

KINDERGARTEN
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 can be represented by print for communication; | 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- | I/P | M | R |
| B) Identify upper- and lower-case letters; | TSW say and write lower-case letters during phonogram introduction on Spalding 5/8" | 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) demonstrate the one-to-one correspondence between a spoken word and printed word in text; | TSW segment spoken words into sounds/syllables. | M | R | R |
| | TSW count sounds in spoken words. | M | R | R |
| | TSW blend spoken sounds into words. | M | R | R |
| | TSW explain the purpose for spelling dictation. | I/P | M | R |
| D) recognize the difference between a letter and a printed word; | TSW precisely say, write, and read spelling/vocabulary high-frequency words in sections A- | I/P | M | 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 |
| E) recognize that sentences are comprised of words separated by spaces and demonstrate the awareness of word boundaries (e.g. through kinesthetic or tactile actions such as clapping and | TSW precisely say, write, and read spelling/vocabulary high-frequency words in sections A- | I/P | M | R |
| | TSW explain general handwriting rules; identify positions on a clock, top and base lines and midpoint. | I/P | M | R |
| F) hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right; | TSW read Learning to Read and Loving it series Level 1 readers aloud daily to demonstrate fluent and expressive reading. | I/P | P | M |
| G) identify different parts of a book (e.g., front and back covers, | | | | |
| 2) Students display phonological awareness: | | | | |
| A) identify a sentence made up of a group of words; | TSW explain that a declarative sentence tells one thought about what a person, place, or | I/P | M | R |
| B) identify syllables in spoken words; | TSW segment spoken words into sounds/syllables. | M | R | R |
| C) orally generate rhymes in response to spoken words; | TSW explain that rhyming words have the same middle and ending sound; read words | I/P | P | M |
| D) distinguish orally presented rhyming pairs of words from non-rhyming pairs; | TSW will identify rhyming and non-rhyming words as same or different. | I/P | P | M |
| | | | | |
| E) recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound (e.g., "baby boy | TSW identify elements of imaginative literature: style: alliteration. | C | I/P | P |
| F) blend spoken onsets and rimes to form simple words (e.g., onset (c), rime (at)); | TSW say beginning sounds in words and identify as same or different. | I/P | P | M |
| | TSW blend spoken sounds into words. | M | R | R |
| G) blend spoken phonemes to form one-syllable words; | TSW precisely say, write and read words in spelling/vocabulary high-frequency word list | I/P | M | R |
| | TSW precisely say, write and read words in spelling/vocabulary high-frequency word list | C | M | R |
| H) isolate the initial sound in one-syllable spoken words; | TSW segment spoken words into sounds/syllables. | M | R | R |

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| I) segment spoken one-syllable words into two to three phonemes. | TSW blend spoken sounds into words. | M | R | R |
| | TSW precisely say, write and read words in spelling/vocabulary high-frequency word list | I/P | M | R |
| | TSW precisely say, write and read words in spelling/vocabulary high-frequency word list | C | M | R |
| | | | | |
| 3) Students use the relationship between letters and sounds, spelling patterns, and morphological analysis to decode written | | | | |
| A) identify the common sounds that letters represent; | TSW precisely read, say, and write 70 common phonograms. | I/P | M | R |
| | TSW precisely read 17 additional phonograms. | – | C | I/P |
| B) use knowledge of letter-sound relationships to decode regular words in text and independent of content (e.g., VC, CVC, CCVC, CVCC words); | TSW blend spoken sounds into words. | M | R | R |
| | TSW precisely say, write and read words in spelling/vocabulary high-frequency word list | I/P | M | R |
| | TSW precisely say, write and read words in spelling/vocabulary high-frequency word list | C | M | R |
| | TSW read (segment) and blend spelling/vocabulary high-frequency words for spelling and | I/P | P | M |
| C) recognize that new words are created when letters are changed, added, deleted; | TSW explain/apply the 1-1-1 rule to one-syllable words (hop). (Rule 9) | C | I/P | P |
| | TSW explain/apply the 2-1-1 rule to one-syllable words (begin). (Rule 10) | C | I/P | P |
| | TSW explain/apply r.11 to final silent e words (hope/hoping). (Rule 11) | C | I/P | P |
| | TSW write <i>i</i> , instead of <i>y</i> , when adding vowel suffixes. (Rule 24) | C | I/P | P |
| D) identify and read at least 25 high-frequency words from a commonly used list. | TSW precisely say, write and read words in spelling/vocabulary high-frequency word list | I/P | M | R |
| | TSW precisely say, write and read words in spelling/vocabulary high-frequency word list | C | M | R |
| | | | | |
| 4) Students comprehend a variety of texts drawing on useful strategies as needed: | | | | |
| A) predict what might happen next in text based on the cover, title, and illustrations; | TSW will listen to excerpts from literature; use the first 3 mental actions to identify and label monitoring comprehension, making connections, and making predictions; cite evidence to support thinking. | I/P | P | M |
| B) ask and respond to questions about texts read aloud. | | | | |
| | | | | |
| 5) Students understand new vocabulary and use it correctly | | | | |
| A) identify and use words that name action, directions, positions, sequences, and locations; | TSW will explain verbs that show action and prepositions that show position and direction. | I/P | P | M |
| B) recognize that compound words are made up of shorter 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) identify and sort pictures of objects into conceptual categories (e.g. colors); | TSW identify nouns as persons, places, things or concept/ideas. | I/P | P | M |
| D) use a picture dictionary to find words. | | | | |

