

Grade 1 Side-by-Side TEKS Comparison

Current TEKS (2009 2010)	Revised TEKS (2019 2020)	Notes
(a) Introduction.	(a) Introduction.	
<p>(1) The English Language Arts and Reading Texas Essential Knowledge and Skills (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 English language in speaking and writing. The Reading strand is structured to reflect the major topic areas of the National Reading Panel Report. In first 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 write and read (or be read to) on a daily basis.</p>	<p>(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.</p> <p>(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.</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>(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.</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>(2) For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.</p>		
<p>(2)(A) English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.</p>		
<p>(2)(B) For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.</p>	<p>(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.</p>	<p>The revised 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>(2)(C) During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.</p>		

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<p>(3) 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 in Grade 1 as described in subsection (b) of this section.</p>		
<p>(4) 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>(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).</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>
	<p>(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).</p>	<p>There is an emphasis on the role of oral language proficiency as it relates to student success at school.</p>
	<p>(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.</p>	

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(b) Knowledge and skills.	(b) Knowledge and skills.	
(1) Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to: (A) recognize that spoken words are represented in written English by specific sequences of letters;		
(1) Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to: (B) identify upper- and lower-case letters;		This SE is only at kindergarten.
(1) Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to: (C) sequence the letters of the alphabet;		
(1) Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to: (D) recognize the distinguishing features of a sentence (e.g., capitalization of first word, ending punctuation);		
(1) Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to: (E) read texts by moving from top to bottom of the page and tracking words from left to right with return sweep; and		
(1) Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to: (F) identify the information that different parts of a book provide (e.g., title, author, illustrator, table of contents).	(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: (D) demonstrate print awareness by identifying the information that different parts of a book provide;	
(2) Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to: (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);	(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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<p>(2) Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:</p> <p>(B) distinguish between long- and short-vowel sounds in spoken one-syllable words (e.g., bit/bite);</p>	<p>(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:</p> <p>(A) demonstrate phonological awareness by:</p> <p>(iii) distinguishing between long and short vowel sounds in one-syllable words;</p>	
<p>(2) Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:</p> <p>(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/);</p>	<p>(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:</p> <p>(A) demonstrate phonological awareness by:</p> <p>(iv) recognizing the change in spoken word when a specified phoneme is added, changed, or removed;</p>	
<p>(2) Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:</p> <p>(D) blend spoken phonemes to form one- and two-syllable words, including consonant blends (e.g., spr);</p>	<p>(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:</p> <p>(A) demonstrate phonological awareness by:</p> <p>(v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends;</p>	
<p>(2) Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:</p> <p>(E) isolate initial, medial, and final sounds in one-syllable spoken words; and</p>	<p>(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:</p> <p>(A) demonstrate phonological awareness by:</p> <p>(ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;</p>	

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<p>(2) Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:</p> <p>(F) segment spoken one-syllable words of three to five phonemes into individual phonemes (e.g., splat =/s/p/l/a/t/).</p>	<p>(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:</p> <p>(A) demonstrate phonological awareness by:</p> <p>(vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends;</p>	
<p>(3) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p>(A) decode words in context and in isolation by applying common letter-sound correspondences, including:</p> <p>(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;</p>	<p>(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:</p> <p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(i) decoding words in isolation and in context by applying common letter sound correspondences;</p>	
<p>(3) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p>(A) decode words in context and in isolation by applying common letter-sound correspondences, including:</p> <p>(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;</p>	<p>(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:</p> <p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(i) decoding words in isolation and in context by applying common letter sound correspondences;</p>	
<p>(3) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p>(A) decode words in context and in isolation by applying common letter-sound correspondences, including:</p> <p>(iii) consonant blends (e.g., bl, st);</p> <p>(iv) consonant digraphs including ch, tch, sh, th=as in thing, wh, ng, ck, kn, dge, and ph;</p>	<p>(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:</p> <p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(ii) decoding words with initial and final consonant blends, digraphs, and trigraphs;</p>	<p>Specificity has been added to include initial and final consonant blends. This student expectation has also been expanded to provide include trigraphs.</p>

