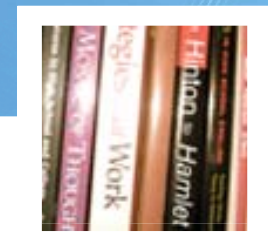
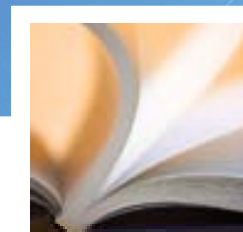




Writing Grade 1

STAAR Field Guide



STAAR

The State of Texas of Assessment of Academic Readiness (STAAR) is based on the Texas Essential Knowledge and Skills (TEKS). Most of the state standards, if they are eligible for assessment in a multiple choice/short answer format, will be assessed on STAAR.

STAAR is designed as a vertical system. Just as the TEKS are structured in a vertically aligned manner, so is STAAR. Learning from one grade level is aligned with learning at the next grade level. Some skills are developed over the course of a student’s educational career from kindergarten through high school, while other skills and learning may begin at a particular grade level and serve as the foundation for later learning. STAAR is an assessment of academic readiness. In other words, we can sum up the variation between the current assessment program (TAKS) and STAAR by reframing the questions we are asking.

TAKS: TAKS was designed to help teachers answer this question:

- Did students learn what they were supposed to learn in the current year’s grade?

STAAR: STAAR is designed to ensure that teachers answer these questions:

- Did students learn what they were supposed to learn in the current year’s grade?
- Are students ready for the next grade?
- And are they also ready for the grade after that?

So what’s the big deal about that shift? Fundamentally, it requires that teachers relook at curriculum and instruction in a very different way than they have under previous assessment systems (TABS, TEAMS, TAAS, TAKS). Not only are teachers required to have a deep understanding of the content of the grade level they are teaching, but they must also be firmly grounded in how the content of that current grade level prepares students for subsequent grade levels. Overemphasis on grade level attainment ONLY may create a context where teachers in subsequent grade levels have to reteach foundational skills to accommodate for the gap created by the lack of appropriate emphasis earlier. It may require students “unlearn” previous ways of conceptualizing content and essentially start all over.

STAAR: focus, clarity, depth

[The TEKS] are designed to prepare students to succeed in college, in careers and to compete globally. However, consistent with a growing national consensus regarding the need to provide a more clearly articulated K–16 education program that focuses on fewer skills and addresses those skills in a deeper manner (TEA).

STAAR is designed around three concepts: focus, clarity, and depth:

Focus: STAAR will focus on grade level standards that are critical for that grade level and the ones to follow.

Clarity: STAAR will assess the eligible TEKS at a level of specificity that allow students to demonstrate mastery.

Depth: STAAR will assess the eligible TEKS at a higher cognitive level and in novel contexts.

STAAR: the assessed curriculum – readiness, supporting, and process standards

A key concept that underpins the design of STAAR is that all standards (TEKS) do not play the same role in student learning. Simply stated, some standards (TEKS) have greater priority than others – they are so vital to the current grade level or content area that they must be learned to a level of mastery to ensure readiness (success) in the next grade levels. Other standards are important in helping to support learning, to maintain a previously learned standard, or to prepare students for a more complex standard taught at a later grade.

By assessing the TEKS that are most critical to the content area in a more rigorous ways, STAAR will better measure the academic performance of students as they progress from elementary to middle to high school. Based on educator committee recommendations, for each grade level or course, TEA has identified a set of readiness standards - the TEKS which help students develop deep and enduring understanding of the concepts in each content area. The remaining knowledge and skills are considered supporting standards and will be assessed less frequently, but still play a very important role in learning.

Readiness standards have the following characteristics:

- They are essential for success in the current grade or course.
- They are important for preparedness for the next grade or course.
- They support college and career readiness.
- They necessitate in-depth instruction.
- They address broad and deep ideas.

Supporting standards have the following characteristics:

- Although introduced in the current grade or course, they may be emphasized in a subsequent year.
- Although reinforced in the current grade or course, they may be emphasized in a previous year.
- They play a role in preparing students for the next grade or course but not a central role.
- They address more narrowly defined ideas.