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| about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding: | | | | |
| A) identify elements of a story including setting, character, and key events; | TSW explain/identify author's purpose in narratives. | I/P | P | M |
| | TSW explain the meaning of narrative elements. | I/P | P | M |
| | TSW identify narrative elements in paragraphs. | I/P | P | M |
| B) discuss the big idea (theme) of a well-known folktale 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 |
| C) recognize sensory details; | TSW identify attributes in imaginative literature: <u>precise language</u> , emotional appeal, content, insight, and universality. | I/P | P | M |
| D) recognize recurring phrases and characters in traditional fairy tales, lullabies, and folktales from various cultures. | TSW identify attributes in imaginative literature: precise language, emotional appeal, content, insight, and <u>universality</u> . | I/P | P | M |
| 7) 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 rhythm and rhyme in poetry through identifying a regular beat and similarities in word | TSW listen to teacher read poems; identify words and phrases that suggest feelings or appeal to the senses (emotional appeal). | I/P | P | P |
| 8) Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide | | | | |
| A) retell a main event from a story read aloud; | TSW mentally summarize to retell narratives in correct sequence. | I/P | P | M |
| B) describe characters in a story and the reasons for their | TSW reformat/categorize information to identify elements of types of writing. | I/P | P | M |
| 9) 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 | TSW listen to teacher read excerpts from literature and informational text; use the first 3 mental actions to identify and label monitoring comprehension, making connections, and making predictions; cite evidence to support thinking. | I/P | P | P |
| 10) Students analyze, make inferences and draw conclusions about expository text, and provide evidence from text to | | | | |
| A) identify the topic and details in expository text heard or read, referring to the words and/or illustrations; | 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 |
| | TSW use text features to locate key facts in social studies and science books. | I/P | P | P |

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| B) retell important facts in a 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 |
| | TSW mentally summarize to retell information in correct sequence. | I/P | P | M |
| C) discuss the ways authors group information in text; | TSW listen to informative-narrative text structure using literature and informational text; identify author's purpose and narrative and informative elements; retell information that | I/P | P | P |
| D) use titles and illustrations to make predictions about text. | TSW predict the type of writing (narrative, <u>informative</u> , informative-narrative after the first or second sentence within a text. | I/P | P | P |
| 11) Students understand how to glean and use information in | | | | |
| A) follow pictorial directions (e.g., recipes, science experiments); | TSW identify informative text structure elements; cite evidence to support thinking, e.g., "The reader learns facts, such as carrots grow from seeds, the seeds grow under the ground, and some farmers use machines to pick the carrots." | I/P | P | P |
| B) identify the meaning of specific signs (e.g., traffic, warning). | TSW use text features to locate key facts in social studies and science books. | I/P | P | M |
| 12) Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to | | | | |
| A) identify different forms of media (e.g., advertisements, | TSW use text features to locate key facts in social studies and science books. | I/P | P | M |
| B) identify techniques used in media (e.g., sound, movement). | TSW use text features to locate key facts in social studies and science books. | I/P | P | M |
| 13) Students use elements of the writing process to compose | | | | |
| A) plan a first draft by generating ideas for writing through class discussion; B) develop drafts by sequencing the action or details in the story; | TSW use the explain stages in the writing process: prewriting, composing, revising, editing, publishing (by reading, speaking, media presentations). | I/P | P | P |
| C) revise drafts by adding details or sentences; | 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). | C | I/P | P |
| D) edit drafts by leaving spaces between letters and words. | | | | |
| 14) Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas: | | | | |
| A) dictate or write sentences to tell a story and put the | TSW use the writing process to compose first-person narratives, and third-person | C | I/P | P |
| B) write short poems. | TSW explain attributes of an acrostic poem about the flag. | - | - | I/P |
| 15) Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to | | | | |
| | TSW use the writing process to compose informatives, informal communications, and formal communications (I/P in 2nd grade only). | C | I/P | P |

