

Grade 1 Side-by-Side TEKS Comparison

2017 TEKS	2009 TEKS	Notes
<p>(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 uses appropriate conventions. The student is expected to:</p> <p>(D) edit drafts using standard English conventions, including:</p> <ul style="list-style-type: none"> (x) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance; and 	<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>(D) edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric; and</p>	<p>The 2017 TEKS provide more specificity for grammar, mechanics, and spelling.</p> <p>Note that SE 11.D.x requires adult assistance.</p>
<p>(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 uses appropriate conventions. The student is expected to:</p> <p>(E) publish and share writing.</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>(E) publish and share writing with others.</p>	
<p>(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:</p> <p>(A) dictate or compose literary texts, including personal narratives and poetry;</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>(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:</p> <p>(B) dictate or compose informational texts, including procedural texts; and</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>Procedural text is not specifically referenced in the 2017 TEKS. However, it is considered a type of informational text. Instruction of informational text is addressed in SEs 9.D.i-9.D.iii.</p>
<p>(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:</p> <p>(C) dictate or compose correspondence such as thank you notes or letters.</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>(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>(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:</p> <p>(A) generate questions for formal and informal inquiry with adult assistance;</p> <p>(B) develop and follow a research plan with adult assistance;</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>Note that 2017 SE 13.B aligns to the Knowledge and Skills statement for 2009 23.</p> <p>Note that SEs 13.A and 13.B require adult assistance.</p>

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<p>(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:</p> <p>(C) identify and gather relevant sources and information to answer the questions with adult assistance;</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>(B) decide what sources of information might be relevant to answer these questions.</p> <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>	Note that SE 13.C requires adult assistance.
<p>(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:</p> <p>(D) demonstrate understanding of information gathered with adult assistance; and</p>		Note that SE 13.D requires adult assistance.
<p>(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:</p> <p>(E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</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>	Multimodal presentations include more than one mode of delivery.
2009 standards with no identified 2017 alignment		
	<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>(1) Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to:</p> <p>(B) identify upper- and lower-case letters;</p>	
	<p>(1) Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to:</p> <p>(C) sequence the letters of the alphabet;</p>	

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	(1) Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to: (D) recognize the distinguishing features of a sentence (e.g., capitalization of first word, ending punctuation);	
	(1) Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to: (E) read texts by moving from top to bottom of the page and tracking words from left to right with return sweep; and	
	(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: (B) combine sounds from letters and common spelling patterns (e.g., consonant blends, long- and short-vowel patterns) to create recognizable words;	
	(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: (C) use common syllabication patterns to decode words, including: (iii) final stable syllable (e.g., ap-ple, a-ble);	
	(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: (D) decode words with common spelling patterns (e.g., -ink, -onk, -ick);	
	(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: (I) monitor accuracy of decoding.	

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	(6) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: (B) determine the meaning of compound words using knowledge of the meaning of their individual component words (e.g., lunchtime);	
	(6) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: (D) identify and sort words into conceptual categories (e.g., opposites, living things); and	
	(7) 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. Students are expected to: (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.	Instruction of children's literature, including folktales, fables, fairy tales, and nursery rhymes is addressed in SE 9.A.
	(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.	Literary nonfiction is not specifically referenced in the 2017 TEKS. However, it is considered a type of literary text. Instruction of literary text is addressed in SE 9.A.
	(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.	
	(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: (B) identify important facts or details in text, heard or read;	
	(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: (A) follow written multi-step directions with picture cues to assist with understanding; and	Procedural text is not specifically referenced in the 2017 TEKS. However, it is considered a type of informational text. Instruction of informational text is addressed in SEs 9.D.i-9.D.iii.

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	<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>(B) explain the meaning of specific signs and symbols (e.g., map features).</p>	<p>Procedural text is not specifically referenced in the 2017 TEKS. However, it is considered a type of informational text. Instruction of informational text is addressed in SEs 9.D.i-9.D.iii.</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>(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>(B) identify techniques used in media (e.g., sound, movement).</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 style="padding-left: 20px;">(vii) time-order transition words;</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>(B) speak in complete sentences with correct subject-verb agreement; and</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>(C) ask questions with appropriate subject-verb inversion.</p>	

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	<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>(B) recognize and use basic capitalization for:</p> <p style="padding-left: 20px;">(iii) names of people; and</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>(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> <p>(D) spell base words with inflectional endings (e.g., adding "s" to make words plurals); and</p>	
	<p>(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> <p>(E) use resources to find correct spellings.</p>	
	<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>(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>(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>(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>	