Category	Readiness Standards	Supporting Standards
1 Understanding Across Genres	1.4.B ask relevant questions, seek clarification, and locate facts and details about stories and other texts*	1.6.B determine the meaning of compound words using knowledge of the meaning of their individual component words (e.g., lunchtime) 1.6.C determine what words mean from how they are used in a sentence, either heard or read* 1.6.E alphabetize a series of words to the first or second letter and use a dictionary to find words *
2 Understanding and Analysis of Literary Texts	1.7.A connect the meaning of a well known story or fable to personal experiences* 1.9.A describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events* 1.9.B describe characters in a story and the reasons for their actions and feelings* Fig. 19E retell or act out important events in stories in logical order*	1.7.B explain the function of recurring phrases (e.g., "Once upon a time" or "They lived happily ever after") in traditional folk- and fairy tales 1.8 respond to and use rhythm, rhyme, and alliteration in poetry 1.10 determine whether a story is true or a fantasy and explain why 1.16A recognize different purposes of media (e.g., informational, entertainment) (with adult assistance) 1.16B identify techniques used in media (e.g., sound, movement) Fig. 19D make inferences about text and use textual evidence to support understanding* Fig. 19E retell or act out important events in stories in logical order*
3 Understanding and Analysis of Informational Texts	1.14.A restate the main idea, heard or read 1.14.B identify important facts or details in text, heard or read* 1.14.C retell the order of events in a text by referring to the words and/or illustrations* 1.14.D use text features (e.g., title, table of contents, illustrations) to locate specific information in text*	1.13 identify the topic and explain the author's purpose in writing about the text* 1.14 analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding 1.15.A follow written multi-step directions with picture cues to assist with understanding 1.16A recognize different purposes of media (e,g., informational, entertainment) (with adult assistance) 1.16B identify techniques used in media (e.g., sound, movement) 1.15.B explain the meaning of specific signs and symbols (e.g., map features) Fig. 19D make inferences about text and use textual evidence to support understanding*

Genres	
Literary	**Informational**
• Fiction • Poetry • Literary Nonfiction	• Expository • Procedural • Media Literacy

Reading Processes– Grade One

Reading/Beginning Reading Skills/Print Awareness
1.1.A recognize that spoken words are represented in written English by specific sequences of letters
1.1.B identify upper- and lower-case letters
1.1.C sequence the letters of the alphabet
1.1.D recognize the distinguishing features of a sentence (e.g., capitalization of first word, ending punctuation);
1.1.E read texts by moving from top to bottom of the page and tracking words from left to right with return sweep
1.1.F identify the information that different parts of a book provide (e.g., title, author, illustrator, table of contents)

Reading/Beginning Reading Skills/Phonological Awareness
1.2.A orally generate a series of original rhyming words using a variety of phonograms (e.g., -ake, -ant, -ain) and consonant blends (e.g., bl, st, tr)
1.2.B distinguish between long- and short-vowel sounds in spoken one-syllable words (e.g., bit/bite)
1.2.C recognize the change in a spoken word when a specified phoneme is added, changed, or removed (e.g.,/b/l/o/w/ to/g/l/o/w/)
1.2.D blend spoken phonemes to form one- and two-syllable words, including consonant blends (e.g., spr)
1.2.E isolate initial, medial, and final sounds in one-syllable spoken words
1.2.F segment spoken one-syllable words of three to five phonemes into individual phonemes (e.g., splat =/s/p/l/a/t/)

* Aligned with STAAR Assessed Curriculum

NOTE: The classification of standards on this snapshot represent the reviewed and synthesized input of a sample Texas Kindergarten – Grade 2 teachers. This snapshot DOES NOT represent a publication of the Texas Education Agency. District curriculum may reflect other classifications. Revised March 2012

Reading Processes– Grade One

Reading/Beginning Reading/Strategies

1.4.C   establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud)

