

To the Parent(s):

After registration is complete and the proctor has been approved, your child may take the First Grade ELAR Credit by Examination to assess mastery over the Texas Essential Knowledge and Skills.

WHAT TO BRING

- several sharpened No. 2 pencils

ABOUT THE EXAM

The examination for First Grade English Language Arts and Reading consists of 53 objective questions and a writing section, and is based on the Texas Essential Knowledge and Skills (TEKS) for this subject. The full list of TEKS is included at the end of this document (it is also available online at the Texas Education Agency website, <http://www.tea.state.tx.us/>). The TEKS outline specific topics covered in the exam, as well as more general areas of knowledge and levels of critical thinking. Use the TEKS to focus your study in preparation for the exam.

The examination will take place under supervision, and the recommended time limit is three hours. You may not use any notes or books. You will need to bring the materials listed above. A percentage score from the examination will be reported to the official at your school.

In preparation for the examination, review the TEKS for this subject. It is important to prepare adequately. Any textbook from the Texas Adoption list can be used for a review.

Good luck on your test!

Texas Essential Knowledge and Skills ELAR 1 –English Language Arts and Reading, Grade 1

§110.3. English Language Arts and Reading, Grade 1.

(a) Introduction.

(1) In Grade 1, students continue to develop their oral language and communication skills and move to becoming independent readers and writers. First grade students listen attentively and connect their experiences and ideas with information and ideas presented in print. Students listen and respond to a wide variety of children's literature, including selections from classic and contemporary works. The stories and informational books students hear introduce them to new vocabulary. Students recognize the distinguishing features of stories, poems, and informational texts. First grade students continue to develop their concepts of how print connects with spoken language. Students understand that spoken language is composed of sequences of sounds and that those sounds are represented by letters. Students can name the letters and know the order of the alphabet and associate sounds with the letter or letters that represent them. Students learn most of the common letter-sound correspondences and use this knowledge to help them decode written words. First grade students regularly read (both orally and silently) in texts of appropriate difficulty with fluency and understanding. Students demonstrate their comprehension by asking and answering questions, retelling stories, predicting outcomes, and making and explaining inferences. First grade students become adept writers. Students know the difference between words, sentences, and paragraphs. First grade students can organize their thoughts and ideas into complete stories or reports. Students use subjects and verbs and are able to write complete sentences using basic capitalization and punctuation. First grade students become more proficient spellers as they learn to spell a number of high-frequency words and words with regularly spelled patterns. The students' messages move from left-to-right and from top-to-bottom and are written with increasing control of penmanship.

(2) For first grade students whose first language is not English, the students' native language serves as a foundation for English language acquisition.

(3) The essential knowledge and skills as well as the student expectations for Grade 1 are described in subsection (b) of this section. Following each statement of a student expectation is a parenthetical notation that indicates the additional grades at which these expectations are demonstrated at increasingly sophisticated levels.

(4) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge and skills as well as the student expectations for Grade 1 as described in subsection (b) of this section.

(5) To meet Texas Education Code, §28.002(h), which states, ". . . each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.

(b) Knowledge and skills.

(1) Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences. The student is expected to:

(A) determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate (K-3);

(B) respond appropriately and courteously to directions and questions (K-3);

(C) participate in rhymes, songs, conversations, and discussions (K-3);

(D) listen critically to interpret and evaluate (K-3);

(E) listen responsively to stories and other texts read aloud, including selections from classic and contemporary works (K-3); and

(F) identify the musical elements of literary language such as its rhymes or repeated sounds (K-1).

(2) Listening/speaking/culture. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:

(A) connect experiences and ideas with those of others through speaking and listening (K-3); and

(B) compare language and oral traditions (family stories) that reflect customs, regions, and cultures (K-3).

(3) Listening/speaking/audiences/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions. The student is expected to:

(A) choose and adapt spoken language appropriate to the audience, purpose, and occasion, including use of appropriate volume and rate (K-3);

(B) use verbal and nonverbal communication in effective ways such as in making announcements, giving directions, or making introductions (K-3);

(C) ask and answer relevant questions and make contributions in small or large group discussions (K-3);

(D) present dramatic interpretations of experiences, stories, poems, or plays (K-3); and

(E) gain increasing control of grammar when speaking such as using subject-verb agreement, complete sentences, and correct tense (K-3).

(4) Listening/speaking/communication. The student communicates clearly by putting thoughts and feelings into spoken words. The student is expected to:

- (A) learn the vocabulary of school such as numbers, shapes, colors, directions, and categories (K-1);
- (B) use vocabulary to describe clearly ideas, feelings, and experiences (K-3);
- (C) clarify and support spoken messages using appropriate props such as objects, pictures, and charts (K-3); and
- (D) retell a spoken message by summarizing or clarifying (K-3).