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| 16) Students understand the function of and use the conventions of academic language when speaking and writing. | | | | |
| A) understand and use the following parts of speech in the context of reading, writing, and speaking: | | | | |
| i) past and future tenses when speaking; | 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 |
| ii) nouns (singular/plural); | 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 | |
| | 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 |

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| iii) descriptive words; | TSW add the suffix er to adjectives. | C | I/P | P |
| | TSW add the suffix est to adjectives. | C | I/P | P |
| | TSW use more/most 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 |
| iv) prepositions and simple prepositional phrases appropriately when speaking or writing (e.g., in, on, under, over); | TSW explain the meaning of preposition. | I/P | P | M |
| | 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 |
| v) 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. | C | I/P | M |
| | TSW identify interrogative pronouns in sentences. | C | I/P | M |
| | TSW explain the meaning of demonstrative pronoun. | C | I/P | M |
| | TSW identify demonstrative pronouns in sentences. | C | I/P | M |
| | TSW explain the meaning of reflexive pronoun. | C | I/P | M |
| | TSW identify reflexive pronouns in sentences. | C | I/P | M |
| | TSW explain the meaning of indefinite pronoun. | C | I/P | P |

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| | TSW identify indefinite pronouns in sentences. | C | I/P | P |
| | TSW use pronouns in sentences. | C | I/P | M |
| B) speak in complete sentences to communicate; | 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) use complete simple sentences. | 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 |
| | | | | |
| 17) Students write legibly and use appropriate capitalization and punctuation conventions in their compositions: | | | | |
| | 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 |
| A) form upper- and lower-case letters legibly using the basic conventions of print (left-to-right and top-to-bottom progression); | 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 |
| | B) capitalize the first letter in a sentence; | TSW capitalize first words of sentences. | I/P | M |
| C) use punctuation at the end of a sentence. | 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 |
| | | | | |
| 18) Students spell correctly: | | | | |
| A) use phonological knowledge to match sounds to letters; | 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 | I/P | M | R |
| | TSW precisely say, write and read words in spelling/vocabulary high-frequency word list | C | M | R |

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| B) use letter-sound correspondences to spell 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 | I/P | M | R |
| | TSW precisely say, write and read words in spelling/vocabulary high-frequency word list | C | M | R |
| | TSW identify vowels/consonants in spelling word syllables. | I/P | P | M |
| C) write one's own name. | TSW explain the meaning of closed syllable. | I/P | P | P |
| | TSW explain that names of people are capitalized; write name on personal work. | I/P | M | R |
| | | | | |
| 19) Students ask open-ended research questions and develop a plan for answering them: | | | | |
| A) ask questions about topics of class-wide interest; | TSW identify the attributes of an informative paragraph; in whole group, orally compose a 4-5 sentence informative paragraph about a topic of class interest. | I/P | P | M |
| | | | | |
| 20) 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 provided text sources; | TSW compose sentences that identify a similarity in and a difference between bears and deer using informational text. | I/P | P | P |
| B) use pictures in conjunction with writing when documenting | TSW compose related sentences about an animal, illustrate them, and explain why they | I/P | P | M |
| | | | | |
| 21) 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 |

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| 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. | | | | |

FIRST GRADE
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|--|---|--------|-----------|-----------|
| 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 <i>ed</i> as/ <i>ed</i> / if the base word ends in <i>d</i> or <i>t</i> (grad ed); read suffix <i>ed</i> as/ <i>d</i> / after a voiced consonant (lived); read suffix <i>ed</i> as / <i>t</i> /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. | | | | |