Reading/Fluency

1.5   read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension

Reading/Beginning Reading Skills/Phonics

1.3.A   decode words in context and in isolation by applying common letter-sound correspondences, including:
  (i) single letters (consonants) including b, c=/k/, c=/s/, d, f, g=/g/ (hard), g=/j/ (soft), h, j, k, l, m, n, p, qu=/kw/, r, s=/s/, s=/z/, t, v, w, x=/ks/, y, and z
  (ii) single letters (vowels) including short a, short e, short i, short o, short u, long a (a-e), long e (e), long i (i-e), long o (o-e), long u (u-e), y=long e, and y=long i
  (iii) consonant blends (e.g., bl, st)
  (iv) consonant digraphs including ch, tch, sh, th=as in thing, wh, ng, ck, kn, -dge, and ph
  (v) vowel digraphs including oo as in foot, oo as in moon, ea as in eat, ea as in bread, ee, ow as in how, ow as in snow, ou as in out, ay,ai, aw, au, ew, oa, ie as in chief, ie as in pie, and -igh
  (vi) vowel diphthongs including oy, oi, ou, and ow
1.3.B   combine sounds from letters and common spelling patterns (e.g., consonant blends, long- and short-vowel patterns) to create recognizable words
1.3.C   use common syllabication patterns to decode words, including:
  (i) closed syllable (CVC) (e.g., mat, rab-bit)
  (ii) open syllable (CV) (e.g., he, ba-by)
  (iii) final stable syllable (e.g., ap-ple, a-ble)
  (iv) vowel-consonant-silent "e" words (VCe) (e.g., kite, hide)
  (v) vowel digraphs and diphthongs (e.g., boy-hood, oat-meal)
  (vi) r-controlled vowel sounds (e.g., tar); including er, ir, ur, ar, and or
1.3.D   decode words with common spelling patterns (e.g., -ink, -onk, -ick)
1.3.E   read base words with inflectional endings (e.g., plurals, past tenses)
1.3.F   use knowledge of the meaning of base words to identify and read common compound words (e.g., football, popcorn, daydream)
1.3.G   identify and read contractions (e.g., isn't, can't)
1.3.H   identify and read at least 100 high-frequency words from a commonly used list
1.3.I   monitor accuracy of decoding

Reading/Vocabulary Development

1.6.A   identify words that name actions (verbs) and words that name persons, places, or things (nouns)

Reading/Media Literacy

1.16.A   recognize different purposes of media (e.g., informational, entertainment) (with adult assistance)
1.16.B   identify techniques used in media (e.g., sound, movement)

Research

1.23.B   decide what sources of information might be relevant to answer these questions
1.24.A   gather evidence from available sources (natural and personal) as well as from interviews with local experts
1.24.B   use text features (e.g., table of contents, alphabetized index) in age-appropriate reference works (e.g., picture dictionaries) to locate information
1.24.C   record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams)
1.25   revise the topic as a result of answers to initial research questions. Clarify research questions and evaluate and synthesize collected information
1.26   create a visual display or dramatization to convey the results of the research. Organize and present their ideas and information according to the purpose of the research and their audience

Listening and Speaking

1.27.A   listen attentively to speakers and ask relevant questions to clarify information
1.27.B   follow, restate, and give oral instructions that involve a short related sequence of actions
1.28   share information and ideas about the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language
1.29   follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions

Comprehension Skills

1.12   read independently for a sustained period of time
Fig. 19A   establish purposes for reading selected texts based upon desired outcome to enhance comprehension
Fig. 19B   ask literal questions of text
Fig. 19C   monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud)
Fig. 19F   make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence*

* Aligned with STAAR Assessed Curriculum

NOTE: The classification of standards on this snapshot represent the reviewed and synthesized input of a sample Texas Kindergarten – Grade 2 teachers. This snapshot DOES NOT represent a publication of the Texas Education Agency. District curriculum may reflect other classifications. Revised March 2012

Category	Readiness Standards	Supporting Standards
1 Composition	1.17.B develop drafts by sequencing ideas through writing sentences* 1.18.A write brief stories that include a beginning, middle, and end 1.19.A write brief compositions about topics of interest to the student*	1.18.B write short poems that convey sensory details 1.19.B write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing) 1.19.C write brief comments on literary or informational texts
2 Revision	1.17.C revise drafts by adding or deleting a word, phrase, or sentence*	

3 Editing	1.17.D edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric*
	1.20.B speak in complete sentences with correct subject-verb agreement
	1.21.B recognize and use basic capitalization for:*
	  i the beginning of sentences*
	  ii the pronoun "I"*
	1.22B use letter-sound patterns to spell:*
	  I consonant-vowel-consonant (CVC) words
	  ii consonant-vowel-consonant-silent e (CVCe) words (e.g., "hope")
	  iii one-syllable words with consonant blends (e.g., "drop")
		1.21.A form upper- and lower-case letters legibly in text, using the basic conventions of print (left-to-right and top-to-bottom progression), including spacing between words and sentences
		1.21.B recognize and use basic capitalization for:*
		  iii names of people*
		1.21.C recognize and use punctuation marks at the end of declarative, exclamatory, and interrogative sentences
		1.22.C spell high-frequency words from a commonly used list
		1.22.D spell base words with inflectional endings (e.g., adding "s" to make words plurals)*
		1.22.E use resources to find correct spellings*

Genres

Literary	Informational
• Fiction • Poetry	• Expository • Procedural

Writing/Writing Processes

1.17.A plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas)
1.17.E publish and share writing with others
1.20.C ask questions with appropriate subject-verb inversion
1.22.A use phonological knowledge to match sounds to letters to construct known words
1.23.A generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics

* Aligned with STAAR Assessed Curriculum

NOTE: The classification of standards on this snapshot represent the reviewed and synthesized input of a sample Texas Kindergarten – Grade 2 teachers. This snapshot DOES NOT represent a publication of the Texas Education Agency. District curriculum may reflect other classifications. Revised March 2012