(5) Reading/print awareness. The student demonstrates knowledge of concepts of print. The student is expected to:

- (A) recognize that print represents spoken language and conveys meaning such as his/her own name and signs such as Exit and Danger (K-1);
- (B) know that print moves left-to-right across the page and top-to-bottom (K-1);
- (C) understand that written words are separated by spaces (K-1);
- (D) know the difference between individual letters and printed words (K-1);
- (E) know the order of the alphabet (1);
- (F) know the difference between capital and lowercase letters (K-1);
- (G) recognize how readers use capitalization and punctuation to comprehend (K-1);
- (H) understand that spoken words are represented in written language by specific sequences of letters (K-1);
- (I) recognize that different parts of a book such as cover, title page, and table of contents offer information (K-1);
- (J) recognize that there are correct spellings for words (1); and
- (K) recognize the distinguishing features of a paragraph (1).

(6) Reading/phonological awareness. The student orally demonstrates phonological awareness (an understanding that spoken language is composed of sequences of sounds). The student is expected to:

- (A) demonstrate the concept of word by dividing spoken sentences into individual words (K-1);
- (B) identify, segment, and combine syllables within spoken words such as by clapping syllables and moving manipulatives to represent syllables in words (K-1);
- (C) produce rhyming words and distinguish rhyming words from non-rhyming words (K-1);
- (D) identify and isolate the initial and final sound of a spoken word (K-1);
- (E) blend sounds to make spoken words, including three and four phoneme words, through ways such as moving manipulatives to blend phonemes in a spoken word (1); and
- (F) segment one-syllable spoken words into individual phonemes, including three and four phoneme words, clearly producing beginning, medial, and final sounds (K-1).

(7) Reading/letter-sound relationships. The student uses letter-sound knowledge to decode written language. The student is expected to:

- (A) name and identify each letter of the alphabet (K-1);
- (B) understand that written words are composed of letters that represent sounds (K-1);
- (C) learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1);
- (D) learn and apply the most common letter-sound correspondences, including the sounds represented by single letters (consonants and vowels); consonant blends such as bl, st, tr; consonant digraphs such as th, sh, ck; and vowel digraphs and diphthongs such as ea, ie, ee (1);
- (E) blend initial letter-sounds with common vowel spelling patterns to read words (1-3);
- (F) decode by using all letter-sound correspondences within regularly spelled words (1-3); and
- (G) use letter-sound knowledge to read decodable texts (engaging and coherent texts in which most of the words are comprised of an accumulating sequence of letter-sound correspondences being taught) (1).

(8) Reading/word identification. The student uses a variety of word identification strategies. The student is expected to:

- (A) decode by using all letter-sound correspondences within a word (1-3);
- (B) use common spelling patterns to read words (1);
- (C) use structural cues to recognize words such as compounds, base words, and inflections such as -s, -es, -ed, and -ing (1-2);
- (D) identify multisyllabic words by using common syllable patterns (1-3);
- (E) recognize high frequency irregular words such as said, was, where, and is (1-2);

- (F) use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3); and
- (G) read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3).
- (9) Reading/fluency.** The student reads with fluency and understanding in texts at appropriate difficulty levels. The student is expected to:
- (A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (1);
- (B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" first grader reads approximately 60 wpm) (1);
- (C) read orally from familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation) (1); and
- (D) self-select independent level reading such as by drawing on personal interest, by relying on knowledge of authors and different types of texts, and/or by estimating text difficulty (1-3).
- (10) Reading/variety of texts.** The student reads widely for different purposes in varied sources. The student is expected to:
- (A) read fiction, nonfiction, and poetry, including classic and contemporary works, for pleasure and/or information (1); and
- (B) use graphs, charts, signs, captions, and other informational texts to acquire information (1).
- (11) Reading/vocabulary development.** The student develops an extensive vocabulary. The student is expected to:
- (A) discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2);
- (B) develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud (K-3); and
- (C) identify words that name persons, places, or things and words that name actions (K-1).
- (12) Reading/comprehension.** The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:
- (A) use prior knowledge to anticipate meaning and make sense of texts (K-3);
- (B) establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained (K-3);
- (C) retell or act out the order of important events in stories (K-3);
- (D) monitor his/her own comprehension and act purposefully when comprehension breaks down using strategies such as rereading, searching for clues, and asking for help (1-3);
- (E) draw and discuss visual images based on text descriptions (1-3);
- (F) make and explain inferences from texts such as determining important ideas and causes and effects, making predictions, and drawing conclusions (1-3); and
- (G) identify similarities and differences across texts such as in topics, characters, and problems (1-2).
- (13) Reading/literary response.** The student responds to various texts. The student is expected to:
- (A) listen to stories being read aloud (K-1);
- (B) participate actively (react, speculate, join in, read along) when predictable and patterned selections are read aloud (K-1);
- (C) respond through talk, movement, music, art, drama, and writing to a variety of stories and poems in ways that reflect understanding and interpretation (K-1);
- (D) connect ideas and themes across texts (1-3); and
- (E) describe how illustrations contribute to the text (K-1).
- (14) Reading/text structures/literary concepts.** The student recognizes characteristics of various types of texts. The student is expected to:
- (A) distinguish different forms of texts such as lists, newsletters, and signs and the functions they serve (K-3);
- (B) understand simple story structure (K-1);
- (C) distinguish fiction from nonfiction, including fact and fantasy (K-3);
- (D) recognize the distinguishing features of familiar genres, including stories, poems, and informational texts (1-3);
- (E) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, and information books (K-2);
- (F) understand literary terms by distinguishing between the roles of the author and illustrator such as the author writes the story and the illustrator draws the pictures (K-1);
- (G) analyze characters, including their traits, feelings, relationships, and changes (1-3);
- (H) identify the importance of the setting to a story's meaning (1-3); and
- (I) recognize the story problem(s) or plot (1-3).