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|--|---|---------------|------------------|------------------|
| 1) Students understand how English is written and printed. Students are expected to distinguish features of a sentence (e.g., capitalization of first word, ending punctuation, commas, quotation marks). | 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 |
| | 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 |
| | TSW use apostrophes in contractions and possessives. | — | I/P | P |
| | TSW use commas in series, dates, addresses, and friendly letters. | — | I/P | P |
| | TSW use commas in compound sentences. | I/P | P | M |
| | TSW use commas in complex sentences, with introductory phrases and clauses, and with appositives. | — | I/P | P |
| | TSW use commas after closing a business letter. | — | — | C |
| | TSW underline titles for books within texts. | — | I/P | P |
| | TSW use quotation marks with direct quotations, and with titles of short works within text. | — | C | I/P |
| | TSW use colons in time. | I/P | P | M |
| | TSW use colons in lists, after salutation in business letters. | — | — | C |
| | TSW use hyphens in syllabication and in words that designate compound numbers, fractions. | — | C | I/P |
| TSW use hyphens in compound adjectives. | — | — | C | |
| | | | | |
| 2) Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English: | | | | |
| A) decode multisyllabic words in context and independent of context by applying common letter-sound correspondences including: | | | | |
| i) single letters (consonants and vowels); | Spalding phonograms review all the sounds the single letter phonograms represent. | I/P | P | M |
| | TSW precisely read, say, and write 70 common phonograms. | I/P | M | R |
| ii) consonant blends; | TSW precisely read, say, and write 70 common phonograms. | I/P | M | R |

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| iii) consonant digraphs including ng, ck, ph; | Spalding phonograms review all the sounds the multi-letter combinations represent. | I/P | P | M |
| | TSW precisely read, say, and write 70 common phonograms. | I/P | M | R |
| iv) vowel digraphs (e.g., ie, ue, ew) and diphthongs (e.g., oi, ou); | Spalding phonograms review all the sounds the multi-letter combinations represent. | I/P | P | M |
| | TSW precisely read, say, and write 70 common phonograms. | I/P | M | R |
| 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) r-controlled vowel sounds (e.g., per-fect, cor-ner); | TSW precisely read, say, and write 70 common phonograms. | I/P | M | R |
| vi) vowel digraphs and diphthongs (e.g., boy-hood, oat-meal); | TSW precisely read, say, and write 70 common phonograms. | I/P | M | R |
| patterns; | TSW precisely read, say, and write 70 common phonograms. | I/P | M | R |
| | TSW precisely say, write and read words in spelling/vocabulary high-frequency word list sections A - Q. | C | C | I/P |
| | TSW precisely say, write and read words in spelling/vocabulary high-frequency word list sections R. | — | — | C |
| | TSW read ending <i>ed</i> as /ed/ if the base word ends in <i>d</i> or <i>t</i> (grad ed); read suffix <i>ed</i> as /d/ after a voiced consonant (lived); read suffix <i>ed</i> as /t/ after an unvoiced consonant | I/P | P | M |

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|--|---|--------|-----------|-----------|
| D) read words with common prefixes (e.g., un-, dis-) and suffixes (e.g., -igh, -ant); | TSW explain the meaning of prefix. | — | I/P | P |
| | TSW identify prefixes that express number: e.g., mono, uni, di, bi, tri, tetra, quad, hemi; time: e.g., pre, post; place: e.g., sub, em, pro, ap, in, ar, at, tele, ex, dia. | — | C | I/P |
| | TSW identify prefixes that add information: e.g., re, be, al, en, con, com, para, e, super. | — | C | I/P |
| | TSW identify prefixes that express negation/reversal: e.g., un, a, re, im, de, an, dis, in, mis. | — | — | I/P |
| | TSW explain the meaning of suffix (ending). | C | I/P | P |
| | TSW identify suffixes that add information to the meaning: e.g., ful, ish, y, en, er, ance, ence | C | I/P | P |
| | TSW identify suffixes that indicate number: e.g., s, es, ren; time: e.g., er, est, ed. | I/P | P | M |
| | TSW identify suffixes that indicate part of speech: e.g., er, tion, ion. | — | C | I/P |
| | TSW identify suffixes that indicate tense: e.g., ed, ing. | C | I/P | M |
| E) identify and read abbreviations (e.g., Mr., Ave.) | TSW identify prefixes, suffixes, base or word roots in spelling words. | — | I/P | P |
| | TSW capitalize abbreviations. | — | I/P | M |
| F) identify and read contractions (e.g., haven't, it's) | TSW precisely say, write and read words in spelling/vocabulary high-frequency word list sections A - Q. | — | C | I/P |
| | 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 | — | I/P | P |
| G) identify and read at least 300 high-frequency words from a commonly used list; | TSW precisely say, write and read words in spelling/vocabulary high-frequency word list sections A - Q. | — | C | I/P |
| | TSW precisely say, write and read words in spelling/vocabulary high-frequency word list sections R. | — | | C |
| H) monitor accuracy of decoding. | TSW read recommended selected literature aloud daily to demonstrate fluent and expressive reading. | I/P | P | M |
| | Fluent and Expressive Reading Assessment tool (Teacher's Guide Assessing p 18-19) | C | P | P |
| | | | | |
| 3) Students comprehend a variety of texts drawing on useful strategies as needed: | | | | |
| A) use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions; | TSW make predictions of type of writing, topic, topic sentence, main idea, actions, events, behavior, and outcomes. | I/P | P | M |