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<p>(3) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p>(A) decode words in context and in isolation by applying common letter-sound correspondences, including:</p> <p>(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; and</p> <p>(vi) vowel diphthongs including oy, oi, ou, and ow;</p>	<p>(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:</p> <p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables;</p>	
<p>(3) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p>(B) combine sounds from letters and common spelling patterns (e.g., consonant blends, long- and short-vowel patterns) to create recognizable words;</p>		
<p>(3) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p>(C) use common syllabication patterns to decode words, including:</p> <p>(i) closed syllable (CVC) (e.g., mat, rab-bit);</p> <p>(ii) open syllable (CV) (e.g., he, ba-by);</p> <p>(iv) vowel-consonant-silent "e" words (VCe) (e.g., kite, hide);</p> <p>(v) vowel digraphs and diphthongs (e.g., boy- hood, oat- meal);</p> <p>(vi) r-controlled vowel sounds (e.g., tar); including er, ir, ur, ar, and or);</p>	<p>(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:</p> <p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables;</p>	<p>This student expectation has been expanded to include all six syllable types: closed syllables, open syllables, VCe syllables, r-controlled syllables, final stable syllables, and vowel teams.</p>

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<p>(3) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p>(C) use common syllabication patterns to decode words, including:</p> <p>(iii) final stable syllable (e.g., ap-ple, a-ble);</p>		
<p>(3) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p>(D) decode words with common spelling patterns (e.g., -ink, -onk, -ick);</p>		
<p>(3) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p>(E) read base words with inflectional endings (e.g., plurals, past tenses);</p>	<p>(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:</p> <p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(v) decoding words with inflectional endings, including -ed, -s, and -es; and</p>	
<p>(3) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p>(F) use knowledge of the meaning of base words to identify and read common compound words (e.g., football, popcorn, daydream);</p>	<p>(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:</p> <p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(iv) using knowledge of base words to decode common compound words and contractions;</p>	

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<p>(3) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p>(G) identify and read contractions (e.g., isn't, can't);</p>	<p>(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:</p> <p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(iv) using knowledge of base words to decode common compound words and contractions;</p>	
<p>(3) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p>(H) identify and read at least 100 high-frequency words from a commonly used list; and</p>	<p>(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:</p> <p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(vi) identifying and reading at least 100 high-frequency words from a research-based list;</p>	The revised standard requires a minimum of 100 high-frequency words. The words are now required to come from a research-based list as opposed to a commonly used list.
<p>(3) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p>(I) monitor accuracy of decoding.</p>		
<p>(4) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:</p> <p>(A) confirm predictions about what will happen next in text by "reading the part that tells";</p>	<p>(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:</p> <p>(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance;</p>	Specificity has been added to include the use of text features, genre characteristics, and text structures. Note that the revised SE requires adult assistance.
<p>(4) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:</p> <p>(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts; and</p>		

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<p>(4) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:</p> <p>(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).</p>	<p>(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:</p> <p>(A) establish purpose for reading assigned and self-selected texts with adult assistance;</p> <p>(I) 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>Specificity has been added to include student-selected texts. Note that SE 6(A) requires adult assistance.</p>
<p>(5) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.</p>	<p>(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.</p>	
<p>(6) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>(A) identify words that name actions (verbs) and words that name persons, places, or things (nouns);</p>	<p>(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:</p> <p>(D) identify and use words that name actions, directions, positions, sequences, categories, and locations.</p>	
<p>(6) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>(B) determine the meaning of compound words using knowledge of the meaning of their individual component words (e.g., lunchtime);</p>		
<p>(6) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>(C) determine what words mean from how they are used in a sentence, either heard or read;</p>	<p>(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:</p> <p>(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings;</p>	
<p>(6) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>(D) identify and sort words into conceptual categories (e.g., opposites, living things); and</p>		

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<p>(6) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>(E) alphabetize a series of words to the first or second letter and use a dictionary to find words.</p>	<p>(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:</p> <p>(E) alphabetize a series of words to the first or second letter and use a dictionary to find words; and</p> <p>(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:</p> <p>(A) use a resource such as a picture dictionary or digital resource to find words;</p>	
<p>(7) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</p> <p>(A) connect the meaning of a well-known story or fable to personal experiences; and</p>	<p>(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:</p> <p>(E) make connections to personal experiences, ideas in other texts, and society with adult assistance;</p>	<p>Note that the revised SE requires adult assistance. Instruction of children's literature, including folktales, fables, fairy tales, and nursery rhymes is referenced in SE 9(A).</p>
<p>(7) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</p> <p>(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.</p>		<p>Instruction of children's literature, including folktales, fables, fairy tales, and nursery rhymes is referenced in SE 9(A).</p>
<p>(8) Reading/Comprehension of Literary Text/Poetry. 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>(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:</p> <p>(B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems;</p>	

