

FIRST GRADE
TEKS AND SPALDING EDUCATION INTERNATIONAL
STANDARDS CORRELATION

March 2014

| TEKS English Language Arts and Reading | Spalding Education International Objectives | Kinder | 1st Grade | 2nd Grade |
|--|---|--------|-----------|-----------|
| 1) Students understand how English is written and printed: | | | | |
| A) recognize that spoken words are represented by written English by specific sequences of letters; | TSW segment spoken words into sounds/syllables. | M | R | R |
| | TSW precisely read, say, and write 70 common phonograms. | I/P | M | R |
| | TSW explain the purpose for spelling dictation. | I/P | M | R |
| | TSW precisely say, write, and read spelling/vocabulary high-frequency words in sections A-N. | – | I/P | M |
| B) Identify upper- and lower-case letters; | TSW say and write lower-case letters during phonogram introduction on Spalding 5/8" lined paper. | I/P | M | R |
| | TSW say and write upper-case line letters and upper-case letters that begin at 2 on the clock on Spalding 5/8" lined paper. | I/P | M | R |
| C) sequence the letters of the alphabet; | TSW alphabetize spelling words to the first letter. | – | I/P | P |
| D) recognize the distinguishing features of a sentence (e.g., capitalization of first word, ending punctuation); | TSW capitalize first words of sentences. | I/P | M | R |
| | TSW use periods (full stops) at the end of declarative sentences. | I/P | M | R |
| | TSW use question marks. | I/P | P | M |
| | TSW use exclamation points. | I/P | P | M |
| E) read texts by going from top to bottom of page and tracking words from left to right with return sweep; | TSW read Learning to Read and Loving it series Level 2 readers aloud daily to demonstrate fluent and expressive reading. | I/P | P | M |
| F) identify the information that different books provide (e.g., title, author, illustrator, table of contents). | TSW use various text features to locate key facts in science and social studies books. | I/P | P | P |
| 2) Students display phonological awareness: | | | | |
| A) orally generate a series of original rhyming words using a variety of phonograms; | TSW explain that one type of rhyming word has the same ending vowel sound; identify rhyming words and explain why they rhyme. | IP | P | M |
| B) distinguish between long- and short-vowel sounds in spoken one-syllable words; | TSW explain vowels saying their second sound (long) at the end of an open syllable. (Rule 4) | I/P | M | R |
| | TSW explain <i>i</i> and <i>y</i> say /ī/ at the end of a word. (Rule 5) | I/P | M | R |
| | TSW explain jobs of silent <i>e</i> 's. (Rule 7) | I/P | M | R |
| | TSW explain <i>i</i> and <i>o</i> say /ī/ and /ō/ when followed by two consonants. (Rule 19) | I/P | M | R |
| | TSW explain <i>dge</i> is used to say /j / after one vowel saying its first sound. (Rule 23) | C | I/P | P |
| | TSW explain <i>ck</i> is used to say /k / after one vowel saying its first sound. (Rule 25) | I/P | P | M |
| | TSW explain the meaning of a closed syllable; vowel usually says its first sound. CVC | I/P | 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/) | TSW explain the concept of beginning and ending sounds; say/count/blend sounds in spoken words. | I/P | P | M |

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| D) blend spoken phonemes to form one- and two-syllable words, including consonant blends; | TSW blend spoken sounds into words. | M | R | R |
| | TSW precisely say, write and read words in spelling/vocabulary high-frequency word list sections A - N. | – | I/P | M |
| | TSW precisely say, write and read words in spelling/vocabulary high-frequency word list sections O. | – | C | I/P |
| E) isolate initial, medial, and final sounds in one-syllable spoken words; | TSW segment spoken words into sounds/syllables. | M | R | R |
| F) segment spoken one-syllable words into three to five phonemes into individual phonemes. | TSW blend spoken sounds into words. | M | R | R |
| | TSW precisely say, write and read words in spelling/vocabulary high-frequency word list sections A - N. | – | I/P | M |
| | TSW precisely say, write and read words in spelling/vocabulary high-frequency word list sections O. | – | C | I/P |
| 3) Students use the relationship between letters and sounds, spelling patterns, and morphological analysis to decode written English: | | | | |
| A) decode words in context and in isolation by applying common letter-sound correspondences, including: | | | | |
| i) single letters (consonants) including b, c, d, f, g, h, j, k, l, m, n, p, qu, r, s, t, v, w, x, y, and z; | Spalding phonograms review all the sounds the single letter phonograms represent. | | | |
| | TSW precisely read, say, and write 70 common phonograms. | I/P | M | R |
| ii) single letters (vowels) including a, e, i, o, u, and y; | Spalding phonograms review all the sounds the single letter phonograms represent. | | | |
| | TSW precisely read, say, and write 70 common phonograms. | I/P | M | R |
| iii) consonant blends; | TSW precisely read, say and write 70 common phonograms. | I/P | M | R |
| iv) consonant digraphs including ch, tch, sh, th, wh, ng, ck, kn, dge, ph; | Spalding phonograms review all the sounds the multi-letter combinations represent. | | | |
| | TSW precisely read, say, and write 70 common phonograms. | I/P | M | R |
| v) vowel digraphs including oo, oo, ea, ee, ow, ou, ay, ai, aw, au, ew, oa, ie, igh; | Spalding phonograms review all the sounds the multi-letter combinations represent. | | | |
| | TSW precisely read, say, and write 70 common phonograms. | I/P | M | R |
| vi) vowel diphthongs including oy, oi, ou, and ow. | Spalding phonograms review all the sounds the multi-letter combinations represent. | I/P | M | R |
| | TSW precisely read, say, and write 70 common phonograms. | I/P | M | R |
| B) combine sounds from letters and common spelling patterns to create recognizable words; | TSW precisely say, write and read words in spelling/vocabulary high-frequency word list sections A - N. | C | I/P | M |
| | TSW precisely say, write and read words in spelling/vocabulary high-frequency word list sections O. | C | C | I/P |

