

**Texas Essential Knowledge and Skills
Grade One
English Language Arts and Reading Skills**

Suzie Bitner Was Afraid of the Drain addresses many of the skills outlined in the TEKS Handbook. Below are the requirements for which *Suzie* is most relevant, along with some suggested poems for certain topics.

****Numbers and letters correspond directly to the TEKS outline****

(1) Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed.

- (A) recognize that spoken words are represented in written English by specific sequences of letters;
- (B) identify upper- and lower-case letters;
- (C) sequence the letters of the alphabet;
- (D) recognize the distinguishing features of a sentence (e.g., capitalization of first word, ending punctuation);
- (E) read texts by moving from top to bottom of the page and tracking words from left to right with return sweep;
- (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.

- (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.

- (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);
 - (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);



Snow Day

- (G) identify and read contractions (e.g., isn't, can't);

Sugar Flakes

Worms for Pets

The Christmas Lights Went Out

Girls

Happy Chef

- (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.

- (A) confirm predictions about what will happen next in text by "reading the part that tells";

Sandwich Sister

Valentine

- (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.

****suziebitner.com** has a downloadable dictionary made just for the book!**

- (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);

Snow Day

(C) determine what words mean from how they are used in a sentence, either heard or read;

Sandwich Sister

My Brother's Bike

Tall

Suzie Bitner Was Afraid of the Drain

The Very Best Climber

They All Should Have Listened

The Terrible Thing About Cindy

(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.

(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.

The Ultimate Chocolate Chip Cookies

Mice on Roller Skates

Sailing

It's Not a Box

(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.

Winter

White Noise

My Brother's Bike

Memory

Night Dreams

Daydream

Butterflies

(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.

Sun is Hot

Freckles

Cannonball

Something's There

The Neighbor's Dog

Lost

Hard Head

Lions

The Very Best Climber

(A) recognize different purposes of media (e.g., informational, entertainment) (with adult assistance); and

(B) identify techniques used in media (e.g., sound, movement).



(18) Writing/Literary Texts. 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; and

(B) write short poems that convey sensory details.

(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.

(A) understand and use the following parts of speech in the context of reading, writing, and speaking:

(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;

Sharing

Bad Luck

Mail

Sweet Dreams

Suzie Bitner Was Afraid of the Drain

The Perfect Cup of Cocoa

The Neighbor's Dog

Dear Santa

There is a House

Ode to Sugar Flakes

(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.

(22) Oral and Written Conventions/Spelling. Students spell correctly.

(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;

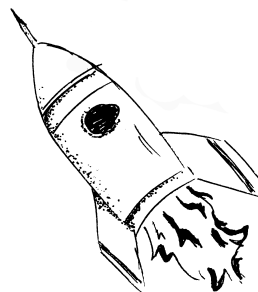
(ii) consonant-vowel-consonant-silent e (CVCe) words (e.g., "hope"); and

(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.



Reading and Comprehension Skills—First Grade

Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers.

(A) establish purposes for reading selected texts based upon desired outcome to enhance comprehension;

(B) ask literal questions of text;

(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud);

- (D) make inferences about text and use textual evidence to support understanding;
- (E) retell or act out important events in stories in logical order; and
- (F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.