Grade 1 Side-by-Side TEKS Comparison

Current TEKS (2009 2010)	Revised TEKS (2019 2020)	Notes
<p>(9) Reading/Comprehension of Literary Text/Fiction. 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>(A) 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>(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:</p> <p>(C) describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently; and</p>	
<p>(9) Reading/Comprehension of Literary Text/Fiction. 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) describe characters in a story and the reasons for their actions and feelings.</p>	<p>(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:</p> <p>(B) describe the main character(s) and the reason(s) for their actions;</p>	
<p>(10) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to determine whether a story is true or a fantasy and explain why.</p>		Although literary nonfiction is not specifically referenced in the revised TEKS, instruction is encompassed in Knowledge and Skills 9, multiple genres.
<p>(11) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to recognize sensory details in literary text.</p>	<p>(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:</p> <p>(D) discuss how the author uses words that help the reader visualize; and</p>	
<p>(12) Reading/Comprehension of Text/Independent Reading. 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>	<p>(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.</p>	Specificity has been added to include independent reading with student-selected texts.

Grade 1 Side-by-Side TEKS Comparison

Current TEKS (2009 2010)	Revised TEKS (2019 2020)	Notes
<p>(13) Reading/Comprehension of Informational Text/Culture and History. 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 about the text.</p>	<p>(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;</p>	
<p>(14) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: (A) restate the main idea, heard or read;</p>	<p>(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: (D) recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance;</p>	Note that the revised SE requires adult assistance. For instructional purposes, main idea and central idea may be used interchangeably.
<p>(14) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: (B) identify important facts or details in text, heard or read;</p>	<p>(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: (G) evaluate details to determine what is most important with adult assistance;</p>	Note that the revised SE requires adult assistance.
<p>(14) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: (C) retell the order of events in a text by referring to the words and/or illustrations; and</p>	-	
<p>(14) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: (D) use text features (e.g., title, tables of contents, illustrations) to locate specific information in text.</p>	<p>(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: (D) recognize characteristics and structures of informational text, including: (ii) features and simple graphics to locate or gain information; and</p>	

Grade 1 Side-by-Side TEKS Comparison

Current TEKS (2009 2010)	Revised TEKS (2019 2020)	Notes
<p>(15) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:</p> <p>(A) follow written multi-step directions with picture cues to assist with understanding; and</p>		Procedural text is encompassed in SEs (9)(D)(i)-(iii).
<p>(15) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:</p> <p>(B) explain the meaning of specific signs and symbols (e.g., map features).</p>		Procedural text is encompassed in SEs (9)(D)(i)-(iii).
<p>(16) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p>(A) recognize different purposes of media (e.g., informational, entertainment) (with adult assistance); and</p>		
<p>(16) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p>(B) identify techniques used in media (e.g., sound, movement).</p>		
<p>(17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>(A) plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas);</p>	<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p>(A) plan a first draft by generating ideas for writing such as by drawing and brainstorming;</p>	
<p>(17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>(B) develop drafts by sequencing ideas through writing sentences;</p>	<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p>(B) develop drafts in oral, pictorial, or written form by:</p> <p>(i) organizing with structure; and</p>	

Grade 1 Side-by-Side TEKS Comparison

Current TEKS (2009 2010)	Revised TEKS (2019 2020)	Notes
<p>(17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>(C) revise drafts by adding or deleting a word, phrase, or sentence;</p>	<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p>(C) revise drafts by adding details in pictures or words;</p>	
<p>(17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>(D) edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric; and</p>	<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p>(D) edit drafts using standard English conventions, including:</p> <ul style="list-style-type: none"> (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 	The revised TEKS provide more specificity for grammar, mechanics, and spelling. Note that SE 11(D)(x) requires adult assistance.
<p>(17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>(E) publish and share writing with others.</p>	<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p>(E) publish and share writing.</p>	
<p>(18) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</p> <p>(A) write brief stories that include a beginning, middle, and end; and</p>	<p>(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <p>(A) dictate or compose literary texts, including personal narratives and poetry;</p>	The revised standard requires students to compose personal narratives and poetry in addition to other literary texts.
<p>(18) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</p> <p>(B) write short poems that convey sensory details.</p>	<p>(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <p>(A) dictate or compose literary texts, including personal narratives and poetry;</p>	The revised standard requires students to compose personal narratives and poetry in addition to other literary texts.