STAAR assesses the eligible TEKS at the level at which the TEKS were written.

STAAR is a more rigorous assessment than TAKS (and TAAS, TEAMS, TABS before that). The level of rigor is connected with the cognitive level identified in the TEKS themselves. Simply stated, STAAR will measure the eligible TEKS at the level at which they are written.

The rigor of items will be increased by

- assessing content and skills at a greater depth and higher level of cognitive complexity
- assessing more than one student expectation in a test item

The rigor of the tests will be increased by

- assessing fewer, yet more focused student expectations and assessing them multiple times and in more complex ways
- including a greater number of rigorous items on the test, thereby increasing the overall test difficulty

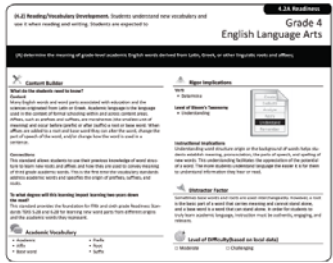
The STAAR Field Guide for Teachers is designed as a tool to help teachers prepare for instruction. The tools and resources in this guide are designed to supplement local curriculum documents by helping teachers understand how the design and components of STAAR are connected to the scope and sequence of instruction. In order to help students attain even higher levels of learning as assessed on STAAR, teachers need to plan for increasing levels of rigor. This guide contains the following components:



STAAR Grade Level Snapshot – one page overview of the standards assessed on STAAR, how those standards are classified (readiness, supporting, or process), the reporting categories around which those standards are clustered, and the number of items that will be on the test from each reporting category and from each type of standard.



STAAR Readiness Standards: A Vertical Look – a vertical look at the readiness standards in grade bands to show the progression of the assessment between grade levels



STAAR Readiness and Supporting Standards Analysis Sheets– overviews of the nature of each readiness and supporting standard assessed on STAAR, designed to be used in planning to build teacher content knowledge and ensure that current grade level instruction reinforces previous learning and prepares students for future grade levels.



STAAR-Curriculum Planning Worksheet – a tool to organize the pages in this guide to be used in planning and professional development

Steps to Success

1. Download the TEA Documents to add to your STAAR Teacher Field Guide
 - STAAR Blueprint
 - Assessed Curriculum Documents
 - STAAR Test Design
 - STAAR Reference Materials
2. Review the STAAR Snapshot for your course/grade level and content area
 - Note the readiness standards
 - With your team, explore why those TEKS are classified as readiness standards – which criteria do they meet
 - Review the supporting standards and note any that may have played a larger role on TAKS
3. Review the STAAR Readiness Standards: A Vertical Look
 - Discuss how the readiness standards connect between grade levels
 - Explore the specific differences between the aligned readiness standards at each grade level
4. Review the components of the STAAR Readiness and Supporting Standards Analysis Sheets
 - Use the samples on pages 6 and 7 to explore the analysis sheets
 - Add additional information based on the discussion on the team
5. Create STAAR-Curriculum Planning Packets for each unit or grading period
 - Collect either the Scope and Sequence document (if it includes the TEKS standards for each unit of instruction) OR Unit Plan documents (where the TEKS standards are bundled together into units of instruction)
 - The STAAR Field Guide is arranged by standard type (readiness or supporting) in numeric order of the standards. You may need to photocopy certain pages/standards if they are repeated throughout multiple units.
 - Use the scope and sequence or unit plan documents to identify the TEKS taught in each unit/grading period
 - Compile the STAAR Readiness and Supporting Standards Analysis Sheets that correspond to the TEKS each unit/grading period
 - After the pages/standards are sorted into their appropriate unit, create a method of organizing the documents (binder, folder, file, etc).
6. Plan for instruction
 - Collect the curriculum documents used for planning
 - Use the STAAR- Curriculum Planning Worksheet as you plan each unit. The worksheet provides guiding questions and reflection opportunities to aide you in maximizing the material in the STAAR Field Guide.
 - Determine where the team needs additional learning
 - Evaluate instructional materials
 - Review the plan for appropriate levels of rigor