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| C) use common syllabication patterns to decode words, including: | | | | |
| i) closed syllable CVC; | TSW explain the meaning of closed syllable. | I/P | P | P |
| | TSW identify close syllable patterns in spelling/vocabulary high-frequency words. | I/P | P | P |
| ii) open syllable CV; | TSW explain the meaning of open syllable. | I/P | P | P |
| | TSW identify open syllable patterns in spelling/vocabulary high-frequency words. | I/P | P | P |
| iii) final stable syllable; | TSW explain the meaning of consonant + le syllable. | I/P | P | P |
| | TSW identify consonant + le syllable patterns in spelling/vocabulary high-frequency words. | I/P | P | P |
| iv) vowel-consonant-silent "e" words VCe; | TSW explain the meaning of silent final e job 4 syllable. | I/P | P | P |
| | TSW identify silent final e job 4 syllable patterns in spelling/vocabulary high-frequency words. | I/P | P | P |
| v) vowel digraphs and diphthongs (e.g., boy-hood, oat-meal); | TSW precisely read, say, and write 70 common phonograms. | I/P | M | R |
| vi) r-controlled vowel sounds (e.g., tar) including er, ir, ur, ar, or; | TSW precisely read, say, and write 70 common phonograms. | I/P | M | R |
| D) decode words with common spelling patterns; | TSW precisely read, say, and write 70 common phonograms. | I/P | M | R |
| E) read base words with inflectional endings (e.g., plurals, past tenses); | TSW precisely say, write and read words in spelling/vocabulary high-frequency word list sections A - N. | C | I/P | M |
| | TSW precisely say, write and read words in spelling/vocabulary high-frequency word list sections O. | C | C | I/P |
| | TSW explain/apply the 1-1-1 rule to one-syllable words; add ing to a one-syllable verb that has one vowel followed by one consonant. (Rule 9) | C | I/P | P |
| | TSW explain/apply the 2-1-1 rule to multisyllable words. (Rule 10) | C | I/P | P |
| | TSW explain/apply rule 11 to silent final e words (e.g. hope/hoping). Words ending with a silent final e are written without the e when adding a suffix to verbs. (Rule 11) | C | I/P | P |
| | TSW read ending ed as/ed/ if the base word ends in d or t (grad ed); read suffix ed as/d/ after a voiced consonant (lived); read suffix ed as /t/after an unvoiced consonant (stopped). (Rule 28) | I/P | P | M |
| F) use knowledge of the meaning of base words to identify and read common compound words; | TSW explain that a compound word is made by the joining of two whole words; each word has a meaning of its own but when joined, the meaning is changed; read compound words; compose oral/written sentences that using compound words. | C | I/P | P |
| | TSW identify prefixes, suffixes, <u>base or word roots</u> in spelling words. | – | I/P | P |
| | TSW explain the meaning of various prefixes, suffixes, base or word roots in spelling words. | I/P | I/P | P |

