



To the Parent(s):

After registration is complete, your child may take the online Credit by Examination for ELAR 1.

WHAT TO BRING

- several sharpened No. 2 pencils

ABOUT THE EXAM

The examination for first-grade English Language Arts and Reading consists of 71 multiple choice, matching, and fill-in-the-blank questions, plus a writing section. The examination will take place under supervision, and the recommended time limit is three hours. You may not use any notes or books. A percentage score from the examination will be reported to the official at your school.

The exam is based on the Texas Essential Knowledge and Skills (TEKS) for this subject. The full list of TEKS is included in this document (it is also available online at the [Texas Education Agency website](#)). 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. TEKS covered in this semester are indicated by a checkmark; the exam will focus on the checkmarked TEKS, but may touch on any of the full list.

In preparation for the examination, review the TEKS for this subject, as well as the Composition Grading Rubric. It is important to prepare adequately. Since questions are not taken from any one source, you can prepare by reviewing any of the state-adopted textbooks that are used at your school.

Good luck on your exam!

Composition Grading Rubric

	1-0 point	3 points	5 Points
Title	No Title	Has Title	Title that sparks interest
Topic	Does not give information; writer does not focus on the topic.	Gives information, but may stray from the topic.	Gives interesting and detailed information on a topic; information makes sense and is interesting to read.
Organization	Ideas are given, but not in a logical order to fit the main idea.	Writer gives ideas, but not in a logical order.	Ideas are presented in logical order. Writer gives a simple introduction and conclusion.
Sentence Variety	2 or less complete sentences.	3-4 complete sentences.	5 or more complete sentences.
Grammar	5 or more errors in spelling punctuation, and capitalization.	5 or less errors in spelling, punctuation, and capitalization.	Sentences are error free using capitals, punctuation, and correct spelling of high-frequency words.
Handwriting	Hard to read.	Legible, with mostly well-formed letters	Well-formed letters, neat, easy to read.

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

TTU K-12: ELAR 1 CBE, v.3.1	
TEKS: §110.12. English Language Arts and Reading, Grade 1, Beginning with School Year 2009-2010.	
TEKS Requirement (Elementary)	TEKS Covered
§110.12. English Language Arts and Reading, Grade 1, Beginning with School Year 2009-2010.	
(a) Introduction.	
(1) The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The Reading strand is structured to reflect the major topic areas of the National Reading Panel Report. In first grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should write and read (or be read to) on a daily basis.	
(2) For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.	
(A) English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.	
(B) For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.	
(C) During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.	
(3) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge, skills, and student expectations in Grade 1 as described in subsection (b) of this section.	
(4) To meet Texas Education Code, §28.002(h), which states, "...each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.	
(b) Knowledge and skills.	
(1) Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to:	
(A) recognize that spoken words are represented in written English by specific sequences of letters;	✓
(B) identify upper- and lower-case letters;	✓

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(C) sequence the letters of the alphabet;	✓
(D) recognize the distinguishing features of a sentence (e.g., capitalization of first word, ending punctuation);	✓
(E) read texts by moving from top to bottom of the page and tracking words from left to right with return sweep; and	✓
(F) identify the information that different parts of a book provide (e.g., title, author, illustrator, table of contents).	
(2) Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:	
(A) orally generate a series of original rhyming words using a variety of phonograms (e.g., -ake, -ant, -ain) and consonant blends (e.g., bl, st, tr);	
(B) distinguish between long- and short-vowel sounds in spoken one-syllable words (e.g., bit/bite);	
(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/);	
(D) blend spoken phonemes to form one- and two-syllable words, including consonant blends (e.g., spr);	✓
(E) isolate initial, medial, and final sounds in one-syllable spoken words; and	✓
(F) segment spoken one-syllable words of three to five phonemes into individual phonemes (e.g., splat = /s/p/l/a/t/).	
(3) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:	
(A) decode words in context and in isolation by applying common letter-sound correspondences, including:	
(i) single letters (consonants) including b, c=/k/, c=/s/, d, f, g=/g/ (hard), g=/j/ (soft), h, j, k, l, m, n, p, qu=/kw/, r, s=/s/, s=/z/, t, v, w, x=/ks/, y, and z;	
(ii) single letters (vowels) including short a, short e, short i, short o, short u, long a (a-e), long e (e), long i (i-e), long o (o-e), long u (u-e), y=long e, and y=long i;	✓
(iii) consonant blends (e.g., bl, st);	
(iv) consonant digraphs including ch, tch, sh, th=as in thing, wh, ng, ck, kn, -dge, and ph;	✓
(v) vowel digraphs including oo as in foot, oo as in moon, ea as in eat, ea as in bread, ee, ow as in how, ow as in snow, ou as in out, ay, ai, aw, au, ew, oa, ie as in chief, ie as in pie, and -igh; and	✓
(vi) vowel diphthongs including oy, oi, ou, and ow;	✓
(B) combine sounds from letters and common spelling patterns (e.g., consonant blends, long- and short-vowel patterns) to create recognizable words;	
(C) use common syllabication patterns to decode words, including:	
(i) closed syllable (CVC) (e.g., mat, rab-bit);	
(ii) open syllable (CV) (e.g., he, ba-by);	
(iii) final stable syllable (e.g., ap-ple, a-ble);	✓
(iv) vowel-consonant-silent "e" words (VCe) (e.g., kite, hide);	✓
(v) vowel digraphs and diphthongs (e.g., boy-hood, oat-meal); and	
(vi) r-controlled vowel sounds (e.g., tar); including er, ir, ur, ar, and or);	✓
(D) decode words with common spelling patterns (e.g., -ink, -onk, -ick);	
(E) read base words with inflectional endings (e.g., plurals, past tenses);	✓
(F) use knowledge of the meaning of base words to identify and read common compound words (e.g., football, popcorn, daydream);	✓