Grade 1 Side-by-Side TEKS Comparison

Current TEKS (2009 2010)	Revised TEKS (2019 2020)	Notes
<p>(19) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</p> <p>(A) write brief compositions about topics of interest to the student;</p>	<p>(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <p>(B) dictate or compose informational texts, including procedural texts; and</p>	
<p>(19) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</p> <p>(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>(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <p>(C) dictate or compose correspondence such as thank you notes or letters.</p>	
<p>(19) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</p> <p>(C) write brief comments on literary or informational texts.</p>	<p>(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:</p> <p>(B) write brief comments on literary or informational texts;</p>	
<p>(20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(A) understand and use the following parts of speech in the context of reading, writing, and speaking:</p> <p>(i) verbs (past, present, and future);</p> <p>(ii) nouns (singular/plural, common/proper);</p> <p>(iii) adjectives (e.g., descriptive: green, tall);</p> <p>(iv) adverbs (e.g., time: before, next);</p> <p>(v) prepositions and prepositional phrases;</p> <p>(vi) pronouns (e.g., I, me); and</p>	<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p>(D) edit drafts using standard English conventions, including:</p> <p>(ii) past and present verb tense;</p> <p>(iii) singular, plural, common, and proper nouns;</p> <p>(iv) adjectives, including articles;</p> <p>(v) adverbs that convey time;</p> <p>(vi) prepositions;</p> <p>(vii) pronouns, including subjective, objective, and possessive cases;</p>	<p>The revised TEKS address oral and written conventions by requiring students to apply the skills through writing and editing drafts.</p>
<p>(20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(A) understand and use the following parts of speech in the context of reading, writing, and speaking:</p> <p>(vii) time-order transition words;</p>		

Grade 1 Side-by-Side TEKS Comparison

Current TEKS (2009 2010)	Revised TEKS (2019 2020)	Notes
<p>(20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(B) speak in complete sentences with correct subject-verb agreement; and</p>		
<p>(20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(C) ask questions with appropriate subject-verb inversion.</p>		
<p>(21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p> <p>(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;</p>	<p>(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:</p> <p>(F) develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.</p>	
<p>(21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p> <p>(B) recognize and use basic capitalization for:</p> <p>(i) the beginning of sentences;</p>	<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p>(D) edit drafts using standard English conventions, including:</p> <p>(viii) capitalization for the beginning of sentences and the pronoun "I";</p>	The revised TEKS address oral and written conventions by requiring students to apply the skills through writing and editing drafts.
<p>(21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p> <p>(B) recognize and use basic capitalization for:</p> <p>(ii) the pronoun "I"; and</p>	<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p>(D) edit drafts using standard English conventions, including:</p> <p>(viii) capitalization for the beginning of sentences and the pronoun "I";</p>	The revised TEKS address oral and written conventions by requiring students to apply the skills through writing and editing drafts.

Grade 1 Side-by-Side TEKS Comparison

Current TEKS (2009 2010)	Revised TEKS (2019 2020)	Notes
<p>(21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p> <p>(B) recognize and use basic capitalization for:</p> <p>(iii) names of people; and</p>		
<p>(21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p> <p>(C) recognize and use punctuation marks at the end of declarative, exclamatory, and interrogative sentences.</p>	<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p>(D) edit drafts using standard English conventions, including:</p> <p>(ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences; and</p>	The revised TEKS require students to apply their knowledge of spelling through writing and editing drafts.
<p>(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> <p>(A) use phonological knowledge to match sounds to letters to construct known words;</p>		
<p>(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> <p>(B) use letter-sound patterns to spell:</p>	<p>(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:</p> <p>(C) demonstrate and apply spelling knowledge by:</p> <p>(iii) spelling words using sound-spelling patterns; and</p>	
<p>(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> <p>(B) use letter-sound patterns to spell:</p> <p>(i) consonant-vowel-consonant (CVC) words;</p> <p>(ii) consonant-vowel-consonant-silent e (CVCe) words (e.g., "hope"); and</p>	<p>(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:</p> <p>(C) demonstrate and apply spelling knowledge by:</p> <p>(i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables;</p>	The revised TEKS require students to apply their knowledge of spelling through writing and editing drafts. This student expectation has been expanded to include spelling of five specific syllable types.