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| G) identify and read contractions; | TSW explain that an apostrophe is used to show that two words are combined; read these patterns written on the board (e.g., it is = it's, she is = she's); compose oral/written sentences that use these contractions with an apostrophe and adjectives. | – | I/P | P |
| H) identify and read at least 100 high-frequency words from a commonly used list; | TSW precisely say, write and read words in spelling/vocabulary high-frequency word list sections A - N. | C | I/P | M |
| | TSW precisely say, write and read words in spelling/vocabulary high-frequency word list sections O. | C | C | I/P |
| I) monitor accuracy of decoding. | TSW read Learning to Read and Loving it series Level 2 readers aloud daily to demonstrate fluent and expressive reading. | I/P | P | M |
| | Fluent and Expressive Reading Assessment tool (Teacher's Guide Assessing p18-19) | I/P | I/P | I/P |
| 4) Students comprehend a variety of texts drawing on useful strategies as needed: | | | | |
| A) confirm predictions about what might happen next in text by "reading the part that tells"; | TSW make predictions of type of writing, topic, topic sentence, main idea, actions, events, behavior, and outcomes. | I/P | P | M |
| B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts; | TSW identify narrative, informative, and informative-narrative elements in various texts. | I/P | P | M |
| | TSW reformat/categorize information to identify essential and additional information. | I/P | P | M |
| C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down. | TSW make predictions of type of writing, topic, topic sentence, main idea, actions, events, behavior, and outcomes. | I/P | P | M |
| | TSW monitor comprehension of words, phrases, and sentences. | I/P | P | M |
| | | | | |
| 5) Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency: | TSW read Learning to Read and Loving it series Level 2 readers aloud daily to demonstrate fluent and expressive reading. | I/P | P | M |
| | Fluent and Expressive Reading Assessment tool (Teacher's Guide Assessing p18-19) | I/P | I/P | I/P |
| | TSW monitor comprehension of words, phrases, and sentences. | I/P | P | M |
| | TSW make connections with prior knowledge and text to infer unfamiliar word meaning, topic, cause and effect, elaborate on topic, main idea, outcomes. | I/P | P | M |
| | TSW make predictions of type of writing, topic, topic sentence, main idea, actions, events, behavior, and outcomes. | I/P | P | M |
| | TSW reformat/categorize information to identify essential and additional information. | I/P | P | M |
| | TSW mentally summarize to retell narratives or restate information in correct sequence. | I/P | P | M |
| | TSW mentally summarize to identify stated main ideas in text. | I/P | P | M |

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| | TSW mentally summarize to identify implied main ideas in text. | I/P | P | M | |
| 6) Students understand new vocabulary and use it when reading and writing: | | | | | |
| A) identify words that name action (verbs) and words that name person, places or things (nouns); | TSW explain the meaning of present tense and past tense of regular verbs. | I/P | P | M | |
| | TSW add the past tense suffix <i>ed</i> to regular action verbs. | I/P | P | M | |
| | TSW write the past tense of irregular verbs. | C | I/P | M | |
| | TSW explain the meaning of future tense. | C | I/P | M | |
| | TSW write verb phrases to express future action. | C | I/P | M | |
| | TSW explain the meaning of action happening now. | I/P | P | M | |
| | TSW write verb phrases to express action happening now. | C | I/P | M | |
| | TSW compose simple declarative sentences that include subject nouns, pronouns, and adjectives with present tense regular action verbs. | I/P | P | M | |
| | TSW compose simple declarative sentences that include subject nouns and pronouns with past tense regular and irregular verbs. | I/P | P | M | |
| | TSW explain the meaning of noun. | I/P | M | R | |
| | TSW identify nouns as person, places, or things. | I/P | M | R | |
| | TSW explain/identify nouns that are concepts. | I/P | P | M | |
| | TSW use the suffix <i>s</i> or <i>es</i> to form noun plurals. | I/P | M | R | |
| | TSW explain the meaning of irregular noun plurals. | I/P | M | R | |
| | TSW write irregular noun plurals. | I/P | M | R | |
| | TSW identify suffixes that form nouns. | I/P | I/P | P | |
| | TSW form nouns by adding suffixes. | I/P | I/P | P | |
| | TSW explain the meaning of subject nouns. | I/P | P | M | |
| | TSW identify subject nouns in simple sentences. | I/P | P | M | |
| | TSW explain the meaning of an object noun. | I/P | P | M | |
| | TSW identify object nouns in simple sentences. | I/P | P | M | |
| | TSW explain the meaning of common and proper nouns. | I/P | P | M | |
| | TSW identify common and proper nouns in sentences. | I/P | P | M | |
| | TSW explain the meaning of compound noun. | C | I/P | M | |
| | TSW identify compound nouns in simple sentences. | C | I/P | M | |
| | TSW use nouns in sentences. | I/P | M | R | |
| | B) determine the meaning of compound words using knowledge of the meaning of their individual component words; | TSW explain that a compound word is made by the joining of two whole words; each word has a meaning of its own but when joined, the meaning is changed; read compound words; compose oral/written sentences that using compound words. | C | I/P | P |
| | C) determine what words mean from how they are used in a sentence, either heard or read; | TSW compose oral/written sentences that demonstrate meaning and usage of synonyms, homophones, homographs, and other unfamiliar spelling/vocabulary high-frequency words using a variety of the four types of simple sentences. | I/P | P | M |

