support</p> <p>(C) identify possible sources and gather information</p> <p>(D) demonstrate understanding of information gathered</p>

	(E) incorporate digital technology, when appropriate
<p>(24) 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. Students (with adult assistance) are expected to:</p> <p>(A) gather evidence from available sources (natural and personal) as well as from interviews with local experts;</p> <p>(B) use text features (e.g., table of contents, alphabetized index) in age-appropriate reference works (e.g., picture dictionaries) to locate information; and</p> <p>(C) record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams).</p>	
<p>(25) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students (with adult assistance) are expected to revise the topic as a result of answers to initial research questions.</p>	
<p>(26) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students (with adult assistance) are expected to create a visual display or dramatization to convey the results of the research.</p>	<p>(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:</p> <p>(H) develop oral language through listening and speaking by:</p> <p>(iii) giving a descriptive presentation</p>
<p>(27) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(A) listen attentively to speakers and ask relevant questions to clarify information; and</p> <p>(B) follow, restate, and give oral instructions that involve a short related sequence of actions.</p>	<p>(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:</p> <p>(H) develop oral language through listening and speaking by:</p> <p>(i) following, restating, and giving oral instructions that involve a short related sequence of actions;</p> <p>(iv) actively listening for a variety of reasons such as; enjoyment, learning, and following directions;</p> <p>(v) listening to others and responding courteously to ideas and opinions;</p> <p>(vii) answering open-ended questions</p>

	<p>(4) Collaboration. Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments using the four domains of language as appropriate. The student is expected to:</p> <p>(A) listen actively and ask relevant questions to clarify information;</p>
<p>(28) 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.</p>	<p>(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:</p> <p>(H) develop oral language through listening and speaking by:</p> <p>(ii) employing eye contact, speaking rate, volume, enunciation, and the conventions of language;</p> <p>(vi) developing social communication such as, introducing self and others, relating experiences to a classmate, expressing needs and feelings, and describing self positively; and</p> <p>(4) Collaboration. Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments using the four domains of language as appropriate. The student is expected to:</p> <p>(C) share ideas about the topic under discussion, speak clearly at an appropriate pace, and build on the ideas of others;</p>
<p>(29) Listening and Speaking/Teamwork. 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.</p>	<p>(4) Collaboration. Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments using the four domains of language as appropriate. The student is expected to:</p> <p>(B) work productively with others to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions;</p>
<p>Figure 19</p> <p>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. The student is expected to:</p> <p>(A) establish purposes for reading selected texts based upon desired outcome to enhance comprehension;</p> <p>(B) ask literal questions of text;</p>	<p>(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to:</p> <p>(A) make and confirm predictions using text features, elements and structure ;</p> <p>(C) create mental images to deepen understanding;</p> <p>(D) make connections to personal experiences, to ideas in other texts and to the larger community to activate prior knowledge;</p> <p>(E) make inferences and use evidence to support understanding;</p>

<p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud);</p> <p>(D) make inferences about text and use textual evidence to support understanding;</p> <p>(E) retell or act out important events in stories in logical order; and</p> <p>(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.</p>	<p>(F) prioritize information read to determine what is most important;</p> <p>(G) synthesize information to create new understanding.</p> <p>(H) establish purpose for reading assigned and self-selected texts</p> <p>(I) monitor comprehension and make corrections and adjustments when understanding breaks down;</p> <p>(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:</p> <p>(A) describe the emotional impact of and personal connections to a variety of sources such as self selected or teacher selected texts;</p>
	<p>(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:</p> <p>(E) discuss inferences, supported with text evidence;</p> <p>(G) describe insights gained from combining text information with personal schema;</p>
	<p>(4) Collaboration. Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments using the four domains of language as appropriate. The student is expected to:</p> <p>(D) recognize effective collaboration.</p>
	<p>(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:</p> <p>(C) recognize characteristics and structures of persuasive or argumentative text including</p> <p>(i) discussing what the author is trying to persuade the reader to think or do</p>
	<p>(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 will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to:</p> <p>(B) notice and discuss the author's purpose for writing text including to entertain or inform; and</p>

	(C) identify and discuss author's use of print and graphic features to achieve specific purposes.
	<p>(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:</p> <p>(I) compose argumentative texts that states a personal opinion and reasons using genre characteristics and author's craft</p>

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