

Sundance Newbridge Publishing

TEKS 2017 ELA Correlation (revised August 2022), Grade 1 Summary

Standard	AlphaKids GO! K-2	Bookroom Collections K-5	Decoder Kids Phonics K-2	Discovery Links Science K-5	Discovery Links Social Studies K-5	Guided Reading Level Sets K-5	Laugh- Out-Loud 2-6	Power Pairs 1-4	Science of Reading Sets K-3	Smart Steps K-2	Sundance Starters PreK-2	Weird, Wild, and Wonderful 1-6
<b>TX.110.3. -- English Language Arts and Reading, Grade 1, Adopted 2017 (revised August 2022)</b>												
<b>1.1. -- Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</b>												
1.1.A. -- Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
1.1.B. -- Follow, restate, and give oral instructions that involve a short, related sequence of actions.	✓	✓	✓			✓	✓	✓	✓			
1.1.C. -- Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
1.1.D. -- Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
1.1.E. -- Develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.	✓	✓	✓			✓		✓	✓	✓	✓	
<b>1.2. -- 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:</b>												
<b>1.2.A. -- Demonstrate phonological awareness by:</b>												
1.2.A.i. -- Producing a series of rhyming words.	✓	✓	✓	✓		✓		✓	✓	✓	✓	
1.2.A.ii. -- Recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound.			✓									
1.2.A.iii. -- Distinguishing between long and short vowel sounds in one-syllable words.	✓	✓	✓	✓		✓		✓	✓	✓	✓	
1.2.A.iv. -- Recognizing the change in spoken word when a specified phoneme is added, changed, or removed.		✓	✓	✓		✓			✓		✓	
1.2.A.v. -- Blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends.	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	
1.2.A.vi. -- Manipulating phonemes within base words.			✓	✓						✓	✓	
1.2.A.vii. -- Segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends.	✓		✓	✓	✓			✓		✓	✓	
<b>1.2.B. -- Demonstrate and apply phonetic knowledge by:</b>												
1.2.B.i. -- Decoding words in isolation and in context by applying common letter sound correspondences.	✓	✓	✓	✓		✓		✓	✓	✓	✓	
1.2.B.ii. -- Decoding words with initial and final consonant blends, digraphs, and trigraphs.	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	
1.2.B.iii. -- Decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	
1.2.B.iv. -- Using knowledge of base words to decode common compound words and contractions.	✓		✓	✓			✓	✓	✓	✓	✓	
1.2.B.v. -- Decoding words with inflectional endings, including -ed, -s, and -es.	✓	✓	✓			✓		✓	✓	✓	✓	
1.2.B.vi. -- Identifying and reading at least 100 high-frequency words from a research-based list.	✓		✓	✓	✓		✓			✓	✓	
<b>1.2.C. -- Demonstrate and apply spelling knowledge by:</b>												
1.2.C.i. -- Spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.	✓	✓	✓	✓		✓			✓	✓	✓	
1.2.C.ii. -- Spelling words with initial and final consonant blends, digraphs, and trigraphs.	✓	✓	✓	✓	✓	✓			✓	✓	✓	