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| D) identify and sort words into conceptual categories (e.g., opposites, living things); | TSW explain that a common noun does not name a specific person, place, or thing; categorize nouns by persons, places, or things. | I/P | P | M |
| E) alphabetize a series of words to the first or second letter and use a dictionary to find words. | TSW alphabetize spelling/vocabulary high-frequency words to the second letter. | – | I/P | P |
| 7) 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: | | | | |
| A) connect the meaning of a well-known story or fable and connect it to personal experience; | TSW compare elements across selections/cultures: characters, setting, plot, point of view, theme (main idea). | C | I/P | M |
| | TSW identify attributes in imaginative literature: precise language, emotional appeal, content, insight, and universality. | I/P | P | M |
| 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. | TSW explain that authors use precise language (word choice) to clearly describe people, animals, places, and events. | I/P | P | M |
| 8) 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. | | | | |
| 9) Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding: | | | | |
| A) describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events. | TSW mentally summarize to retell narratives in correct sequence. | I/P | P | M |
| | TSW reformat/categorize information to identify elements of types of writing. | I/P | P | M |
| B) describe characters in a story and the reasons for their actions. | TSW reformat/categorize information to identify elements of types of writing. | I/P | P | M |
| 10) Students understand, make inferences and draw conclusions about the varied structural patterns and features in literary nonfiction and respond by providing evidence from text to support their understanding. | | | | |
| | TSW identify narrative, informative, and informative-narrative elements in various texts. | I/P | P | M |
| | TSW reformat/categorize information to identify essential and additional information. | I/P | P | M |
| | TSW reformat/categorize information to identify elements of types of writing. | I/P | P | M |

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| 11) Students understand, make inferences and draw conclusions about how the author's sensory language creates imagery in literary text and provides evidence from text to support their understanding. | TSW identify elements of imaginative literature.....style:imagery, figurative language, hyperbole, onomatopoeia, rhythm, alliteration. | C | I/P | P |
| | TSW identify attributes of imaginative literature: precise language, emotional appeal, content, insight, and universality. | I/P | P | M |
| 12) Students read independently for sustained periods of time and produce evidence of their reading. | TSW read fluently and expressively. | C | I/P | M |
| | TSW monitor comprehension of words, phrases, and sentences. | I/P | P | M |
| | TSW make connections with prior knowledge and text to infer unfamiliar word meaning, topic, cause and effect, elaborate on topic, main idea, outcomes. | I/P | P | M |
| | TSW make predictions of type of writing, topic, topic sentence, main idea, actions, events, behavior, and outcomes. | I/P | P | M |
| | TSW reformat/categorize information to identify essential and additional information. | I/P | P | M |
| | TSW reformat/categorize information to identify elements of types of writing. | I/P | P | M |
| | TSW mentally summarize to retell narratives or restate information in correct sequence. | I/P | P | M |
| | TSW mentally summarize to identify stated main ideas in text. | I/P | P | M |
| | TSW mentally summarize to identify implied main ideas in text. | I/P | P | M |
| 13) Students understand, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from text to support their understanding: | TSW read science and social studies selections; use the first 3 mental actions to read and identify (reformat) essential sentences about the topic to confirm a topic sentence (mentally summarize stated main idea); cite evidence to support thinking. | C | I/P | P |
| 14) Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding: | | | | |
| A) restate the main idea, heard or read; | TSW reformat/categorize information to identify essential and additional information. | I/P | P | M |
| | TSW reformat/categorize information to identify elements of types of writing. | I/P | P | M |
| | TSW mentally summarize to retell narratives or restate information in correct sequence. | I/P | P | M |
| | TSW mentally summarize to identify stated main ideas in text. | I/P | P | M |
| | TSW mentally summarize to identify implied main ideas in text. | I/P | P | M |
| B) identify important facts or details in text, heard or read; | TSW reformat/categorize information to identify essential and additional information. | I/P | P | M |
| | TSW reformat/categorize information to identify elements of types of writing. | I/P | P | M |

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| C) retell the order of events in a text by referring to the words and/or illustrations ; | TSW reformat/categorize information to identify essential and additional information. | I/P | P | M |
| | TSW reformat/categorize information to identify elements of types of writing. | I/P | P | M |
| | TSW mentally summarize to retell narratives or restate information in correct sequence. | I/P | P | M |
| D) use text features to locate specific information in text. | TSW use text features to locate key facts in social studies and science books. | I/P | P | P |
| | | | | |
| 15) Students understand how to glean and use information in procedural texts and documents: | | | | |
| A) follow written multi-step directions with picture cues to assist with understanding; | TSW use table of contents and various text features to locate key facts or information in science and social studies books. | C | I/P | P |
| B) explain the meaning of specific signs and symbols (e.g., map features). | TSW use table of contents and various text features to locate key facts or information in science and social studies books. | C | I/P | P |
| | | | | |
| 16) Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning: | | | | |
| A) recognize different purposes of media (e.g., informational, entertainment); | TSW explain the author's purpose and the elements of informative writing. | I/P | P | M |
| B) identify techniques used in media (e.g., sound, movement). | TSW listen to teacher read poetry; identify words and phrases that suggest feelings or appeal to the senses. | I/P | P | M |
| | | | | |
| 17) Students use elements of the writing process to compose text: | | | | |
| A) plan a first draft by generating ideas for writing; | TSW explain stages in the writing process: prewriting, composing, revising, editing, publishing (by reading, speaking, media presentations). TSW use the writing process to compose first-person informative-narratives, third-person informative-narratives, informatives, first-person narratives, third-person narratives, informal communications, and formal communications (I/P in 2nd grade only). | I/P | P | P |
| B) develop drafts by sequencing ideas through writing sentences; | | | | |
| C) revise drafts by adding and deleting word, phrase, or sentence; | | | | |
| D) edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric; | | | | |
| E) publish and share writing with others. | | | | |
| | | | | |
| 18) Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas: | | | | |
| A) write brief stories that include a beginning, middle, and end; | TSW use the writing process to compose first-person narratives, and third-person narratives. | C | I/P | P |
| B) write short poems that convey sensory details. | TSW explain attributes of an acrostic poem about the flag. | - | - | I/P |