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| B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text; | TSW monitor comprehension of words, phrases, and sentences. | 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 |
| | TSW mentally summarize to identify implied main ideas in text. | I/P | P | M |
| C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying includes, using background knowledge, generating questions, re-reading a portion aloud). | 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 |
| | TSW mentally summarize to identify implied main ideas in text. | I/P | P | M |
| 4) 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. | TSW read recommended selected literature aloud daily to demonstrate fluent and expressive reading. | I/P | 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 use mental actions to comprehend text. | I/P | P | M |

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| 5) Students understand new vocabulary and use it when reading and writing: | | | | |
| A) use prefixes and suffixes to determine the meaning of words (e.g., allow/disallow); | TSW explain the meaning of prefix. | — | I/P | P |
| | TSW identify prefixes that express number: e.g., mono, uni, di, bi, tri, tetra, quad, hemi; time: e.g., pre, post; place: e.g., sub, em, pro, ap, in, ar, at, tele, ex, dia; | — | C | I/P |
| | TSW identify prefixes that add information: e.g., re, be,al, en, con, com, para, e, super. | — | C | I/P |
| | TSW identify prefixes that express negation/reversal: e.g., un, a, re, im, de, an, dis, in, mis. | — | — | I/P |
| | TSW explain the meaning of suffix (ending). | C | I/P | P |
| | TSW identify suffixes that add information to the meaning: e.g., ful, ish, y, en, er, ance, ence. | C | I/P | P |
| | TSW identify suffixes that indicate number: e.g., s, es, ren; time: e.g., er, est, ed. | I/P | P | M |
| | TSW identify suffixes that indicate part of speech: e.g., er, tion, ion. | — | C | I/P |
| | TSW identify suffixes that indicate tense: e.g., ed, ing. | C | I/P | M |
| B) use context to determine the meaning of unfamiliar words or multiple- meaning words; | TSW identify prefixes, suffixes, base or word roots in spelling words. | — | I/P | 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 |
| C) identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning; | 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 |
| | 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 |
| D) alphabetize a series of words and use a dictionary or a glossary to find words. | TSW alphabetize spelling/vocabulary high-frequency words to the second letter. | — | I/P | P |
| | | | | |

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| 6) 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) identify moral lessons as themes in well-known fables, legends, myths, or stories; | 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 |
| | TSW make predictions of type of writing, topic, topic sentence, main idea, actions, events, behavior, and outcomes. | I/P | P | M |
| B) compare different versions of the same story in traditional and contemporary folktales with respect to their characters, settings, and plot. | TSW compare elements across selections/cultures: characters, setting, plot, point of view, theme (main idea). | C | I/P | M |
| | | | | |
| 7) 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 describe how rhyme, rhythm, and repetition interact to create images in poetry. | TSW listen to/read poetry; identify words and phrases that suggest feelings or appeals to the senses. | C | I/P | P |
| | | | | |
| 8) Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to identify the elements of dialogue and use them in informal plays. | TSW explain that story dialogue is identified by quotation marks, a comma before the quotation and a capital of the first letter of the first word; read sentences that include dialogue with these conventions; compose oral/written sentences that include dialogue and these conventions. | — | C | I/P |
| | | | | |
| 9) Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding: | | | | |

