

**Commissioner's List of Electronic Textbooks 2010**

**Texas Essential Knowledge and Skills (TEKS) Not Addressed in Instructional Materials**

**English Language Arts and Reading, Grade 1**

**Total Number of Teacher TEKS: 85**

**Total Number of Student TEKS: 74**

**Status: Nonconforming**

**Content Provider:** AWARD Publishing

**Program Title:** AWARD Reading

**Teacher Components:**

Total number of teacher expectations not addressed: 22

Percent of teacher expectations addressed: 74.12%

**Student Components:**

Total number of student expectations not addressed: 28

Percent of student expectations addressed: 62.17%

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**Summary – Teacher Components:**

- (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.
- (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:
- (A) decode words in context and in isolation by applying common letter-sound correspondences, including:
    - (i) single letters (consonants) including
    - (ii) single letters (vowels) including
    - (iii) consonant blends
    - (iv) consonant digraphs including
    - (v) vowel digraphs including
    - (vi) vowel diphthongs including
  - (C) use common syllabication patterns to decode words, including:
    - (ii) open syllable (CV)
    - (iii) final stable syllable
    - (iv) vowel-consonant-silent "e" words (VCe)
    - (v) vowel digraphs and diphthongs
    - (vi) r-controlled vowel sounds including er, ir, ur, ar, and or
  - (E) read base words with inflectional endings (e.g., plurals, past tenses).
  - (F) use knowledge of the meaning of base words to identify and read common compound words (e.g., football, popcorn, daydream).
  - (G) identify and read contractions (e.g., isn't, can't).
  - (I) monitor accuracy of decoding.
- (4) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:

(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts.

(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).

- (5) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to:
- (A) read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.
- (6) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:
- (A) identify words that name actions (verbs) and words that name persons, places, or things (nouns).
  - (B) determine the meaning of compound words using knowledge of the meaning of their individual component words (e.g., lunchtime).
  - (C) determine what words mean from how they are used in a sentence, either heard or read.
  - (E) alphabetize a series of words to the first or second letter and use a dictionary to find words.
- (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:
- (A) connect the meaning of a well-known story or fable to personal experiences.
  - (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.
- (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:
- (A) respond to and use rhythm, rhyme, and alliteration in poetry.
- (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:
- (A) describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events.
  - (B) describe characters in a story and the reasons for their actions and feelings.
- (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:
- (A) determine whether a story is true or a fantasy and explain why.
- (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:
- (A) recognize sensory details in literary text.
- (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:
- (C) recognize and use punctuation marks at the end of declarative, exclamatory, and interrogative sentences.

### **Summary - Student Components:**

- (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;
  - (B) identify upper- and lower-case letters.
  - (C) sequence the letters of the alphabet.
  - (D) recognize the distinguishing features of a sentence (e.g., capitalization of first word, ending punctuation).
  - (F) identify the information that different parts of a book provide (e.g., title, author, illustrator, table of contents).
  
- (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:
  - (A) decode words in context and in isolation by applying common letter-sound correspondences, including:
    - (i) single letters (consonants) including g=/g/ (hard), (g=/j/ (soft), h, p, qu=/kw/, r, s=/s/, s=/z/, t,
    - (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, aw, au,ew, ie as in chief, ie as in pie, -igh
    - (vi) vowel diphthongs including oy, oi, ou, ow
  - (B) combine sounds from letters and common spelling patterns (e.g., consonant blends, long- and short-vowel patterns) to create recognizable words.
  - (C) use common syllabication patterns to decode words, including:
    - (ii) open syllable (CV)
    - (iii) final stable syllable
    - (iv) vowel-consonant-silent "e" words (VCe)
    - (v) vowel digraphs and diphthongs
  
- (4) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:
  - (B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts.
  - (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).
  
- (6) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:
  - (B) determine the meaning of compound words using knowledge of the meaning of their individual component words (e.g., lunchtime).
  - (E) alphabetize a series of words to the first or second letter and use a dictionary to find words.
  
- (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:
  - (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.
  
- (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:
  - (A) recognize sensory details in literary text.
  
- (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:
  - (A) follow written multi-step directions with picture cues to assist with understanding.
  - (B) explain the meaning of specific signs and symbols (e.g., map features).

- (17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:  
(B) develop drafts by sequencing ideas through writing sentences.
- (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:  
(A) write brief compositions about topics of interest to the student.  
(B) write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing).  
(C) write brief comments on literary or informational texts.
- (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:  
(A) understand and use the following parts of speech in the context of reading, writing, and speaking.  
(B) speak in complete sentences with correct subject-verb agreement.  
(C) ask questions with appropriate subject-verb inversion.
- (22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:  
(D) spell base words with inflectional endings (e.g., adding "s" to make words plurals).  
(E) use resources to find correct spellings.
- (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:  
(C) record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams).
- (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:  
(A) create a visual display or dramatization (with adult assistance) to convey the results of the research.
- (RC-1) 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:  
(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.