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| 19) 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; | TSW compose first-person informative-narratives, third-person informative-narratives, informatives, first-person narratives, third-person narratives, or informal communications. | C | I/P | P |
| B) write short letters that put ideas in a chronological or logical sequence and use appropriate conventions; | TSW compose first-person informative-narratives, third-person informative-narratives, informatives, first-person narratives, third-person narratives, or informal communications. | C | I/P | P |
| C) write brief comments on literary or informational texts. | TSW reformat/categorize information to identify essential and additional information. | I/P | P | M |
| | TSW reformat/categorize information to identify elements of types of writing. | I/P | P | M |
| | TSW mentally summarize to retell information in correct sequence. | I/P | P | M |
| 20) 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: | | | | |
| A) understand and use the following parts of speech in the context of reading, writing, and speaking: | | | | |
| i) verbs (past, present, future); | TSW explain the meaning of present tense and past tense of regular verbs. | I/P | P | M |
| | TSW add the past tense suffix <i>ed</i> to regular action verbs. | I/P | P | M |
| | TSW write the past tense of irregular verbs. | C | I/P | M |
| | TSW explain the meaning of future tense. | C | I/P | M |
| | TSW write verb phrases to express future action | C | I/P | M |
| | TSW explain the meaning of action happening now. | I/P | P | M |
| | TSW write verb phrases to express action happening now. | C | I/P | M |
| | TSW compose simple declarative sentences that include subject nouns, pronouns, and adjectives with present tense regular action verbs. | I/P | P | M |
| | TSW compose simple declarative sentences that include subject nouns and pronouns with past tense regular and irregular verbs. | I/P | P | M |
| | TSW explain the meaning of main and helping verbs. | I/P | P | M |
| | TSW write main and helping verb phrases. | I/P | P | M |
| | TSW explain the meaning of compound verbs. | I/P | P | M |
| | TSW identify compound verbs in sentences. | I/P | P | M |
| TSW identify suffixes that form verbs, e.g. ing, en, ed, ate, er, fy, ish, ize, s, es, age. | C | I/P | P | |

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| | TSW form verbs by adding suffixes. | C | I/P | P |
| | TSW explain the meaning of transitive and intransitive verbs. | | C | I/P |
| | TSW categorize transitive and intransitive verbs. | – | C | I/P |
| | TSW use verbs in sentences. | I/P | M | R |
| ii) nouns (singular/plural, common/proper); | TSW explain the meaning of noun. | I/P | M | R |
| | TSW identify nouns as person, places, or things. | I/P | M | R |
| | TSW explain/identify nouns that are concepts. | I/P | P | M |
| | TSW use the suffix <i>s</i> or <i>es</i> to form noun plurals. | I/P | M | R |
| | TSW explain the meaning of irregular noun plurals. | I/P | M | R |
| | TSW write irregular noun plurals. | I/P | M | R |
| | TSW identify suffixes that form nouns. | C | I/P | P |
| | TSW form nouns by adding suffixes. | C | I/P | P |
| | TSW explain the meaning of subject nouns. | I/P | P | M |
| | TSW identify subject nouns in simple sentences. | I/P | P | M |
| | TSW explain the meaning of an object noun. | I/P | P | M |
| | TSW identify object nouns in simple sentences. | I/P | P | M |
| | TSW explain the meaning of common and proper nouns. | I/P | P | M |
| | TSW identify common and proper nouns in sentences. | I/P | P | M |
| | TSW explain the meaning of compound noun. | C | I/P | M |
| | TSW identify compound nouns in simple sentences. | C | I/P | M |
| | TSW use nouns in sentences. | I/P | M | R |
| iii) adjectives (e.g., descriptive: green, tall); | TSW explain the meaning of adjective. | I/P | P | M |
| | TSW explain the purpose for using adjectives. | I/P | P | M |
| | TSW identify adjectives in sentences. | I/P | P | M |
| | TSW write appropriate adjectives with nouns. | C | I/P | M |
| | TSW write phrases with multiple adjectives and commas. | C | I/P | P |
| | TSW explain the meaning of comparative adjectives. | C | I/P | M |
| | TSW add the suffix <i>er</i> to adjectives. | C | I/P | P |
| | TSW add the suffix <i>est</i> to adjectives. | C | I/P | P |
| | TSW use <i>more/most</i> with two- to three-syllable adjectives. | – | C | I/P |
| | TSW explain the meaning of proper adjective. | – | – | C |
| | TSW write phrases including proper adjectives. | – | – | C |
| | TSW identify suffixes that form adjectives. | – | I/P | P |
| | TSW form adjectives by adding suffixes. | – | I/P | P |
| | TSW use adjectives and phrases in sentences. | C | I/P | M |