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| A) describe similarities and difference in the plots and settings of several works by the same author; | TSW identify the setting as important (integral) or unimportant (backdrop) in example literature pieces; identify and describe the plot. | — | C | I/P |
| B) describe main characters in words of fiction, including their traits, motivations, and feelings. | TSW explain that main characters are fully described- their appearance, speech, actions, thoughts- through what others in the story or the author says about them. | I/P | P | P |
| | TSW identify and describe the main character in grade-level appropriate literary selections. | I/P | P | P |
| | | | | |
| 10) Students understand, make inference and draw conclusions about the varied structural patterns and features of 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 |
| | | | | |
| 11) 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 that some words and phrases have literal and non-literal meanings (e.g., take steps). | 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. Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning. | TSW read recommended selected literature aloud daily to demonstrate fluent and expressive reading. | I/P | 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 |

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| 13) 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. | 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 |
| 14) Students analyze, make inferences and draw conclusions about and understand expository text and provide evidence from text to support their understanding: | | | | |
| A) identify the main idea in a text and distinguish it from the topic; | TSW make predictions of type of writing, topic, topic sentence, main idea, actions, events, behavior, and outcomes. | 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) locate the facts that are clearly stated in a text; | TSW reformat/categorize information to identify essential and additional information. | I/P | P | M |
| C) describe the order of events or ideas in a text; | 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 |
| D) use text features (e.g., table of contents, index, headings) to locate specific information in text. | TSW use text features to locate key facts in social studies and science books. | I/P | P | P |

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| 15) Students understand how to glean and use information in procedural texts and documents: | | | | |
| A) follow written multi--step directions; | TSW conduct a simple science investigation; collect data and log each day's progress of the experiment; show illustrations, labels, and written descriptions, draw a conclusion about the results. | — | — | I/P |
| B) use common graphic features to assist in the interpretation of text (e.g., captions, illustrations). | TSW listen to the teacher explain that a timeline is a text feature that lists details in chronological order (in time order) and construct a timeline of Thomas Edison's life. | — | — | I/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 identify various types of text structure and the elements of each type of text. | I/P | P | M |
| B) describe techniques used to create media messages (e.g. sound, graphics); | TSW identify various types of text structure and the elements of each type of text. | I/P | P | M |
| C) identify various written conventions for using digital media (e.g., email, website, video game). | TSW identify various types of text structure and the elements of each type of text. | 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 use the explain stages in the writing process: prewriting, composing, revising, editing, publishing (by reading, speaking, media presentations). | I/P | P | P |
| B) develop drafts by sequencing ideas through writing sentences; | | | | |
| C) revise drafts by adding and deleting word, phrase, or sentence; | 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). | C | I/P | P |
| 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: | | | | |

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| 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 |
| | | | | |
| 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 a topic 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 (e.g., date, salutation, closing); | 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 write persuasive texts to influence the attitudes or actions of specific audience on specific issues. Students are expected to write persuasive statements about issues that are important to the student for the appropriate audience in the school, home, or local community. | TSW explain than an opinion states what a person believes or thinks about a subject or topic; compose an opinion about; the book <i>Lucky Pennies and Hot Chocolate</i> by Carol Diggory Shield and supply reasons that support the opinion. | C | I/P | P |
| | | | | |
| 21) Students understand the function of and use the conventions of academic language when speaking and writing. | | | | |
| A) understand and use the following parts of speech in the context of reading, writing, and speaking: | | | | |
| | 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 |

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| i) verbs (past, present, future); | 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, age. | C | I/P | P |
| | 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 |
| | 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 |

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| ii) nouns (singular/plural, common/proper) | 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: old, wonderful, articles- a, an the) | 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 er to adjectives. | C | I/P | P |
| | TSW add the suffix est to adjectives. | C | I/P | P |
| | TSW use more/most with two- to three-syllable adjectives. | — | C | I/P |
| | TSW explain the meaning of proper adjective. | — | — | C |
| | TSW write phrases including proper adjectives. | — | — | C |

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| | 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 |
| | TSW explain that an adjective (article) signals a noun is coming. (e.g., a, an, the) | C | I/P | M |
| iv) adverbs (e.g., time: before, next: manner: carefully, beautifully) | 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). | C | I/P | P |
| | TSW form adverbs by adding suffixes. | C | 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 |