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(G) identify and read contractions (e.g., isn't, can't);	✓
(H) identify and read at least 100 high-frequency words from a commonly used list; and	✓
(I) monitor accuracy of decoding.	
(4) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:	
(A) confirm predictions about what will happen next in text by "reading the part that tells";	✓
(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts; and	
(C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).	
(5) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.	✓
(6) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	
(A) identify words that name actions (verbs) and words that name persons, places, or things (nouns);	✓
(B) determine the meaning of compound words using knowledge of the meaning of their individual component words (e.g., lunchtime);	✓
(C) determine what words mean from how they are used in a sentence, either heard or read;	✓
(D) identify and sort words into conceptual categories (e.g., opposites, living things); and	✓
(E) alphabetize a series of words to the first or second letter and use a dictionary to find words.	✓
(7) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	
(A) connect the meaning of a well-known story or fable to personal experiences; and	
(B) explain the function of recurring phrases (e.g., "Once upon a time" or "They lived happily ever after") in traditional folk and fairy tales.	
(8) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to respond to and use rhythm, rhyme, and alliteration in poetry.	
(9) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:	
(A) describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events; and	✓
(B) describe characters in a story and the reasons for their actions and feelings.	✓
(10) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to determine whether a story is true or a fantasy and explain why.	✓
(11) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to recognize sensory details in literary text.	
(12) Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time.	

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(13) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic and explain the author's purpose in writing about the text.	
(14) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:	
(A) restate the main idea, heard or read;	✓
(B) identify important facts or details in text, heard or read;	✓
(C) retell the order of events in a text by referring to the words and/or illustrations; and	✓
(D) use text features (e.g., title, tables of contents, illustrations) to locate specific information in text.	✓
(15) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:	
(A) follow written multi-step directions with picture cues to assist with understanding; and	
(B) explain the meaning of specific signs and symbols (e.g., map features).	✓
(16) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:	
(A) recognize different purposes of media (e.g., informational, entertainment) (with adult assistance); and	✓
(B) identify techniques used in media (e.g., sound, movement).	✓
(17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	
(A) plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas);	✓
(B) develop drafts by sequencing ideas through writing sentences;	✓
(C) revise drafts by adding or deleting a word, phrase, or sentence;	✓
(D) edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric; and	✓
(E) publish and share writing with others.	✓
(18) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:	
(A) write brief stories that include a beginning, middle, and end; and	
(B) write short poems that convey sensory details.	
(19) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:	
(A) write brief compositions about topics of interest to the student;	✓
(B) write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing); and	
(C) write brief comments on literary or informational texts.	
(20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:	
(A) understand and use the following parts of speech in the context of reading, writing, and speaking:	✓

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(i) verbs (past, present, and future);	✓
(ii) nouns (singular/plural, common/proper);	✓
(iii) adjectives (e.g., descriptive: green, tall);	✓
(iv) adverbs (e.g., time: before, next);	✓
(v) prepositions and prepositional phrases;	✓
(vi) pronouns (e.g., I, me); and	✓
(vii) time-order transition words;	✓
(B) speak in complete sentences with correct subject-verb agreement; and	✓
(C) ask questions with appropriate subject-verb inversion.	
(21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:	
(A) form upper- and lower-case letters legibly in text, using the basic conventions of print (left-to-right and top-to-bottom progression), including spacing between words and sentences;	✓
(B) recognize and use basic capitalization for:	✓
(i) the beginning of sentences;	✓
(ii) the pronoun "I"; and	✓
(iii) names of people; and	✓
(C) recognize and use punctuation marks at the end of declarative, exclamatory, and interrogative sentences.	✓
(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:	
(A) use phonological knowledge to match sounds to letters to construct known words;	✓
(B) use letter-sound patterns to spell:	✓
(i) consonant-vowel-consonant (CVC) words;	✓
(ii) consonant-vowel-consonant-silent e (CVCe) words (e.g., "hope"); and	✓
(iii) one-syllable words with consonant blends (e.g., "drop");	✓
(C) spell high-frequency words from a commonly used list;	✓
(D) spell base words with inflectional endings (e.g., adding "s" to make words plurals); and	✓
(E) use resources to find correct spellings.	✓
(23) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students (with adult assistance) are expected to:	
(A) generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics; and	✓
(B) decide what sources of information might be relevant to answer these questions.	✓
(24) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students (with adult assistance) are expected to:	

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(A) gather evidence from available sources (natural and personal) as well as from interviews with local experts;	
(B) use text features (e.g., table of contents, alphabetized index) in age-appropriate reference works (e.g., picture dictionaries) to locate information; and	✓
(C) record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams).	✓
(25) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students (with adult assistance) are expected to revise the topic as a result of answers to initial research questions.	
(26) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students (with adult assistance) are expected to create a visual display or dramatization to convey the results of the research.	
(27) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:	
(A) listen attentively to speakers and ask relevant questions to clarify information; and	
(B) follow, restate, and give oral instructions that involve a short related sequence of actions.	
(28) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas about the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.	
(29) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.	
<i>Source: The provisions of this §110.12 adopted to be effective September 4, 2008, 33 TexReg 7162.</i>	