

## Grade 1 Side-by-Side TEKS Comparison

2017 TEKS	2009 TEKS	Notes
<p><b>(a) Introduction.</b></p> <p><b>(1)</b> The Spanish language arts and reading Texas Essential Knowledge and Skills (TEKS) reflect language arts standards that are authentic to the Spanish language and Spanish literacy; they are neither translations nor modifications of the English language arts TEKS. The Spanish language arts and reading TEKS embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. They are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.</p> <p><b>(2)</b> The seven strands of the essential knowledge and skills for Spanish language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. Strands include the four domains of language (listening, speaking, reading, and writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Although some strands may require more instructional time, each strand is of equal value, may be presented in any order, and should be integrated throughout the year. It is important to note that encoding (spelling) and decoding (reading) are reciprocal skills. Decoding is internalized when tactile and kinesthetic opportunities (encoding) are provided. Additionally, students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.</p>	<p><b>(a) Introduction.</b></p> <p><b>(1)</b> The Spanish Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) reflect language arts standards that are authentic to the Spanish language and Spanish literacy, not mere translations from English. The Spanish Language Arts and Reading TEKS are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the Spanish language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In third grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read, write, and be read to on a daily basis.</p>	<p>The revised TEKS explicitly focus on the interconnectedness of the four domains of language and thinking throughout the standards. The seven strands are intended to be integrated and recursive. The standards also emphasize that spelling and reading are reciprocal skills.</p>
<p><b>(4)</b> Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas Education Agency, <i>STAAR Performance Level Descriptors</i>, 2013). As skills and knowledge are obtained in each of the seven strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.</p>		<p>Students will build on the standards and skills learned in prior grade levels with additional depth and complexity in this grade level.</p>

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<p><b>(3)</b> Spanish, as opposed to English, has a closer letter-sound relationship and clearly defined syllable boundaries. The syllable in Spanish is a more critical unit of phonological awareness than in English because of the consistent phoneme-grapheme correspondence. Syllables are important units for Spanish because of their strong effect in visual word recognition (Carreiras et al., 1993) and their major role in predicting Spanish reading success. In addition, Spanish presents a much higher level of orthographic transparency than English and does not rely on sight words for decoding. This orthographic transparency accelerates the decoding process, and the focus quickly moves to fluency and comprehension. However, in English sight words are used because of words that are not decodable such as "are" or "one." In Spanish, decoding issues are not as prevalent as issues of comprehension. These specific features of the Spanish language will influence reading methodology and development.</p>	<p><b>(2)(A)</b> Spanish, as opposed to English, has a closer letter-sound relationship and clearly defined syllable boundaries. The syllable in Spanish is a more critical unit of phonological awareness than in English because of the consistent phoneme-grapheme correspondence. Syllables are important units for Spanish because of their strong effect in visual word recognition (Carreiras et al., 1993) and their major role in predicting Spanish reading success. In addition, Spanish presents a much higher level of orthographic transparency than English and does not rely on sight words for decoding. This orthographic transparency accelerates the decoding process and the focus quickly moves to fluency and comprehension. Spanish uses frequency words that are identified by the rate of occurrence in grade appropriate text and used to build on fluency and comprehension. However, in English, "sight" words are used because of words that are not decodable such as "are" or "one." In Spanish, decoding issues are not as prevalent as issues of comprehension. These specific features of the Spanish language will influence reading methodology and development.</p>	
<p><b>(5)</b> Research consistently shows that language and literacy development in the student's native language not only facilitates learning English and English literacy, but is foundational to cognitive development and learning (Cummins, 2001; Thomas &amp; Collier, 2002; Coelho, 2001). Emergent bilinguals (Sparrow et al., 2014; Slavin &amp; Cheving, 2013) are students who are in the process of acquiring two or more linguistic codes, becoming bilingual, biliterate, and bicultural. Emergent bilinguals are often defined by their perceived deficits (semilinguals) (Escamilla, 2012)...</p>	<p><b>(2)(B)</b> Spanish instruction maximizes access to English content. Students with strong literacy skills in Spanish phonemic awareness, phonics, vocabulary, and reading comprehension can be expected to transfer those skills to English. The "transfer" of knowledge and skills from one language to another refers to the metalinguistic and metacognitive processes and awareness that students gain in developing literacy in two languages. Current research on bilingual instruction (e.g., August &amp; Shanahan, 2006; Genesse et al., 2006) shows how students use native literacy knowledge when learning to read and write in another language.</p>	<p>The 2017 standards focus on the importance of encouraging EL students to use their native language to enhance their learning and on providing scaffolded instruction to support the needs of ELs.</p>
<p><b>(5)</b> Continued... However, research has shown that bilinguals develop a unique interdependent system (Escamilla et al. 2007; Grosjean, 1989; Valdes and Figueroa, 1994) in which languages interconnect to increase linguistic functionality. This linguistic interdependence of language acquisition facilitates a transfer of literacy skills from the primary language (L1) to the second language (L2) (August &amp; Shanahan, 2006; Bialystok, 2007; Miramontes, et al., 1997). The strength of learning through formal instruction in Spanish determines the extent of transfer to English (August, Calderon, &amp; Carlo, 2002; Slavin &amp; Calderon, 2001; Garcia, 2001). For transfer to be maximized, cross-linguistic connections between the two languages must be explicitly taught while students engage in a contrastive analysis of the Spanish and English languages (Cummins, 2007). Continued strong literacy development in Spanish provides the foundation and scaffold for literacy development given that a Common Underlying Proficiency (CUP) exists between the two languages (Cummins, 1991)...</p>	<p><b>(2)(C)</b> The effective transfer of skills transpires as students develop their metalinguistic skills and as they engage in a contrastive analysis of the Spanish and English languages (Cummins, 2007). Transfer matters occur within fundamentals of language that are common to Spanish and English; within fundamentals that are similar, but not exact in both languages; and in fundamentals specific to each language and not applicable to the other language. The strength of learning through formal instruction in Spanish determines the extent of transfer in English (August, Calderon, &amp; Carlo, 2000; Slavin &amp; Calderon, 2001; Garcia, 2001). In other words, for transfer to occur, comprehension of the "rules" and the realization of their applicability to the new language specific tasks are necessary.</p>	