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| iv) adverbs (e.g., time: before, next); | TSW explain the meaning of adverbs. | I/P | P | M |
| | TSW explain the purpose for using adverbs. | I/P | P | M |
| | TSW identify adverbs in sentences. | I/P | P | M |
| | TSW write adverbs that express extent/when/where/how: so, no, now, up, not, ago, out, today, yes, just, and too. | I/P | P | M |
| | TSW write adverbs that express extent/when/where/how: then, as, how, well, fast, north, back, away, soon, yet, after, very, west, south, inside, outside, east, near, down, why, still, never, here, most, more, when, twice, where, first, even, behind, around, without, maybe, tonight, indeed, ever, once, there, early, closed, alone, third, within, nothing, past, almost, all, less, off, again, also, please, anyway, and daily. | C | I/P | M |
| | TSW explain the meaning of adverb phrases. | C | I/P | P |
| | TSW write adverb phrases that express extent/when/where/how. | C | I/P | P |
| | TSW identify suffixes that form adverbs (ily, ly). | | I/P | P |
| | TSW form adverbs by adding suffixes. | | I/P | P |
| | TSW use adverbs/adverb phrase in sentences. | I/P | P | M |
| v) prepositions and prepositional phrases; | TSW use prepositions with nouns/pronouns (phrases): at, on, in, up, of, out, into, by, over, to, about, and for. | I/P | P | M |
| | TSW use prepositions with nouns/pronouns (phrases): after, inside, outside, near, down, under, from, along, with, through, upon, between, without, behind, around, and across. | C | I/P | M |
| | TSW use prepositions with nouns/pronouns (phrases): by, above, before, within, beside, past, against, beneath, beyond, and throughout. | C | I/P | P |
| | TSW use prepositions with nouns/pronouns (phrases): except, among, aboard, during, until, since, and toward. | | C | I/P |
| | TSW write adjective prepositional phrases. | C | I/P | M |
| | TSW write adverb prepositional phrases. | C | I/P | P |
| | TSW use prepositional phrases in sentences. | C | I/P | M |
| | TSW compose simple declarative sentences that include subject nouns with action verbs with prepositional phrases. | I/P | P | M |

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| vi) pronouns (e.g., I, me); | TSW explain the meaning of pronoun. | I/P | P | M |
| | TSW explain the meaning of subject pronoun. | I/P | P | M |
| | TSW substitute subject pronouns for subject nouns. | I/P | P | M |
| | TSW explain the meaning of object pronouns. | I/P | P | M |
| | TSW substitute object pronouns for object nouns. | I/P | P | M |
| | TSW explain the subject/pronoun agreement. | C | I/P | M |
| | TSW identify the subject/pronoun agreement in sentences. | C | I/P | M |
| | TSW explain the meaning of possession (belonging to). | C | I/P | M |
| | TSW identify possessive pronouns in sentences. | C | I/P | M |
| | TSW explain the meaning of interrogative pronoun. | – | I/P | M |
| | TSW identify interrogative pronouns in sentences. | – | I/P | M |
| | TSW explain the meaning of demonstrative pronoun. | – | I/P | M |
| | TSW identify demonstrative pronouns in sentences. | – | I/P | M |
| | TSW explain the meaning of reflexive pronoun. | – | I/P | M |
| | TSW identify reflexive pronouns in sentences. | – | I/P | M |
| | TSW explain the meaning of indefinite pronoun. | – | I/P | P |
| | TSW identify indefinite pronouns in sentences. | – | I/P | P |
| TSW use pronouns in sentences. | I/P | P | M | |
| vii) time-order transition words. | TSW compose oral/written sentences that demonstrate meaning and usage of time-order words. | I/P | P | M |
| B) speak in complete sentences with correct subject-verb agreement; | TSW compose oral/written sentences that demonstrate meaning and usage of synonyms, homophones, homographs, and other unfamiliar spelling/vocabulary high-frequency words using a variety of the four types of simple sentences. | I/P | P | M |
| C) ask questions with appropriate subject-verb inversion. | TSW explain how statements and questions differ using examples on the board, e.g., "I may go. May I go?" | C | I/P | P |
| | | | | |
| 21) Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. | | | | |
| 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 sentences; | TSW explain the purpose for easy, legible, precise and neat handwriting. | I/P | P | M |
| | TSW explain the purpose for and demonstrate correct sitting position, e.g. feet-flat, hips-back/straight, head-high. | I/P | P | M |
| | TSW explain the purpose for and demonstrate correct pencil grip. | I/P | P | M |
| | TSW identify the positions on an analog clock. | I/P | P | M |
| | TSW identify top and base lines and midpoint. | I/P | P | M |
| | TSW explain general handwriting rules. | I/P | P | M |
| | TSW explain the purpose for and demonstrate correct directionality when forming six features used to form 26 alphabet letters. | I/P | P | M |