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| | 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 |
| vi) pronouns (e.g., he, him); | 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. | C | I/P | M |
| | TSW identify interrogative pronouns in sentences. | C | I/P | M |
| | TSW explain the meaning of demonstrative pronoun. | C | I/P | M |
| | TSW identify demonstrative pronouns in sentences. | C | I/P | M |
| | TSW explain the meaning of reflexive pronoun. | C | I/P | M |
| | TSW identify reflexive pronouns in sentences. | C | I/P | M |
| | TSW explain the meaning of indefinite pronoun. | C | I/P | P |
| | TSW identify indefinite pronouns in sentences. | C | I/P | P |
| | | TSW use pronouns in sentences. | C | I/P |

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| vii) time-order transition words. | Explain that a timeline (a text feature) lists details in chronological order (in time order); identify the parts of the Thomas Edison timeline; write a timeline of your own life beginning at birth, kindergarten, first grade, and second grade; draw and label your timeline. | C | I?P | P |
| B) use 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) distinguish among declarative and interrogative sentences. | TSW explain the attributes of a declarative sentence. | I/P | M | R |
| | TSW compose simple declarative sentences that include: subject nouns with present tense regular action verbs; subject pronouns, present tense regular action verbs; subject noun plurals and action verbs; adjectives, nouns, and present tense regular action verbs; subject nouns/pronouns, linking verbs with adjectives; subject nouns/pronouns, linking verbs with nouns; subject nouns/pronouns with past tense regular verbs; subject nouns/pronouns with past tense regular verbs; subject nouns/pronouns with main and helping verbs; subject nouns/pronouns, action verbs, object pronouns; subject nouns/pronouns, action verbs, adverbs; irregular noun plurals, action, linking, or helping verbs; compound subjects, action, linking, and helping verbs; subject nouns/pronouns with compound action verbs; subject nouns with action verbs and compound object nouns/pronouns; subject nouns with action verbs with prepositional phrases; | I/P | P | M |
| | TSW compose declarative sentence that demonstrate meaning and usage of synonyms, homophones, homographs, and other unfamiliar spelling/vocabulary words. | I/P | M | R |
| | TSW explain the attributes of an interrogative sentence. | | | |
| | TSW composeinterrogative sentences that include subject nouns/pronouns with action/linking/helping verbs | | | |
| 22) Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. | | | | |

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|---|--|---------------|------------------|------------------|
| A) write legibly leaving appropriate margins for readability; | TSW explain the purpose for easy, legible,, precise and neat handwriting. | 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 |
| B) recognize and use basic capitalization for: | | | | |
| i) proper nouns; | TSW capitalize single-word proper nouns and titles. | I/P | M | R |
| | TSW capitalize names and titles. (Rule 26) | I/P | M | R |
| ii) months and days of the weeks; | TSW capitalize names and titles. (Rule 26) | I/P | M | R |
| iii) the salutation and closing of a letter. | TSW capitalize informal letter components. | | I/P | P |
| C) recognize and use punctuation marks: | | | | |
| i) ending punctuation in 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 |
| ii) apostrophes and contractions; | TSW use apostrophes in contractions. | — | I/P | P |
| iii) apostrophes and possessives. | TSW use apostrophes in contractions. | — | I/P | P |
| | | | | |
| 23) Students spell correctly: | | | | |
| | TSW explain the purpose for learning phonograms. | M | R | R |
| | TSW precisely read 70 common phonograms. | I/P | M | R |

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| TEKS English Language Arts and Reading | Spalding Education International Objectives | Kinder | 1st Grade | 2nd Grade |
|--|---|---------------|------------------|------------------|
| A) use phonological knowledge to match sounds to letters to construct unknown words; | 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 - Q. | C | C | I/P |
| | TSW precisely say, write and read words in spelling/vocabulary high-frequency word list sections R. | — | — | C |
| B) spell words with common orthographic patterns and rules: | 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 - Q. | C | C | I/P |
| | TSW precisely say, write and read words in spelling/vocabulary high-frequency word list sections R. | — | — | C |
| i) complex consonants; | 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 - Q. | C | C | I/P |
| | TSW precisely say, write and read words in spelling/vocabulary high-frequency word list sections R. | — | — | C |
| | TSW identify vowels/consonants in spelling word syllables. | I/P | P | M |