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	<p><b>(3)</b> To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge, skills, and student expectations at Grade 3 as described in subsection (b) of this section.</p>	
	<p><b>(4)</b> To meet Texas Education Code, §28.002(h), which states, "... each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.</p>	
<p><b>(6)</b> English language learners (ELLs) are expected to meet standards in a second language, and their proficiency in English directly impacts their ability to meet these standards. The comprehension of text throughout the stages of English language acquisition requires scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected oral and written discourse so that it is meaningful.</p>		
<p><b>(7)</b> Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the ELPS and proficiency-level descriptors adopted in Chapter 74, Subchapter A, of this title (relating to Required Curriculum).</p>		<p>This includes specific information to guide the instruction of ELs in their acquisition of reading skills, their vocabulary development, and the improvement of their English-language proficiency.</p>

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<p><b>(8)</b> Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Kinsella, 2010). In order for students to become thinkers and proficient speakers in science, social studies, mathematics, fine arts, language arts and reading, and career and technical education, they must have multiple opportunities to practice and apply the academic language of each discipline (Fisher, Frey, &amp; Rothenberg, 2008).</p>		The 2017 TEKS emphasize the role of oral language proficiency as it relates to student success at school.
<p><b>(9)</b> Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>		
<p><b>(b) Knowledge and skills.</b></p>	<p><b>(b) Knowledge and skills.</b></p>	
<p><b>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language.</b> The student develops oral language through listening, speaking, and discussion. The student is expected to:  <b>(A)</b> listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;</p>	<p><b>(27) Listening and Speaking/Listening.</b> 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:  <b>(A)</b> listen attentively to speakers and ask relevant questions to clarify information; and</p>	
<p><b>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language.</b> The student develops oral language through listening, speaking, and discussion. The student is expected to:  <b>(B)</b> follow, restate, and give oral instructions that involve a short, related sequence of actions;</p>	<p><b>(27) Listening and Speaking/Listening.</b> 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:  <b>(B)</b> follow, restate, and give oral instructions that involve a short related sequence of actions.</p>	
<p><b>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language.</b> The student develops oral language through listening, speaking, and discussion. The student is expected to:  <b>(C)</b> share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;</p>	<p><b>(28) Listening and Speaking/Speaking.</b> 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><b>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language.</b> The student develops oral language through listening, speaking, and discussion. The student is expected to:  <b>(D)</b> work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions; and</p>	<p><b>(29) Listening and Speaking/Teamwork.</b> 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>	

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<p><b>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language.</b> The student develops oral language through listening, speaking, and discussion. The student is expected to:</p> <p><b>(E)</b> develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.</p>		
<p><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(A)</b> demonstrate phonological awareness by:</p> <p style="padding-left: 20px;"><b>(i)</b> producing a series of rhyming words;</p>	<p><b>(2) Reading/Beginning Reading Skills/Phonological Awareness.</b> Students display phonological awareness. Students are expected to:</p> <p><b>(A)</b> orally generate a series of original rhyming words using a variety of endings (e.g., -ita, -osa, -ión);</p>	
<p><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(A)</b> demonstrate phonological awareness by:</p> <p style="padding-left: 20px;"><b>(ii)</b> recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sound;</p>		
<p><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(A)</b> demonstrate phonological awareness by:</p> <p style="padding-left: 20px;"><b>(iii)</b> recognizing the change in spoken word when a specified syllable is added, changed, or removed;</p>	<p><b>(2) Reading/Beginning Reading Skills/Phonological Awareness.</b> Students display phonological awareness. Students are expected to:</p> <p><b>(B)</b> recognize the change in a spoken word when a specified syllable or phoneme is added, changed, or removed (e.g., "ma-lo" to "ma-sa"; "to-mo" to "co-mo");</p>	
<p><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(A)</b> demonstrate phonological awareness by:</p> <p style="padding-left: 20px;"><b>(iv)</b> segmenting spoken words into individual syllables;</p>	<p><b>(2) Reading/Beginning Reading Skills/Phonological Awareness.</b> Students display phonological awareness. Students are expected to:</p> <p><b>(F)</b> separate spoken multi-syllabic words into two to four syllables (e.g., ra-na, má-qui-na, te-lé-fo-no).</p>	

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<p><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(A)</b> demonstrate phonological awareness by:</p> <p style="padding-left: 20px;"><b>(v)</b> blending spoken complex syllables, including sílabas trabadas, to form multisyllabic words;</p>		
<p><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(A)</b> demonstrate phonological awareness by:</p> <p style="padding-left: 20px;"><b>(vi)</b> segmenting spoken words into syllables, including words with sílabas trabadas; and</p>	<p><b>(2) Reading/Beginning Reading Skills/Phonological Awareness.</b> Students display phonological awareness. Students are expected to:</p> <p><b>(F)</b> separate spoken multi-syllabic words into two to four syllables (e.g., ra-na, má-qui-na, te-lé-fo-no).</p>	
<p><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(A)</b> demonstrate phonological awareness by:</p> <p style="padding-left: 20px;"><b>(vii)</b> manipulating syllables within words;</p>	<p><b>(2) Reading/Beginning Reading Skills/Phonological Awareness.</b> Students display phonological awareness. Students are expected to:</p> <p><b>(F)</b> separate spoken multi-syllabic words into two to four syllables (e.g., ra-na, má-qui-na, te-lé-fo-no).</p>	
<p><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(B)</b> demonstrate and apply phonetic knowledge by:</p> <p style="padding-left: 20px;"><b>(i)</b> identifying and matching sounds to individual letters;</p>	<p><b>(3) Reading/Beginning Reading Skills/Phonics.</b> Students use the relationships between letters and sounds to decode written Spanish. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p><b>(A)</b> decode the five vowel sounds;</p>	

