

Fiction
Power Pairs Grade 1 Correlations
 Nonfiction

Texas Essential Knowledge and Skills for Grade 1

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§110.3. English Language Arts and Reading, Grade 1, Adopted 2017.

(a) Introduction.

- (1) The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.
- (2) The seven strands of the essential knowledge and skills for English language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. Strands include the four domains of language (listening, speaking, reading, writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Although some strands may require more instructional time, each strand is of equal value, may be presented in any order, and should be integrated throughout the year. It is important to note that encoding (spelling) and decoding (reading) are reciprocal skills. Decoding is internalized when tactile and kinesthetic opportunities (encoding) are provided. Additionally, students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.
- (3) Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas Education Agency, *STAAR Performance Level Descriptors*, 2013). As skills and knowledge are obtained in each of the seven strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.
- (4) English language learners (ELLs) are expected to meet standards in a second language; however, their proficiency in English influences the ability to meet these standards. To demonstrate this knowledge throughout the stages of English language acquisition, comprehension of text requires additional scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of

comprehensible input. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected discourse so that it is meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.

- (5) 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).
 - (6) 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, & Rothenberg, 2008).
 - (7) 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.
- (b) Knowledge and skills.
- (1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
 - (A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;
 - (B) follow, restate, and give oral instructions that involve a short, related sequence of actions;
 - (C) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;
 - (D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions; and

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- (E) develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.
- (2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
 - (A) demonstrate phonological awareness by:
 - (i) producing a series of rhyming words;

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- (ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;
- (iii) distinguishing between long and short vowel sounds in one-syllable words;

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- (iv) recognizing the change in spoken word when a specified phoneme is added, changed, or removed;
- (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends;

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- (vi) manipulating phonemes within base words; and
- (vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends;

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- (B) demonstrate and apply phonetic knowledge by:
 - (i) decoding words in isolation and in context by applying common letter sound correspondences;
 - (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs;
 - (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables;
 - (iv) using knowledge of base words to decode common compound words and contractions;
 - (v) decoding words with inflectional endings, including -ed, -s, and -es; and

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- (vi) identifying and reading at least 100 high-frequency words from a research-based list;
 - (C) demonstrate and apply spelling knowledge by:
 - (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables;
 - (ii) spelling words with initial and final consonant blends, digraphs, and trigraphs;
 - (iii) spelling words using sound-spelling patterns; and
 - (iv) spelling high-frequency words from a research-based list;
 - (D) demonstrate print awareness by identifying the information that different parts of a book provide;
 - (E) alphabetize a series of words to the first or second letter and use a dictionary to find words; and
 - (F) develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.
- (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

- (A) use a resource such as a picture dictionary or digital resource to find words;
- (B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings;
- (C) identify the meaning of words with the affixes -s, -ed, and -ing; and
- (D) identify and use words that name actions, directions, positions, sequences, categories, and locations.

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- (4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

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Power Pairs Theme Sets Student Books and Lesson Plans

- (5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.

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Power Pairs Theme Sets Student Books

- (6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
 - (A) establish purpose for reading assigned and self-selected texts with adult assistance;

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- (B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;

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Power Pairs Theme Sets Lesson Plans (pages 1 and 2)

- (C) make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance;
- (D) create mental images to deepen understanding with adult assistance;
- (E) make connections to personal experiences, ideas in other texts, and society with adult assistance;
- (F) make inferences and use evidence to support understanding with adult assistance;

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Power Pairs Theme Sets Student Books (“Think About It” questions), Lesson Plans, and Blackline Masters

- (G) evaluate details to determine what is most important with adult assistance;

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- (H) synthesize information to create new understanding with adult assistance; and
 - (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.
- (7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
- (A) describe personal connections to a variety of sources;
 - (B) write brief comments on literary or informational texts;
 - (C) use text evidence to support an appropriate response;
 - (D) retell texts in ways that maintain meaning;
 - (E) interact with sources in meaningful ways such as illustrating or writing; and
 - (F) respond using newly acquired vocabulary as appropriate.

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Power Pairs Theme Sets Student Books (“Think About It” questions), Lesson Plans, and Blackline Masters

- (8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
- (A) discuss topics and determine theme using text evidence with adult assistance;
 - (B) describe the main character(s) and the reason(s) for their actions;
 - (C) describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently; and
 - (D) describe the setting.

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Power Pairs Theme Sets Fiction Student Books (“Think About It” questions), Lesson Plans, and Blackline Masters

- (9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
- (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;

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Power Pairs Theme Sets Fiction Student Books, Lesson Plans, and Blackline Masters

- (B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems;
- (C) discuss elements of drama such as characters and setting;
- (D) recognize characteristics and structures of informational text, including:
 - (i) the central idea and supporting evidence with adult assistance;
 - (ii) features and simple graphics to locate or gain information; and

- (iii) organizational patterns such as chronological order and description with adult assistance;

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Power Pairs Theme Sets Nonfiction Student Books, Lesson Plans, and Blackline Masters

- (E) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do; and
 - (F) recognize characteristics of multimodal and digital texts.
- (10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
- (A) discuss the author's purpose for writing text;
 - (B) discuss how the use of text structure contributes to the author's purpose;
 - (C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;
 - (D) discuss how the author uses words that help the reader visualize; and
 - (E) listen to and experience first- and third-person texts.

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Power Pairs Theme Sets Student Books

- (11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
- (A) plan a first draft by generating ideas for writing such as by drawing and brainstorming;
 - (B) develop drafts in oral, pictorial, or written form by:
 - (i) organizing with structure; and
 - (ii) developing an idea with specific and relevant details;
 - (C) revise drafts by adding details in pictures or words;
 - (D) edit drafts using standard English conventions, including:
 - (i) complete sentences with subject-verb agreement;
 - (ii) past and present verb tense;
 - (iii) singular, plural, common, and proper nouns;
 - (iv) adjectives, including articles;
 - (v) adverbs that convey time;
 - (vi) prepositions;
 - (vii) pronouns, including subjective, objective, and possessive cases;
 - (viii) capitalization for the beginning of sentences and the pronoun "I";
 - (ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences; and
 - (x) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance; and

- (E) publish and share writing.
- (12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
- (A) dictate or compose literary texts, including personal narratives and poetry;
 - (B) dictate or compose informational texts, including procedural texts; and
 - (C) dictate or compose correspondence such as thank you notes or letters.

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Power Pairs Theme Sets Lesson Plans (page 3 “Extend the Theme: Optional Writing Activity”)

- (13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
- (A) generate questions for formal and informal inquiry with adult assistance;
 - (B) develop and follow a research plan with adult assistance;
 - (C) identify and gather relevant sources and information to answer the questions with adult assistance;
 - (D) demonstrate understanding of information gathered with adult assistance; and
 - (E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.