Grade 1 Side-by-Side TEKS Comparison

Current TEKS (2009 2010)	Revised TEKS (2019 2020)	Notes
<p>(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> <p>(B) use letter-sound patterns to spell:</p> <p>(iii) one-syllable words with consonant blends (e.g., "drop");</p>	<p>(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:</p> <p>(C) demonstrate and apply spelling knowledge by:</p> <p>(ii) spelling words with initial and final consonant blends, digraphs, and trigraphs;</p>	<p>Specificity has been added to denote the word parts students should be able to spell.</p>
<p>(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> <p>(C) spell high-frequency words from a commonly used list;</p>	<p>(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:</p> <p>(C) demonstrate and apply spelling knowledge by:</p> <p>(iv) spelling high-frequency words from a research-based list;</p> <p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p>(D) edit drafts using standard English conventions, including:</p> <p>(x) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance; and</p>	<p>The revised standard now requires students to spell high-frequency words required from a research-based list as opposed to a commonly used list.</p>
<p>(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> <p>(D) spell base words with inflectional endings (e.g., adding "s" to make words plurals); and</p>		
<p>(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> <p>(E) use resources to find correct spellings.</p>		
<p>(23) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students (with adult assistance) are expected to:</p> <p>(A) generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics; and</p>	<p>(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p>(A) generate questions for formal and informal inquiry with adult assistance;</p>	

Grade 1 Side-by-Side TEKS Comparison

Current TEKS (2009 2010)	Revised TEKS (2019 2020)	Notes
<p>(23) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students (with adult assistance) are expected to:</p> <p>(B) decide what sources of information might be relevant to answer these questions.</p>	<p>(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p>(C) identify and gather relevant sources and information to answer the questions with adult assistance;</p>	
<p>(24) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students (with adult assistance) are expected to:</p> <p>(A) gather evidence from available sources (natural and personal) as well as from interviews with local experts;</p>		
<p>(24) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students (with adult assistance) are expected to:</p> <p>(B) use text features (e.g., table of contents, alphabetized index) in age-appropriate reference works (e.g., picture dictionaries) to locate information; and</p>		
<p>(24) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students (with adult assistance) are expected to:</p> <p>(C) record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams).</p>		
<p>(25) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students (with adult assistance) are expected to revise the topic as a result of answers to initial research questions.</p>	<p>(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p>(D) demonstrate understanding of information gathered with adult assistance; and</p>	
<p>(26) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students (with adult assistance) are expected to create a visual display or dramatization to convey the results of the research.</p>	<p>(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p>(E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>	Multimodal presentations include more than one method of delivery.

Grade 1 Side-by-Side TEKS Comparison

Current TEKS (2009 2010)	Revised TEKS (2019 2020)	Notes
<p>(27) Listening and Speaking/Listening. 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:</p> <p>(A) listen attentively to speakers and ask relevant questions to clarify information; and</p>	<p>(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:</p> <p>(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;</p>	
<p>(27) Listening and Speaking/Listening. 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:</p> <p>(B) follow, restate, and give oral instructions that involve a short related sequence of actions.</p>	<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language.</p> <p>(B) follow, restate, and give oral directions that involve a short, related sequence of actions;</p>	
<p>(28) Listening and Speaking/Speaking. 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>(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:</p> <p>(C) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;</p>	
<p>(29) Listening and Speaking/Teamwork. 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>	<p>(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:</p> <p>(D) 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>Figure 19: Reading/Comprehension Skills.</p>		
<p>Figure 19: Reading/Comprehension Skills. 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>(A) establish purposes for reading selected texts based upon desired outcome enhance comprehension;</p>	<p>(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:</p> <p>(A) establish purpose for reading assigned and self-selected texts with adult assistance;</p>	<p>Note that the revised SE requires adult assistance.</p>