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<p><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(B)</b> demonstrate and apply phonetic knowledge by:</p> <p style="padding-left: 20px;"><b>(ii)</b> decoding words with sílabas trabadas such as/bla/,/bra/, and/gla/; digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x;</p>	<p><b>(3) Reading/Beginning Reading Skills/Phonics.</b> Students use the relationships between letters and sounds to decode written Spanish. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p><b>(E)</b> decode words in context and in isolation by applying the knowledge of letter-sound relationships in different structures including:</p> <p style="padding-left: 20px;"><b>(ii)</b> closed syllable (e.g., VC, un; CVC, mes);</p> <p style="padding-left: 20px;"><b>(iii)</b> consonant blends (e.g., bra/bra-zo; glo/glo-bo); and</p> <p style="padding-left: 20px;"><b>(iv)</b> consonant digraphs (e.g., ch/chi-le; ll/lla-ve; rr/pe-rro);</p> <p><b>(H)</b> decode words that have the same sounds represented by different letters (e.g., "r" and "rr," as in ratón and perro; "ll" and "y," as in llave and yate; "g" and "j," as in gigante and jirafa; "c," "k," and "q," as in casa, kilo, and quince; "c," "s," and "z," as in cereal, semilla, and zapato; "j" and "x," as in cojín and México; "i" and "y," as in imán and doy; "b" and "v," as in burro and vela);</p>	
<p><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(B)</b> demonstrate and apply phonetic knowledge by:</p> <p style="padding-left: 20px;"><b>(iii)</b> decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-;</p>	<p><b>(3) Reading/Beginning Reading Skills/Phonics.</b> Students use the relationships between letters and sounds to decode written Spanish. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p><b>(F)</b> decode words with the silent "h";</p> <p><b>(G)</b> decode words that use syllables que-, qui-, as in queso and quito; gue-, gui-, as in guiso and juguete; and güe-, güi-, as in pingüino and agüita;</p>	
<p><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(B)</b> demonstrate and apply phonetic knowledge by:</p> <p style="padding-left: 20px;"><b>(iv)</b> decoding words with diphthongs such as/ai/,/au/, and/ei/;</p>		
<p><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(B)</b> demonstrate and apply phonetic knowledge by:</p> <p style="padding-left: 20px;"><b>(v)</b> decoding contractions such as al and del;</p>		

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<p><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(B)</b> demonstrate and apply phonetic knowledge by:</p> <p style="padding-left: 20px;"><b>(vi)</b> decoding three- to four-syllable words;</p>		
<p><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(B)</b> demonstrate and apply phonetic knowledge by:</p> <p style="padding-left: 20px;"><b>(vii)</b> using knowledge of base words to decode common compound words; and</p>	<p><b>(3) Reading/Beginning Reading Skills/Phonics.</b> Students use the relationships between letters and sounds to decode written Spanish. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p><b>(K)</b> use knowledge of the meaning of base words to identify and read common compound words (e.g., sacapuntas, abrelata, salvavida).</p>	
<p><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(B)</b> demonstrate and apply phonetic knowledge by:</p> <p style="padding-left: 20px;"><b>(viii)</b> decoding words with common prefixes and suffixes;</p>		
<p><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(C)</b> demonstrate and apply spelling knowledge by:</p> <p style="padding-left: 20px;"><b>(i)</b> spelling common letter and sound correlations;</p>	<p><b>(22) Oral and Written Conventions/Spelling.</b> Students spell correctly. Students are expected to:</p> <p><b>(A)</b> use phonological knowledge to match sounds to letters and syllables to construct words;</p>	
<p><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(C)</b> demonstrate and apply spelling knowledge by:</p> <p style="padding-left: 20px;"><b>(ii)</b> spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV;</p>	<p><b>(22) Oral and Written Conventions/Spelling.</b> Students spell correctly. Students are expected to:</p> <p><b>(F)</b> use knowledge of syllabic sounds, word parts, word segmentation, and syllabication to spell;</p>	

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<p><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(C)</b> demonstrate and apply spelling knowledge by:</p> <p style="padding-left: 20px;"><b>(iii)</b> spelling words with silent h; consonant digraphs such as/ch/, /rr/, and/l/; and sílabas trabadas such as/bla/,/bra/,/gla/, and/gra/;</p>	<p><b>(22) Oral and Written Conventions/Spelling.</b> Students spell correctly. Students are expected to:</p> <p><b>(D)</b> become familiar with words using orthographic patterns including:</p> <p style="padding-left: 20px;"><b>(i)</b> words that use syllables with hard /r/ spelled as "r" or "rr," as in ratón and carro;</p> <p style="padding-left: 20px;"><b>(iii)</b> words that use syllables with silent "h," as in hora and ahora</p>	
<p><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(C)</b> demonstrate and apply spelling knowledge by:</p> <p style="padding-left: 20px;"><b>(iv)</b> spelling multisyllabic words, including words with que-, qui-, gue-, gui-, güe-, and güi-;</p>	<p><b>(22) Oral and Written Conventions/Spelling.</b> Students spell correctly. Students are expected to:</p> <p><b>(D)</b> become familiar with words using orthographic patterns including:</p> <p style="padding-left: 20px;"><b>(iv)</b> words that use syllables que-, qui-, as in queso and quitto; gue-, gui-, as in guiso and juguete; and güe-, güi-, as in paragüero and agüita;</p>	
<p><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(C)</b> demonstrate and apply spelling knowledge by:</p> <p style="padding-left: 20px;"><b>(v)</b> spelling contractions such as al and del;</p>		
<p><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(C)</b> demonstrate and apply spelling knowledge by:</p> <p style="padding-left: 20px;"><b>(vi)</b> spelling words with diphthongs such as/ai/,/au/, and/ie/ as in quie-ro, na-die, and ra-dio and hiatus such as le-er and rí-o; and</p>		
<p><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(C)</b> demonstrate and apply spelling knowledge by:</p> <p style="padding-left: 20px;"><b>(vii)</b> spelling words with common prefixes and suffixes;</p>		

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<p><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(D)</b> demonstrate print awareness by identifying the information that different parts of a book provide;</p>	<p><b>(1) Reading/Beginning Reading Skills/Print Awareness.</b> Students understand how Spanish is written and printed. Students are expected to:</p> <p><b>(F)</b> identify the information that different parts of a book provide (e.g., title, author, illustrator, table of contents).</p>	
<p><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(E)</b> alphabetize a series of words to the first or second letter and use a dictionary to find words; and</p>	<p><b>(6) Reading/Vocabulary Development.</b> Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p><b>(E)</b> alphabetize a series of words to the first or second letter and use a dictionary to find words.</p>	
<p><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(F)</b> develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.</p>	<p><b>(21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation.</b> Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p> <p><b>(A)</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;</p>	
<p><b>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.</b> The student uses newly acquired vocabulary expressively. The student is expected to:</p> <p><b>(A)</b> use a resource such as a picture dictionary or digital resource to find words;</p>	<p><b>(6) Reading/Vocabulary Development.</b> Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p><b>(E)</b> alphabetize a series of words to the first or second letter and use a dictionary to find words.</p>	
<p><b>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.</b> The student uses newly acquired vocabulary expressively. The student is expected to:</p> <p><b>(B)</b> use illustrations and texts the student is able to read or hear to learn or clarify word meanings;</p>	<p><b>(6) Reading/Vocabulary Development.</b> Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p><b>(C)</b> determine what words mean from how they are used in a sentence, either heard or read;</p>	
<p><b>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.</b> The student uses newly acquired vocabulary expressively. The student is expected to:</p> <p><b>(C)</b> identify the meaning of words with affixes, including -s, -es, and -or; and</p>		