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| B) recognize and use basic capitalization for: | | | | |
| i) the beginning of sentences; | TSW capitalize first words of sentences. | I/P | M | R |
| ii) the pronoun "I"; | TSW capitalize the pronoun "I". | I/P | M | R |
| iii) names of people; | TSW capitalize names and titles. (Rule 26) | I/P | M | R |
| | TSW capitalize single-word proper nouns and titles. | I/P | M | R |
| C) recognize and use punctuation marks at the end of declarative, exclamatory, and interrogative sentences. | TSW use periods (full stops) at the end of declarative sentences. | I/P | M | R |
| | TSW use question marks. | I/P | P | M |
| | TSW use exclamation points. | I/P | P | M |
| 22) Students spell correctly: | | | | |
| A) use phonological knowledge to match sounds to letters to construct known words; | TSW explain the purpose for learning phonograms. | M | R | R |
| | TSW precisely read 70 common phonograms. | I/P | M | R |
| | TSW precisely say and write 70 common phonograms. | I/P | M | R |
| | TSW precisely read 17 additional phonograms. | | C | I/P |
| | TSW will explain the purpose for spelling dictation. | I/P | M | R |
| | TSW precisely say, write and read words in spelling/vocabulary high-frequency word list sections A - N. | C | I/P | M |
| | TSW precisely say, write and read words in spelling/vocabulary high-frequency word list sections O. | C | C | I/P |
| B) use letter-sound pattern to spell: | TSW explain the purpose for learning phonograms. | M | R | R |
| | TSW precisely read 70 common phonograms. | I/P | M | R |
| | TSW precisely say and write 70 common phonograms. | I/P | M | R |
| | TSW precisely read 17 additional phonograms. | | C | I/P |
| | TSW will explain the purpose for spelling dictation. | I/P | M | R |
| | TSW precisely say, write and read words in spelling/vocabulary high-frequency word list sections A - N. | C | I/P | M |
| | TSW precisely say, write and read words in spelling/vocabulary high-frequency word list sections O. | C | C | I/P |
| i) consonant-vowel-consonant (CVC) words; | TSW precisely read 70 common phonograms. | I/P | M | R |
| | TSW precisely say and write 70 common phonograms. | I/P | M | R |
| | TSW precisely read 17 additional phonograms. | - | C | I/P |
| | TSW will explain the purpose for spelling dictation. | I/P | M | R |
| | TSW precisely say, write and read words in spelling/vocabulary high-frequency word list sections A - N. | C | I/P | M |
| | TSW precisely say, write and read words in spelling/vocabulary high-frequency word list sections O. | C | C | I/P |
| | TSW identify vowels/consonants in spelling word syllables. | I/P | P | M |
| | TSW explain the meaning of closed syllable. | I/P | P | P |

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| ii) consonant-vowel-consonant-silent e (CVCe) words (e.g., hope); | TSW precisely read 70 common phonograms. | I/P | M | R |
| | TSW precisely say and write 70 common phonograms. | I/P | M | R |
| | TSW will explain the purpose for spelling dictation. | I/P | M | R |
| | TSW precisely say, write and read words in spelling/vocabulary high-frequency word list sections A - N. | I/P | I/P | M |
| | TSW precisely say, write and read words in spelling/vocabulary high-frequency word list sections O. | I/P | C | I/P |
| | TSW identify vowels/consonants in spelling word syllables. | I/P | P | M |
| | TSW explain the meaning of closed syllable. | I/P | P | P |
| | TSW read/mark/explain the jobs of silent e 's. | I/P | M | R |
| iii) one-syllable words with consonant blends (e.g., drop); | TSW precisely read 70 common phonograms. | I/P | M | R |
| | TSW precisely say and write 70 common phonograms. | I/P | M | R |
| | TSW precisely read 17 additional phonograms. | – | C | I/P |
| | TSW will explain the purpose for spelling dictation. | I/P | M | R |
| | TSW precisely say, write and read words in spelling/vocabulary high-frequency word list sections A - N. | I/P | I/P | M |
| | TSW precisely say, write and read words in spelling/vocabulary high-frequency word list sections O. | – | C | I/P |
| C) spell high-frequency words from a commonly used list; | TSW will explain the purpose for spelling dictation. | I/P | M | R |
| | TSW precisely say, write and read words in spelling/vocabulary high-frequency word list sections A - N. | I/P | I/P | M |
| | TSW precisely say, write and read words in spelling/vocabulary high-frequency word list sections O. | – | C | I/P |
| D) spell base words with inflectional endings (e.g., adding s to make words plurals); | TSW precisely say, write and read words in spelling/vocabulary high-frequency word list sections A - N. | I/P | I/P | M |
| | TSW precisely say, write and read words in spelling/vocabulary high-frequency word list sections O. | – | C | I/P |
| | TSW explain/apply the 1-1-1 rule to one-syllable words; add ing to a one-syllable verb that has one vowel followed by one consonant. (Rule 9) | C | I/P | P |
| | TSW explain/apply the 2-1-1 rule to multisyllable words. (Rule 10) | C | I/P | P |
| | TSW explain/apply rule 11 to silent final e words (e.g. hope/hoping). Words ending with a silent final e are written without the e when adding a suffix to verbs. (Rule 11) | C | I/P | P |
| | TSW read ending ed as/ed/ if the base word ends in d or t (grad ed); read suffix ed as /d/ after a voiced consonant (lived); read suffix ed as /t/after an unvoiced consonant (stopped). (Rule 28) | I/P | P | M |