Grade 1 Side-by-Side TEKS Comparison

Current TEKS (2009 2010)	Revised TEKS (2019 2020)	Notes
<p>Figure 19: Reading/Comprehension Skills. 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) ask literal questions of text;</p>	<p>(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:</p> <p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;</p>	<p>Note that the revised SE requires adult assistance.</p>
<p>Figure 19: Reading/Comprehension Skills. 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>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud);</p>	<p>(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:</p> <p>(D) create mental images to deepen understanding with adult assistance; (I) 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>Note that the revised SE requires adult assistance.</p>
<p>Figure 19: Reading/Comprehension Skills. 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>(D) make inferences about text and use textual evidence to support understanding;</p>	<p>(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:</p> <p>(F) make inferences and use evidence to support understanding with adult assistance;</p>	<p>Note that the revised SE requires adult assistance.</p>
<p>Figure 19: Reading/Comprehension Skills. 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>(E) retell or act out important events in stories in logical order; and</p>	<p>(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:</p> <p>(D) retell texts in ways that maintain meaning;</p>	

Grade 1 Side-by-Side TEKS Comparison

Current TEKS (2009 2010)	Revised TEKS (2019 2020)	Notes
<p>Figure 19: Reading/Comprehension Skills. 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>(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.</p>	<p>(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:</p> <p>(E) make connections to personal experiences, ideas in other texts, and society with adult assistance;</p> <p>(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:</p> <p>(A) describe personal connections to a variety of sources;</p>	
	New TEKS	
	<p>(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:</p> <p>(E) develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.</p>	
	<p>(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:</p> <p>(A) demonstrate phonological awareness by:</p> <p>(vi) manipulating ponemes within base words; and</p>	
	<p>(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:</p> <p>(C) identify the meaning of words with the affixes -s, -ed, and -ing; and</p>	
	<p>(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:</p> <p>(H) synthesize information to create new understanding with adult assistance; and</p>	Note that this SE requires adult assistance.

Grade 1 Side-by-Side TEKS Comparison

Current TEKS (2009 2010)	Revised TEKS (2019 2020)	Notes
	<p>(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:</p> <p>(C) use text evidence to support an appropriate response;</p>	
	<p>(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:</p> <p>(E) interact with sources in meaningful ways such as illustrating or writing; and</p>	
	<p>(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:</p> <p>(F) respond using newly acquired vocabulary as appropriate.</p>	
	<p>(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:</p> <p>(A) discuss topics and determine theme using text evidence with adult assistance;</p>	Note that this SE requires adult assistance.
	<p>(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:</p> <p>(D) describe the setting.</p>	
	<p>(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:</p> <p>(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;</p>	Note that multiple genres will include literary nonfiction.

Grade 1 Side-by-Side TEKS Comparison

Current TEKS (2009 2010)	Revised TEKS (2019 2020)	Notes
	<p>(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:</p> <p>(C) discuss elements of drama such as characters and setting;</p>	
	<p>(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:</p> <p>(D) recognize characteristics and structures of informational text, including:</p> <p>(iii) organizational patterns such as chronological order and description with adult assistance;</p>	Note that this SE requires adult assistance.
	<p>(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:</p> <p>(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</p>	Note that this SE requires adult assistance.
	<p>(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:</p> <p>(F) recognize characteristics of multimodal and digital texts.</p>	Multimodal texts incorporate more than one genre within a single text.

Grade 1 Side-by-Side TEKS Comparison

Current TEKS (2009 2010)	Revised TEKS (2019 2020)	Notes
	<p>(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:</p> <p>(B) discuss how the use of text structure contributes to the author's purpose;</p>	Note that this SE requires a connection between the text structure and the author's purpose.
	<p>(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:</p> <p>(C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;</p>	Note that this SE requires adult assistance in making a connection between the use of print and graphic features and the author's purpose.
	<p>(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:</p> <p>(E) listen to and experience first- and third-person texts.</p>	
	<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p>(B) develop drafts in oral, pictorial, or written form by:</p> <p>(ii) developing an idea with specific and relevant details;</p>	
	<p>(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p>(B) develop and follow a research plan with adult assistance;</p>	Note that this SE requires adult assistance.