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<p><b>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.</b> The student uses newly acquired vocabulary expressively. The student is expected to:</p> <p><b>(D)</b> identify and use words that name actions, directions, positions, sequences, categories, and locations.</p>	<p><b>(6) Reading/Vocabulary Development.</b> Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p><b>(A)</b> identify words that name actions (verbs) and words that name persons, places, or things (nouns);</p>	
<p><b>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency.</b> 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.</p>	<p><b>(5) Reading/Fluency.</b> Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with accuracy, expression, appropriate phrasing, and comprehension.</p>	
<p><b>(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading.</b> 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.</p>	<p><b>(12) Reading/Comprehension of Text/Independent Reading.</b> 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>	Specificity has been added to include independent reading with student-selected texts.
<p><b>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p><b>(A)</b> establish purpose for reading assigned and self-selected texts with adult assistance;</p>	<p><b>(4) Reading/Beginning Reading/Strategies.</b> Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:</p> <p><b>(C)</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, re-reading a portion aloud).</p> <p><b>Figure 19: Reading/Comprehension Skills.</b> 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><b>(A)</b> establish purposes for reading selected texts based upon desired outcome to enhance comprehension;</p>	Note that SE 6.A requires adult assistance.

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<p><b>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p><b>(B)</b> generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;</p>	<p><b>(4) Reading/Beginning Reading/Strategies.</b> Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:</p> <p><b>(B)</b> ask relevant questions, seek clarification, and locate facts and details about stories and other texts; and</p> <p><b>Figure 19 : Reading/Comprehension Skills.</b> 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><b>(B)</b> ask literal questions of text;</p>	<p>Note that SE 6.B requires adult assistance.</p>
<p><b>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p><b>(C)</b> make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance;</p>	<p><b>(4) Reading/Beginning Reading/Strategies.</b> Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:</p> <p><b>(A)</b> confirm predictions about what will happen next in text by "reading the part that tells";</p>	<p>Specificity has been added to include the use of text features, genre characteristics, and text structures.</p> <p>Note that SE 6.C requires adult assistance.</p>
<p><b>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p><b>(D)</b> create mental images to deepen understanding with adult assistance;</p>	<p><b>Figure 19: Reading/Comprehension Skills.</b> 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><b>(C)</b> monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud);</p>	<p>Note that SE 6.D requires adult assistance.</p>

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<p><b>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p><b>(E)</b> make connections to personal experiences, ideas in other texts, and society with adult assistance;</p>	<p><b>(7) Reading/Comprehension of Literary Text/Theme and Genre.</b> 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:</p> <p><b>(A)</b> connect the meaning of a well-known story or fable to personal experiences; and</p> <p><b>Figure 19: Reading/Comprehension Skills.</b> 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><b>(F)</b> make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.</p>	<p>Instruction of children’s literature, including folktales, fables, fairy tales, and nursery rhymes is also addressed in SE 9.A.</p> <p>Note that SE 6.E requires adult assistance.</p>
<p><b>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p><b>(F)</b> make inferences and use evidence to support understanding with adult assistance;</p>	<p><b>Figure 19: Reading/Comprehension Skills.</b> 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><b>(D)</b> make inferences about text and use textual evidence to support understanding;</p>	<p>Note that SE 6.F requires adult assistance.</p>
<p><b>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p><b>(G)</b> evaluate details to determine what is most important with adult assistance;</p>		<p>Note that SE 6.G requires adult assistance.</p>
<p><b>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p><b>(H)</b> synthesize information to create new understanding with adult assistance; and</p>		<p>Note that SE 6.H requires adult assistance.</p>

## Grade 1 Side-by-Side TEKS Comparison

2017 TEKS	2009 TEKS	Notes
<p><b>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p><b>(I)</b> monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.</p>	<p><b>(4) Reading/Beginning Reading/Strategies.</b> Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:</p> <p><b>(C)</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, re-reading a portion aloud).</p> <p><b>Figure 19: Reading/Comprehension Skills.</b> 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><b>(C)</b> monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud);</p>	<p>Specificity has been added to include student-selected texts.</p>
<p><b>(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p><b>(A)</b> describe personal connections to a variety of sources;</p>		
<p><b>(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p><b>(B)</b> write brief comments on literary or informational texts;</p>	<p><b>(19) Writing/Expository and Procedural Texts.</b> 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>(C)</b> write brief comments on literary or informational texts.</p>	
<p><b>(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p><b>(C)</b> use text evidence to support an appropriate response;</p>		

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2017 TEKS	2009 TEKS	Notes
<p><b>(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p><b>(D)</b> retell texts in ways that maintain meaning;</p>	<p><b>(9) Reading/Comprehension of Literary Text/Fiction.</b> 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><b>(A)</b> 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>(14) Reading/Comprehension of Informational Text/Expository Text.</b> 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><b>(C)</b> retell the order of events in a text by referring to the words and/or illustrations; and</p> <p><b>Figure 19: Reading/Comprehension Skills.</b> 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><b>(E)</b> retell or act out important events in stories in logical order; and</p>	
<p><b>(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p><b>(E)</b> interact with sources in meaningful ways such as illustrating or writing; and</p>		
<p><b>(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p><b>(F)</b> respond using newly acquired vocabulary as appropriate.</p>		
<p><b>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.</b> The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p> <p><b>(A)</b> discuss topics and determine theme using text evidence with adult assistance;</p>		Note that SE 8.A requires adult assistance.