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| E) use resources to find correct spellings. | TSW precisely say, write and read words in spelling/vocabulary high-frequency word list sections A - N. | C | I/P | M |
| | TSW precisely say, write and read words in spelling/vocabulary high-frequency word list sections O. | – | C | I/P |
| | TSW identify types of syllables in spelling words. | I/P | P | P |
| | | | | |
| 23) Students ask open-ended research questions and develop a plan for answering them: | | | | |
| A) generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics; | TSW gather information from three different informative sources on a topic of interest to the class; in whole group, read and record facts from each source; categorize information by subject; create an organizer for composing a research report. | – | C | I/P |
| B) decide what sources of information might be relevant to answer these questions. | TSW gather information from three different informative sources on a topic of interest to the class; in whole group, read and record facts from each source; categorize information by subject; create an organizer for composing a research report. | – | C | I/P |
| | | | | |
| 24) Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather: | | | | |
| A) gather evidence from available sources (natural and personal) as well as from interviews with local experts; | TSW gather information from three different informative sources on a topic of interest to the class; in whole group, read and record facts from each source; categorize information by subject; create an organizer for composing a research report. | – | C | I/P |
| B) use text features (e.g., table of contents, alphabetized index) in age-appropriate reference works (e.g., picture dictionaries) to locate information; | TSW use table of contents and various text features to locate key facts or information in science and social studies books. | – | C | I/P |
| C) record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams). | TSW create an organizer for composing a research paper or for composing a paragraph. | – | I/P | P |
| | | | | |
| 25) Students clarify research questions and evaluate and synthesize collect information. Students (with adult assistance) are expected to create a visual display or dramatization to convey the results of the research. | TSW gather information from three different informative sources on a topic of interest to the class; in whole group, read and record facts from each source; categorize information by subject; create an organizer for composing a research report. | – | I/P | P |

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| 26) Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to create a visual display or dramatization to convey the results of the research. | TSW gather information from three different informative sources on a topic of interest to the class; in whole group, read and record facts from each source; categorize information by subject; create an organizer for composing a research report. (prewriting, composing, revising, editing, publishing) | - | I/P | P |
| 27) Students use comprehension skills to listen attentively to others in formal and informal settings: | | | | |
| A) listen attentively by facing speakers and asking questions to clarify information; | TSW explain the purpose for and demonstrate correct sitting position, e.g. feet-flat, hips-back/straight, head-high. | I/P | P | M |
| B) follow oral directions that involve a short related sequence of actions. | TSW monitor comprehension of words, phrases, and sentences. | I/P | P | M |
| | TSW make connections with prior knowledge and text to infer word meanings, topic, cause and effect, elaborate on topic, main idea, and outcomes. | I/P | P | M |
| | TSW make predictions of type of writing, topic, topic sentence, main idea, actions, events, behavior, outcomes. | I/P | P | M |
| | TSW reformat/categorize information to identify essential and additional information. | I/P | P | M |
| | TSW reformat/categorize information to identify elements of types of writing. | I/P | P | M |
| | TSW mentally summarize by retelling narratives in correct sequence. | I/P | P | M |
| | TSW mentally summarize by restating information in correct sequence. | I/P | P | M |
| | TSW identify stated main ideas in text. | I/P | P | M |
| | TSW derive implied main ideas in text. | I/P | P | M |
| 22) Students speak clearly and to the point, using the conventions of language. | TSW compose <u>oral</u> /written sentences that demonstrate meaning and usage of synonyms, homophones, homographs, and other unfamiliar spelling/vocabulary high-frequency words using a variety of the four types of simple sentences. | I/P | P | M |
| 23) Students work productively with others in teams. | | | | |