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1.2.C.iii. -- Spelling words using sound-spelling patterns.	✓	✓	✓	✓		✓			✓	✓	✓	
1.2.C.iv. -- Spelling high-frequency words from a research-based list.			✓							✓		
1.2.D. -- Demonstrate print awareness by identifying the information that different parts of a book provide.	✓	✓	✓	✓		✓			✓			
1.2.E. -- Alphabetize a series of words to the first or second letter and use a dictionary to find words.										✓		
1.2.F. -- Develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.			✓							✓		
<b>1.3. -- 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:</b>												
1.3.A. -- Use a resource such as a picture dictionary or digital resource to find words.			✓					✓				
1.3.B. -- Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
1.3.C. -- Identify the meaning of words with the affixes -s, -ed, and -ing.	✓	✓	✓			✓		✓		✓		
1.3.D. -- Identify and use words that name actions, directions, positions, sequences, categories, and locations.	✓						✓	✓		✓	✓	
<b>1.4. -- 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.</b>												
	✓	✓	✓			✓	✓	✓	✓		✓	
<b>1.5. -- 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.</b>												
	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>1.6. -- Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</b>												
1.6.A. -- Establish purpose for reading assigned and self-selected texts with adult assistance.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
1.6.B. -- Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance.			✓				✓	✓		✓	✓	✓
1.6.C. -- Make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance.	✓	✓	✓		✓	✓	✓		✓	✓	✓	✓
1.6.D. -- Create mental images to deepen understanding with adult assistance.			✓	✓			✓					
1.6.E. -- Make connections to personal experiences, ideas in other texts, and society with adult assistance.	✓		✓				✓		✓	✓	✓	
1.6.F. -- Make inferences and use evidence to support understanding with adult assistance.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
1.6.G. -- Evaluate details to determine what is most important with adult assistance.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
1.6.H. -- Synthesize information to create new understanding with adult assistance.	✓	✓	✓	✓		✓		✓	✓	✓	✓	
1.6.I. -- Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.			✓				✓		✓	✓	✓	✓
<b>1.7. -- Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b>												
1.7.A. -- Describe personal connections to a variety of sources.	✓	✓	✓			✓	✓	✓	✓	✓	✓	
1.7.B. -- Write brief comments on literary or informational texts.	✓	✓	✓			✓	✓	✓	✓		✓	✓
1.7.C. -- Use text evidence to support an appropriate response.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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1.7.D. -- Retell texts in ways that maintain meaning.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
1.7.E. -- Interact with sources in meaningful ways such as illustrating or writing.			✓					✓	✓	✓	✓	
1.7.F. -- Respond using newly acquired vocabulary as appropriate.	✓	✓	✓	✓		✓		✓	✓	✓	✓	
<b>1.8. -- 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:</b>												
1.8.A. -- Discuss topics and determine theme using text evidence with adult assistance.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
1.8.B. -- Describe the main character(s) and the reason(s) for their actions.	✓	✓	✓			✓	✓	✓	✓	✓		
1.8.C. -- Describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently.	✓	✓	✓			✓	✓	✓	✓	✓		
1.8.D. -- Describe the setting.	✓	✓	✓			✓	✓	✓	✓	✓		
<b>1.9. -- 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:</b>												
1.9.A. -- Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes.	✓	✓				✓		✓	✓	✓		
1.9.B. -- Discuss rhyme, rhythm, repetition, and alliteration in a variety of poems.	✓			✓						✓	✓	
1.9.C. -- Discuss elements of drama such as characters and setting.	✓						✓			✓		
<b>1.9.D. -- Recognize characteristics and structures of informational text, including:</b>												
1.9.D.i. -- The central idea and supporting evidence with adult assistance.	✓	✓		✓	✓	✓		✓	✓	✓	✓	✓
1.9.D.ii. -- Features and simple graphics to locate or gain information.	✓	✓		✓	✓	✓		✓	✓	✓	✓	✓
1.9.D.iii. -- Organizational patterns such as chronological order and description with adult assistance.	✓	✓		✓	✓	✓		✓	✓	✓	✓	
1.9.E. -- Recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do.	✓											
1.9.F. -- Recognize characteristics of multimodal and digital texts.												
<b>1.10. -- 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:</b>												
1.10.A. -- Discuss the author's purpose for writing text.	✓	✓				✓	✓	✓	✓	✓		
1.10.B. -- Discuss how the use of text structure contributes to the author's purpose.		✓		✓	✓	✓	✓	✓	✓	✓	✓	
1.10.C. -- Discuss with adult assistance the author's use of print and graphic features to achieve specific purposes.	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
1.10.D. -- Discuss how the author uses words that help the reader visualize.		✓		✓		✓	✓	✓	✓	✓		
1.10.E. -- Listen to and experience first- and third-person texts.	✓	✓	✓			✓	✓	✓	✓	✓	✓	
<b>1.11. -- Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>												
1.11.A. -- Plan a first draft by generating ideas for writing such as by drawing and brainstorming.	✓	✓				✓			✓	✓		
<b>1.11.B. -- Develop drafts in oral, pictorial, or written form by:</b>												
1.11.B.i. -- Organizing with structure.										✓		
1.11.B.ii. -- Developing an idea with specific and relevant details.	✓			✓	✓		✓			✓	✓	
1.11.C. -- Revise drafts by adding details in pictures or words.										✓		

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<b>1.11.D. -- Edit drafts using standard English conventions, including:</b>												
1.11.D.i. -- Complete sentences with subject-verb agreement.				✓						✓	✓	
1.11.D.ii. -- Past and present verb tense.							✓			✓	✓	
1.11.D.iii. -- Singular, plural, common, and proper nouns.				✓			✓			✓	✓	
1.11.D.iv. -- Adjectives, including articles.							✓			✓	✓	
1.11.D.v. -- Adverbs that convey time.							✓			✓		
1.11.D.vi. -- Prepositions.							✓			✓	✓	
1.11.D.vii. -- Pronouns, including subjective, objective, and possessive cases.							✓			✓		
1.11.D.viii. -- Capitalization for the beginning of sentences and the pronoun I.										✓	✓	
1.11.D.ix. -- Punctuation marks at the end of declarative, exclamatory, and interrogative sentences.							✓			✓	✓	
1.11.D.x. -- Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance.												
1.11.E. -- Publish and share writing.	✓	✓				✓			✓	✓		
<b>1.12. -- Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</b>												
1.12.A. -- Dictate or compose literary texts, including personal narratives and poetry.	✓	✓				✓	✓	✓	✓	✓		
1.12.B. -- Dictate or compose informational texts, including procedural texts.	✓	✓		✓	✓	✓		✓	✓	✓	✓	
1.12.C. -- Dictate or compose correspondence such as thank you notes or letters.							✓			✓		
<b>1.13. -- Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</b>												
1.13.A. -- Generate questions for formal and informal inquiry with adult assistance.		✓				✓			✓			
1.13.B. -- Develop and follow a research plan with adult assistance.				✓						✓		
1.13.C. -- Identify and gather relevant sources and information to answer the questions with adult assistance.				✓						✓		
1.13.D. -- Demonstrate understanding of information gathered with adult assistance.				✓						✓		
1.13.E. -- Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.		✓		✓	✓	✓	✓		✓	✓		