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<p><b>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.</b> The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p> <p><b>(B)</b> describe the main character(s) and the reason(s) for their actions;</p>	<p><b>(9) Reading/Comprehension of Literary Text/Fiction.</b> 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><b>(B)</b> describe characters in a story and the reasons for their actions and feelings.</p>	
<p><b>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.</b> The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p> <p><b>(C)</b> describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently; and</p>	<p><b>(9) Reading/Comprehension of Literary Text/Fiction.</b> 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><b>(A)</b> 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>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.</b> The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p> <p><b>(D)</b> describe the setting.</p>		
<p><b>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> 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:</p> <p><b>(A)</b> demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;</p>		
<p><b>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> 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:</p> <p><b>(B)</b> discuss rhyme, rhythm, repetition, and alliteration in a variety of poems;</p>	<p><b>(8) Reading/Comprehension of Literary Text/Poetry.</b> 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><b>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> 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:</p> <p><b>(C)</b> discuss elements of drama such as characters and setting;</p>		

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<p><b>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> 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:</p> <p><b>(D)</b> recognize characteristics and structures of informational text, including:</p> <p style="padding-left: 20px;"><b>(i)</b> the central idea and supporting evidence with adult assistance;</p>	<p><b>(14) Reading/Comprehension of Informational Text/Expository Text.</b> 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><b>(A)</b> restate the main idea, heard or read;</p>	<p>For instructional purposes, main idea and central idea may be used interchangeably when referencing the central idea of an entire text.</p> <p>Note that SE 9.D.i requires adult assistance.</p>
<p><b>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> 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:</p> <p><b>(D)</b> recognize characteristics and structures of informational text, including:</p> <p style="padding-left: 20px;"><b>(ii)</b> features and simple graphics to locate or gain information; and</p>	<p><b>(14) Reading/Comprehension of Informational Text/Expository Text.</b> 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><b>(D)</b> use text features (e.g., title, tables of contents, illustrations) to locate specific information in text.</p>	
<p><b>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> 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:</p> <p><b>(D)</b> recognize characteristics and structures of informational text, including:</p> <p style="padding-left: 20px;"><b>(iii)</b> organizational patterns such as chronological order and description with adult assistance;</p>		<p>Note that SE 9.D.iii requires adult assistance.</p>
<p><b>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> 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:</p> <p><b>(E)</b> recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do; and</p>		<p>Note that SE 9.E requires adult assistance.</p>
<p><b>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> 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:</p> <p><b>(F)</b> recognize characteristics of multimodal and digital texts.</p>		<p>Multimodal texts incorporate more than one mode within a single text.</p>

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<p><b>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p> <p><b>(A)</b> discuss the author's purpose for writing text;</p>	<p><b>(13) Reading/Comprehension of Informational Text/Culture and History.</b> 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 the text.</p>	<p>Instruction in author's purpose is not limited to informational or expository texts and is further addressed in Knowledge and Skills 10, author's purpose.</p>
<p><b>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p> <p><b>(B)</b> discuss how the use of text structure contributes to the author's purpose;</p>		<p>Note that SE 10.B requires a connection between text structure and the author's purpose.</p>
<p><b>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p> <p><b>(C)</b> discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;</p>		<p>Note that SE 10.C requires adult assistance in making a connection between the use of print and graphic features and the author's purpose.</p>
<p><b>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p> <p><b>(D)</b> discuss how the author uses words that help the reader visualize; and</p>		
<p><b>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p> <p><b>(E)</b> listen to and experience first- and third-person texts.</p>		

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<p><b>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> 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><b>(A)</b> plan a first draft by generating ideas for writing such as by drawing and brainstorming;</p>	<p><b>(17) Writing/Writing Process.</b> Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p><b>(A)</b> plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas);</p>	
<p><b>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> 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><b>(B)</b> develop drafts in oral, pictorial, or written form by:</p> <p style="padding-left: 20px;"><b>(i)</b> organizing with structure; and</p>	<p><b>(17) Writing/Writing Process.</b> Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p><b>(B)</b> develop drafts by sequencing ideas through writing sentences;</p> <p><b>(C)</b> revise drafts by adding or deleting a word, phrase, or sentence;</p> <p><b>(18) Writing/Literary Texts.</b> Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</p> <p><b>(A)</b> write brief stories that include a beginning, middle, and end; and</p> <p><b>(19) Writing/Expository and Procedural Texts.</b> 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>(B)</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><b>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> 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><b>(B)</b> develop drafts in oral, pictorial, or written form by:</p> <p style="padding-left: 20px;"><b>(ii)</b> developing an idea with specific and relevant details;</p>	<p><b>(17) Writing/Writing Process.</b> Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p><b>(B)</b> develop drafts by sequencing ideas through writing sentences;</p> <p><b>(C)</b> revise drafts by adding or deleting a word, phrase, or sentence;</p> <p><b>(18) Writing/Literary Texts.</b> Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</p> <p><b>(A)</b> write brief stories that include a beginning, middle, and end; and</p> <p><b>(B)</b> write short poems that convey sensory details.</p> <p><b>(19) Writing/Expository and Procedural Texts.</b> 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>(A)</b> write brief compositions about topics of interest to the student;</p> <p><b>(B)</b> write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing); and</p>	

## Grade 1 Side-by-Side TEKS Comparison

2017 TEKS	2009 TEKS	Notes
<p><b>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> 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><b>(C)</b> revise drafts by adding details in pictures or words;</p>	<p><b>(17) Writing/Writing Process.</b> Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p><b>(B)</b> develop drafts by sequencing ideas through writing sentences;</p> <p><b>(C)</b> revise drafts by adding or deleting a word, phrase, or sentence;</p> <p><b>(18) Writing/Literary Texts.</b> Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</p> <p><b>(A)</b> write brief stories that include a beginning, middle, and end; and</p> <p><b>(B)</b> write short poems that convey sensory details.</p> <p><b>(19) Writing/Expository and Procedural Texts.</b> 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>(A)</b> write brief compositions about topics of interest to the student;</p> <p><b>(B)</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><b>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> 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><b>(D)</b> edit drafts using standard Spanish conventions, including:</p> <p style="padding-left: 20px;"><b>(i)</b> complete sentences with subject-verb agreement;</p>	<p><b>(17) Writing/Writing Process.</b> Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p><b>(D)</b> edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric; and</p>	The 2017 TEKS provide more specificity for grammar, mechanics, and spelling.
<p><b>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> 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><b>(D)</b> edit drafts using standard Spanish conventions, including:</p> <p style="padding-left: 20px;"><b>(ii)</b> past and present verb tense, including the difference between ser and estar;</p>	<p><b>(17) Writing/Writing Process.</b> Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p><b>(D)</b> edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric; and</p> <p><b>(20) Oral and Written Conventions/Conventions.</b> 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>(A)</b> understand and use the following parts of speech in the context of reading, writing, and speaking:</p> <p style="padding-left: 20px;"><b>(i)</b> verbs in the past, present, and future in the indicative mode (canto, canté);</p>	The 2017 TEKS provide more specificity for grammar, mechanics, and spelling.