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|---|---|---------------|------------------|------------------|
| ii) r-controlled vowels; | 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 - Q. | C | C | I/P |
| | TSW precisely say, write and read words in spelling/vocabulary high-frequency word list sections R. | — | — | C |
| iii) long vowels (VCe) 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 - Q. | C | C | I/P |
| | TSW precisely say, write and read words in spelling/vocabulary high-frequency word list sections R. | — | — | C |
| | TSW identify vowels/consonants in spelling word syllables. | I/P | P | M |
| | TSW read/mark/explain the jobs of silent e 's. | I/P | M | R |
| iv) vowel digraphs (e.g., oo, ee), diphthongs (e.g., ou, ow, oi, oy); | 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 - Q. | C | C | I/P |
| | TSW precisely say, write and read words in spelling/vocabulary high-frequency word list sections R. | — | — | C |
| 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 - Q. | C | C | I/P |
| | TSW precisely say, write and read words in spelling/vocabulary high-frequency word list sections R. | — | — | C |

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| D) spell base words with inflectional endings (e.g., adding <i>s</i> to make words plurals (-ing and -ed)); | TSW precisely say, write and read words in spelling/vocabulary high-frequency word list sections A - Q. | C | C | I/P |
| | TSW precisely say, write and read words in spelling/vocabulary high-frequency word list sections R. | — | — | C |
| | TSW explain/apply the 1-1-1 rule to one-syllable words; add <i>ing</i> 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 <i>e</i> words (e.g. hope/hoping). Words ending with a silent final <i>e</i> are written without the <i>e</i> when adding a suffix to verbs. (Rule 11) | C | I/P | P |
| | TSW read ending <i>ed</i> as/ <i>ed/</i> if the base word ends in <i>d</i> or <i>t</i> (grad ed); read suffix <i>ed</i> as/ <i>d/</i> after a voiced consonant (lived); read suffix <i>ed</i> as / <i>t/</i> after an unvoiced consonant (stopped). (Rule 28) | I/P | P | M |
| E) spell simple contractions (e.g., isn't, aren't, can't); | 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. | C | I/P | P |
| E) use resources to find correct spellings. | TSW precisely say, write and read words in spelling/vocabulary high-frequency word list sections A - Q. | C | C | I/P |
| | TSW precisely say, write and read words in spelling/vocabulary high-frequency word list sections R. | — | — | C |
| | TSW identify types of syllables in spelling words. | I/P | P | P |
| | | | | |
| 24) 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 construct organizers that identify essential information (reformat) about the basic functions of three body systems (circulatory, respiratory, and digestive) and the main parts of the systems; add essential information from science selections (prewriting activity). | — | — | I/P |
| B) decide what sources of information might be relevant to answer these questions. | TSW construct organizers that identify essential information (reformat) about the basic functions of three body systems (circulatory, respiratory, and digestive) and the main parts of the systems; add essential information from science selections (prewriting activity). | — | — | I/P |
| | | | | |

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| 25) 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 use various text features to locate key facts in science and social students books. | C | I/P | P |
| B) use text features (e.g., table of contents, alphabetized index, headings) in age-appropriate reference works (e.g., picture dictionaries) to locate information; | TSW use various text features to locate key facts in science and social students books. | C | I/P | P |
| C) record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams). | TSW construct an organizer identifying essential information (reformat) about Martha Washington in <i>Martha Washington</i> by Sally Lee; compare/contrast Presidents' First Ladies Martha Washington and Eleanor Roosevelt using informational texts. | C | I/P | P |
| | | | | |
| 26) 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 conduct a simple science investigation; collect data and log each day's progress of the experiment; show illustrations, labels, and written descriptions, draw a conclusion about the results. | — | C | I/P |
| | | | | |
| 27) 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 conduct a simple science investigation; collect data and log each day's progress of the experiment; show illustrations, labels, and written descriptions, draw a conclusion about the results. | — | C | I/P |
| | | | | |
| 28) 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 |
| | 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 |
| B) follow, restate, and give oral instructions that involve a short related sequence of actions. | TSW reformat/categorize information to identify elements of types of writing. | I/P | P | M |

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| | 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 |
| | | | | |
| 29) 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 |
| | | | | |
| 30) Students work productively with others in teams. | | | | |
| | | | | |