(15) Reading/inquiry/research. The student generates questions and conducts research about topics using information from a variety of sources, including selections read aloud. The student is expected to:

- (A) identify relevant questions for inquiry such as "What do pill bugs eat?" (K-3);
- (B) use pictures, print, and people to gather information and answer questions (K-1);
- (C) draw conclusions from information gathered (K-3);
- (D) use alphabetical order to locate information (1-3);
- (E) recognize and use parts of a book to locate information, including table of contents, chapter titles, guide words, and indices (1-3); and
- (F) locate important areas of the library/media center (K-1).

(16) Reading/culture. The student reads or listens to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:

- (A) connect his/her own experiences with the life experiences, languages, customs, and culture of others (K-3); and
- (B) compare experiences of characters across cultures (K-3).

(17) Writing/penmanship/capitalization/punctuation. The student develops the foundations of writing. The student is expected to:

- (A) write his/her own name and other important words (K-1);
- (B) write each letter of the alphabet, both capital and lowercase, using correct formation, appropriate size, and spacing (1);
- (C) use phonological knowledge to map sounds to letters to write messages (K-1);
- (D) write messages that move left-to-right and top-to-bottom on the page (K-1);
- (E) gain an increasing control of penmanship such as pencil grip, paper position, stroke, and posture (1);
- (F) use word and letter spacing and margins to make messages readable (1-2); and
- (G) use basic capitalization and punctuation such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points (1-2).

(18) Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms. The student is expected to:

- (A) dictate messages such as news and stories for others to write (K-1);
- (B) write labels, notes, and captions for illustrations, possessions, charts, and centers (K-1);
- (C) write to record ideas and reflections (K-3);
- (D) write to discover, develop, and refine ideas (1-3);
- (E) write to communicate with a variety of audiences (1-3); and
- (F) write in different forms for different purposes such as lists to record, letters to invite or thank, and stories or poems to entertain (1-3).

(19) Writing/writing processes. The student selects and uses writing processes to compose original text. The student is expected to:

- (A) generate ideas before writing on self-selected topics (K-1);
- (B) generate ideas before writing on assigned tasks (K-1);
- (C) develop drafts (1-3);
- (D) revise selected drafts for varied purposes, including to achieve a sense of audience, precise word choices, and vivid images (1-3); and
- (E) use available technology to compose text (K-3).

(20) Writing/spelling. The student spells proficiently. The student is expected to:

- (A) write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3);
- (B) write with more proficient spelling of inflectional endings such as plurals and verb tenses (1-2);
- (C) spell single syllable words that have r-controlled vowels such as in burn or star; that have the final consonants f, l, and s such as in miss or doll; and that have ck as the final consonants such as in buck (1);
- (D) use resources to find correct spellings, synonyms, and replacement words (1-3); and
- (E) use conventional spelling of familiar words in final drafts (1).

(21) Writing/grammar/usage. The student composes meaningful texts by applying knowledge of grammar and usage. The student is expected to:

- (A) use nouns and verbs in sentences (1); and

(B) compose complete sentences in written texts and use the appropriate end punctuation (1-2).

(22) Writing/evaluation. The student evaluates his/her own writing and the writing of others. The student is expected to:

(A) identify the most effective features of a piece of writing using criteria generated by the teacher and class (1-3);

(B) respond constructively to others' writing (1-3); and

(C) determine how his/her own writing achieves its purposes (1-3).

(23) Writing/inquiry/research. The student uses writing as a tool for learning and research. The student is expected to:

(A) record or dictate questions for investigating (K-1); and

(B) record or dictate his/her own knowledge of a topic in various ways such as by drawing pictures, making lists, and showing connections among ideas (K-3).

Source: The provisions of this §110.3 adopted to be effective September 1, 1998, 22 TexReg 7549.