## Grade 1 Side-by-Side TEKS Comparison

2017 TEKS	2009 TEKS	Notes
<p><b>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> 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><b>(D)</b> edit drafts using standard Spanish conventions, including:</p> <p style="padding-left: 20px;"><b>(iii)</b> singular, plural, common, and proper nouns, including gender-specific articles;</p>	<p><b>(17) Writing/Writing Process.</b> Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p><b>(D)</b> edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric; and</p> <p><b>(20) Oral and Written Conventions/Conventions.</b> 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>(A)</b> understand and use the following parts of speech in the context of reading, writing, and speaking:</p> <p style="padding-left: 20px;"><b>(ii)</b> nouns (singular/plural, common/proper);</p>	<p>The 2017 TEKS provide more specificity for grammar, mechanics, and spelling.</p>
<p><b>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> 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><b>(D)</b> edit drafts using standard Spanish conventions, including:</p> <p style="padding-left: 20px;"><b>(iv)</b> adjectives, including articles;</p>	<p><b>(17) Writing/Writing Process.</b> Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p><b>(D)</b> edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric; and</p> <p><b>(20) Oral and Written Conventions/Conventions.</b> 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>(A)</b> understand and use the following parts of speech in the context of reading, writing, and speaking:</p> <p style="padding-left: 20px;"><b>(iii)</b> adjectives (e.g., descriptive: verde, alto);</p>	<p>The 2017 TEKS provide more specificity for grammar, mechanics, and spelling.</p>
<p><b>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> 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><b>(D)</b> edit drafts using standard Spanish conventions, including:</p> <p style="padding-left: 20px;"><b>(v)</b> adverbs that convey time;</p>	<p><b>(17) Writing/Writing Process.</b> Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p><b>(D)</b> edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric; and</p> <p><b>(20) Oral and Written Conventions/Conventions.</b> 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>(A)</b> understand and use the following parts of speech in the context of reading, writing, and speaking:</p> <p style="padding-left: 20px;"><b>(iv)</b> adverbs (e.g., time: before, next);</p>	<p>The 2017 TEKS provide more specificity for grammar, mechanics, and spelling.</p>

## Grade 1 Side-by-Side TEKS Comparison

2017 TEKS	2009 TEKS	Notes
<p><b>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> 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><b>(D)</b> edit drafts using standard Spanish conventions, including:</p> <p style="padding-left: 20px;"><b>(vi)</b> prepositions;</p>	<p><b>(17) Writing/Writing Process.</b> Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p><b>(D)</b> edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric; and</p> <p><b>(20) Oral and Written Conventions/Conventions.</b> 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>(A)</b> understand and use the following parts of speech in the context of reading, writing, and speaking:</p> <p style="padding-left: 20px;"><b>(v)</b> prepositions and prepositional phrases ("por la mañana");</p>	<p>The 2017 TEKS provide more specificity for grammar, mechanics, and spelling.</p>
<p><b>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> 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><b>(D)</b> edit drafts using standard Spanish conventions, including:</p> <p style="padding-left: 20px;"><b>(vii)</b> pronouns, including the use of personal and possessive pronouns, and the difference in the use of formal pronoun usted and informal pronoun tú;</p>	<p><b>(17) Writing/Writing Process.</b> Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p><b>(D)</b> edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric; and</p> <p><b>(20) Oral and Written Conventions/Conventions.</b> 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>(A)</b> understand and use the following parts of speech in the context of reading, writing, and speaking:</p> <p style="padding-left: 20px;"><b>(vi)</b> personal pronouns (e.g., yo, ellos); and</p>	<p>The 2017 TEKS provide more specificity for grammar, mechanics, and spelling.</p>
<p><b>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> 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><b>(D)</b> edit drafts using standard Spanish conventions, including:</p> <p style="padding-left: 20px;"><b>(viii)</b> capitalization for the beginning of sentences;</p>	<p><b>(17) Writing/Writing Process.</b> Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p><b>(D)</b> edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric; and</p> <p><b>(21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation.</b> Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p> <p><b>(B)</b> recognize and use basic capitalization for:</p> <p style="padding-left: 20px;"><b>(i)</b> the beginning of sentences; and</p>	<p>The 2017 TEKS provide more specificity for grammar, mechanics, and spelling.</p>

## Grade 1 Side-by-Side TEKS Comparison

2017 TEKS	2009 TEKS	Notes
<p><b>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> 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><b>(D)</b> edit drafts using standard Spanish conventions, including:</p> <p style="padding-left: 20px;"><b>(ix)</b> punctuation marks at the end of declarative sentences and at the beginning and end of exclamatory and interrogative sentences; and</p>	<p><b>(17) Writing/Writing Process.</b> Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p><b>(D)</b> edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric; and</p> <p><b>(21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation.</b> Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p> <p><b>(C)</b> recognize and use punctuation marks at the beginning and end of exclamatory and interrogative sentences and at the end of declarative sentences.</p>	<p>The 2017 TEKS provide more specificity for grammar, mechanics, and spelling.</p>
<p><b>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> 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><b>(D)</b> edit drafts using standard Spanish conventions, including:</p> <p style="padding-left: 20px;"><b>(x)</b> correct spelling of words with grade-appropriate orthographic patterns and rules with adult assistance; and</p>	<p><b>(17) Writing/Writing Process.</b> Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p><b>(D)</b> 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><b>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> 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><b>(E)</b> publish and share writing.</p>	<p><b>(17) Writing/Writing Process.</b> Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p><b>(E)</b> publish and share writing with others.</p>	
<p><b>(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <p><b>(A)</b> dictate or compose literary texts, including personal narratives and poetry;</p>	<p><b>(18) Writing/Literary Texts.</b> Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</p> <p><b>(A)</b> write brief stories that include a beginning, middle, and end; and</p> <p><b>(B)</b> write short poems that convey sensory details.</p>	
<p><b>(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <p><b>(B)</b> dictate or compose informational texts, including procedural texts; and</p>	<p><b>(19) Writing/Expository and Procedural Texts.</b> 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>(A)</b> 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>

## Grade 1 Side-by-Side TEKS Comparison

2017 TEKS	2009 TEKS	Notes
<p><b>(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <p><b>(C)</b> dictate or compose correspondence such as thank you notes or letters.</p>	<p><b>(19) Writing/Expository and Procedural Texts.</b> 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>(B)</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><b>(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p><b>(A)</b> generate questions for formal and informal inquiry with adult assistance;</p> <p><b>(B)</b> develop and follow a research plan with adult assistance;</p>	<p><b>(23) Research/Research Plan.</b> Students ask open-ended research questions and develop a plan for answering them. Students (with adult assistance) are expected to:</p> <p><b>(A)</b> 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>
<p><b>(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p><b>(C)</b> identify and gather relevant sources and information to answer the questions with adult assistance;</p>	<p><b>(23) Research/Research Plan.</b> Students ask open-ended research questions and develop a plan for answering them. Students (with adult assistance) are expected to:</p> <p><b>(B)</b> decide what sources of information might be relevant to answer these questions.</p> <p><b>(24) Research/Gathering Sources.</b> 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>(A)</b> gather evidence from available sources (natural and personal) as well as from interviews with local experts;</p>	<p>Note that SE 13.C requires adult assistance.</p>
<p><b>(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p><b>(D)</b> demonstrate understanding of information gathered with adult assistance; and</p>		<p>Note that SE 13.D requires adult assistance.</p>
<p><b>(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p><b>(E)</b> use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>	<p><b>(26) Research/Organizing and Presenting Ideas.</b> 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>Multimodal presentations include more than one mode of delivery.</p>

## Grade 1 Side-by-Side TEKS Comparison

2017 TEKS	2009 TEKS	Notes
	<b>2009 standards with no identified 2017 alignment</b>	
	<b>(1) Reading/Beginning Reading Skills/Print Awareness.</b> Students understand how Spanish is written and printed. Students are expected to: <b>(A)</b> recognize that spoken words are represented in written Spanish by specific sequences of letters;	
	<b>(1) Reading/Beginning Reading Skills/Print Awareness.</b> Students understand how Spanish is written and printed. Students are expected to: <b>(B)</b> identify upper- and lower-case letters;	
	<b>(1) Reading/Beginning Reading Skills/Print Awareness.</b> Students understand how Spanish is written and printed. Students are expected to: <b>(C)</b> sequence the letters of the alphabet;	
	<b>(1) Reading/Beginning Reading Skills/Print Awareness.</b> Students understand how Spanish is written and printed. Students are expected to: <b>(D)</b> recognize the distinguishing features of a sentence (e.g., capitalization of first word, beginning and ending punctuation, the em dash to indicate dialogue);	
	<b>(1) Reading/Beginning Reading Skills/Print Awareness.</b> Students understand how Spanish is written and printed. Students are expected to: <b>(E)</b> read texts by moving from top to bottom of the page and tracking words from left to right with return sweep; and	

## Grade 1 Side-by-Side TEKS Comparison

2017 TEKS	2009 TEKS	Notes
	<p><b>(2) Reading/Beginning Reading Skills/Phonological Awareness.</b> Students display phonological awareness. Students are expected to:</p> <p><b>(C)</b> blend spoken phonemes to form syllables and words (e.g., sol, pato);</p>	
	<p><b>(2) Reading/Beginning Reading Skills/Phonological Awareness.</b> Students display phonological awareness. Students are expected to:</p> <p><b>(D)</b> distinguish orally presented rhyming pairs of words from non-rhyming pairs;</p>	
	<p><b>(2) Reading/Beginning Reading Skills/Phonological Awareness.</b> Students display phonological awareness. Students are expected to:</p> <p><b>(E)</b> identify syllables in spoken words, including diphthongs and hiatus (le-er, rí-o, quie-ro, na-die, ra-dio, sa-po); and</p>	
	<p><b>(3) Reading/Beginning Reading Skills/Phonics.</b> Students use the relationships between letters and sounds to decode written Spanish. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p><b>(B)</b> decode syllables;</p>	
	<p><b>(3) Reading/Beginning Reading Skills/Phonics.</b> Students use the relationships between letters and sounds to decode written Spanish. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p><b>(C)</b> use phonological knowledge to match sounds to individual letters and syllables including hard and soft consonants such as "r," "c," and "g";</p>	
	<p><b>(3) Reading/Beginning Reading Skills/Phonics.</b> Students use the relationships between letters and sounds to decode written Spanish. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p><b>(D)</b> decode the written "y" when used as a conjunction (e.g., "mamá y papá");</p>	
	<p><b>(3) Reading/Beginning Reading Skills/Phonics.</b> Students use the relationships between letters and sounds to decode written Spanish. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p><b>(E)</b> decode words in context and in isolation by applying the knowledge of letter-sound relationships in different structures including:</p> <p style="padding-left: 20px;"><b>(i)</b> open syllable (e.g., CV, la; VCV, ala; CVCV, toma);</p>	

## Grade 1 Side-by-Side TEKS Comparison

2017 TEKS	2009 TEKS	Notes
	<p><b>(3) Reading/Beginning Reading Skills/Phonics.</b> Students use the relationships between letters and sounds to decode written Spanish. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p><b>(I)</b> identify the stressed syllable (<i>sílaba tónica</i>);</p>	
	<p><b>(3) Reading/Beginning Reading Skills/Phonics.</b> Students use the relationships between letters and sounds to decode written Spanish. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p><b>(J)</b> decode words with an orthographic accent (e.g., "papá," "mamá"); and</p>	
	<p><b>(6) Reading/Vocabulary Development.</b> Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p><b>(B)</b> determine the meaning of compound words using knowledge of the meaning of their individual component words (e.g., paraguas);</p>	
	<p><b>(6) Reading/Vocabulary Development.</b> Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p><b>(D)</b> identify and sort words into conceptual categories (e.g., opposites, living things); and</p>	
	<p><b>(7) Reading/Comprehension of Literary Text/Theme and Genre.</b> 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:</p> <p><b>(B)</b> explain the function of recurring phrases (e.g., " Había una vez" or " Colorín Colorado, este cuento se ha acabado") in traditional folk- and fairy tales.</p>	Instruction of children's literature, including folktales, fables, fairy tales, and nursery rhymes is addressed in SE 9.A.
	<p><b>(10) Reading/Comprehension of Literary Text/Literary Nonfiction.</b> 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>	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.
	<p><b>(11) Reading/Comprehension of Literary Text/Sensory Language.</b> 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>	

## Grade 1 Side-by-Side TEKS Comparison

2017 TEKS	2009 TEKS	Notes
	<p><b>(14) Reading/Comprehension of Informational Text/Expository Text.</b> 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><b>(B)</b> identify important facts or details in text, heard or read;</p>	
	<p><b>(15) Reading/Comprehension of Informational Text/Procedural Texts.</b> Students understand how to glean and use information in procedural texts and documents. Students are expected to:</p> <p><b>(A)</b> follow written multi-step directions with picture cues to assist with understanding; and</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><b>(15) Reading/Comprehension of Informational Text/Procedural Texts.</b> Students understand how to glean and use information in procedural texts and documents. Students are expected to:</p> <p><b>(B)</b> explain the meaning of specific signs and symbols (e.g., map features).</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><b>(16) Reading/Media Literacy.</b> 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>(A)</b> recognize different purposes of media (e.g., informational, entertainment) (with adult assistance); and</p>	
	<p><b>(16) Reading/Media Literacy.</b> 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>(B)</b> identify techniques used in media (e.g., sound, movement).</p>	

## Grade 1 Side-by-Side TEKS Comparison

2017 TEKS	2009 TEKS	Notes
	<p><b>(20) Oral and Written Conventions/Conventions.</b> 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>(A)</b> understand and use the following parts of speech in the context of reading, writing, and speaking:</p> <p style="padding-left: 20px;"><b>(vii)</b> time-order transition words (e.g., primero, luego, después);</p>	
	<p><b>(20) Oral and Written Conventions/Conventions.</b> 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>(B)</b> speak in complete sentences with correct article-noun agreement (e.g., la pelota, el mapa, el agua, la mano, el águila); and</p>	
	<p><b>(20) Oral and Written Conventions/Conventions.</b> 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>(C)</b> identify and read abbreviations (e.g., Sr., Sra.).</p>	
	<p><b>(21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation.</b> Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p> <p><b>(B)</b> recognize and use basic capitalization for:</p> <p style="padding-left: 20px;"><b>(ii)</b> names of people; and</p>	
	<p><b>(22) Oral and Written Conventions/Spelling.</b> Students spell correctly. Students are expected to:</p> <p><b>(B)</b> use syllable-sound patterns to generate a series of original rhyming words using a variety of ending patterns (e.g., -ción, -illa, -ita, -ito);</p>	
	<p><b>(22) Oral and Written Conventions/Spelling.</b> Students spell correctly. Students are expected to:</p> <p><b>(C)</b> blend phonemes to form syllables and words (e.g., mismo, tarde);</p>	
	<p><b>(22) Oral and Written Conventions/Spelling.</b> Students spell correctly. Students are expected to:</p> <p><b>(D)</b> become familiar with words using orthographic patterns including:</p> <p style="padding-left: 20px;"><b>(ii)</b> words that use syllables with soft /r/ spelled as "r" and always between two vowels, as in pero and perro;</p>	

## Grade 1 Side-by-Side TEKS Comparison

2017 TEKS	2009 TEKS	Notes
	<p><b>(22) Oral and Written Conventions/Spelling.</b> Students spell correctly. Students are expected to:</p> <p><b>(D)</b> become familiar with words using orthographic patterns including:</p> <p><b>(v)</b> words that have the same sound represented by different letters (e.g., "r" and "rr," as in ratón and perro; "ll" and "y," as in llave and yate; "g" and "j," as in gigante and jirafa; "c," "k," and "q," as in casa, kilo, and quince; "s," "z," and "z," as in cereal, semilla, and zapato; "j" and "x," as in cojín and México; "i" and "y," as in imán and doy; "b" and "v," as in burro and vela); and</p>	
	<p><b>(22) Oral and Written Conventions/Spelling.</b> Students spell correctly. Students are expected to:</p> <p><b>(D)</b> become familiar with words using orthographic patterns including:</p> <p><b>(vi)</b> words using "n" before "v" (e.g., invitar), "m" before "b" (e.g., cambiar), and "m" before "p" (e.g., importante);</p>	
	<p><b>(22) Oral and Written Conventions/Spelling.</b> Students spell correctly. Students are expected to:</p> <p><b>(E)</b> become familiar with words with consonant blends (e.g., bra/bra-zo-, glo/glo-bo-);</p>	
	<p><b>(22) Oral and Written Conventions/Spelling.</b> Students spell correctly. Students are expected to:</p> <p><b>(G)</b> become familiar with words that have a prosodic or orthographic accent on the last syllable (palabras agudas) (e.g., calor, ratón);</p>	
	<p><b>(22) Oral and Written Conventions/Spelling.</b> Students spell correctly. Students are expected to:</p> <p><b>(H)</b> become familiar with the appropriate use of accents on words commonly used in questions and exclamations (e.g., cuál, dónde, cómo);</p>	
	<p><b>(22) Oral and Written Conventions/Spelling.</b> Students spell correctly. Students are expected to:</p> <p><b>(I)</b> become familiar with creating the plural form of words ending in "z" by replacing the "z" with "c" before adding -es (e.g., lápiz, lápices, feliz, felices); and</p>	

## Grade 1 Side-by-Side TEKS Comparison

2017 TEKS	2009 TEKS	Notes
	<p><b>(22) Oral and Written Conventions/Spelling.</b> Students spell correctly. Students are expected to:</p> <p><b>(J)</b> use resources to find correct spellings.</p>	
	<p><b>(24) Research/Gathering Sources.</b> 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>(B)</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><b>(24) Research/Gathering Sources.</b> 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>(C)</b> record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams).</p>	
	<p><b>(25) Research/Synthesizing Information.</b> 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>	