How to read STAAR Readiness Standards analysis pages

Student Expectation

Texas Essential Knowledge and Skills Statement

Standard and Indication of "Readiness" or "Supporting"

Grade and Subject

5.3A Readiness
Grade 5 Math

(5.3) Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, and divides to solve meaningful problems. The student is expected to

(A) use addition and subtraction to solve problems involving whole numbers and decimals;

Content Builder
What do the students need to know?
Content

- Addition
 - Whole numbers
 - Decimals
- Subtraction
 - Whole numbers
 - Decimals

Connections
In previous grades students added and subtracted decimals to the hundredths place using concrete objects and pictorial models. This supports the learning in grade 5 as students are using addition and subtraction to solve problems involving decimals.
To what degree will this learning impact learning two years down the road?
This learning will impact future learning as students will continue to be asked to use addition, subtraction, multiplication, and division to solve problems involving fractions and decimals.

Academic Vocabulary

- Add
- Subtract
- Decimal

Rigor Implications
Verb

- Add
- Subtract
- Solve

Level of Bloom's Taxonomy

- Applying

Instructional Implications
To appropriately adhere to the standard, students should be provided the opportunity to solve a variety of problems using addition and subtraction involving both whole numbers and decimals.

Distractor Factor
Teachers should look for students who may be struggling with the addition when the whole is broken up into a decimal, or when the decimals add up to more than a whole.

Level of Difficulty

<http://www.lead4ward.com> © 2011 lead4ward

Content Builder- The basics of the content within the standard are extracted in a bulleted list. Connections to prior learning/other standards are explained. Future implications of mastery of this standard are described to assist in understanding the impact of this learning in the future.

Rigor Implications- Uses the verb(s) from the Student Expectation to indicate the cognitive complexity of the standard and which level of Bloom's Taxonomy should be addressed during instruction, Instructional implications are also highlighted.

Distractor Factor - Alerts teachers to areas where students traditionally struggle, have misconceptions, or may need reinforcement.

Academic Vocabulary- Vocabulary words are extracted directly from the standard and/or associated with the instruction of the content within the standard.

Level of Difficulty- Standards are labeled either Challenging or Moderate. This determination is made by the campus using previous year data.

How to read STAAR Supporting Standards analysis pages

Student Expectation

Texas Essential Knowledge and Skills Statement

Standard and Indication of
"Readiness" or "Supporting"

Grade and Subject

5.1B Supporting
Grade 5 Math

(5.1) Number, operation, and quantitative reasoning. The student uses place value to represent whole numbers and decimals. The student is expected to

(B) use place value to read, write, compare, and order decimals through the thousandths place.

Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?
5.3A use addition and subtraction to solve problems involving whole numbers and decimals.

How does it support the Readiness Standard(s)?
This standard supports 5.3A by providing students continued practice reading, writing, comparing, and ordering decimals. This will support students as they solve addition and subtraction problems involving decimals.

May be adjusted according to local curriculum.

Academic Vocabulary

- Compare
- Order
- Decimal
- Tenths
- Hundredths
- Thousandths

Rigor Implications

Verb

- Write
- Compare
- Order

Level of Bloom's Taxonomy

- Analyzing

Instructional Implications

To appropriately adhere to the standard, students should be provided the opportunity to practice reading numbers aloud using place value, writing numbers that have been dictated using place value, and comparing and ordering decimals based on their the value.

Supporting the Readiness Standards - Most supporting standards support a readiness standard in the current grade level. This section discusses the relationships of the standards that are often taught together.

Rigor Implications- Uses the verb(s) from the Student Expectation to indicate the cognitive complexity of the standard and which level of Bloom's Taxonomy should be addressed during instruction, Instructional implications are also highlighted.

Academic Vocabulary- Words are extracted directly from the standard and/or associated with the instruction of the content within the standard.

Curriculum - STAAR Planning Worksheet



Course/Grade Level _____

Readiness Standards	
---------------------	--

Content Area _____

Grading Period/Unit _____

Supporting Standards	
----------------------	--

Action Steps	Guiding Questions & Notes
Read each analysis page.	<p>What stands out?</p> <p>How many of the standards are a “Challenging” level of difficulty?</p> <p>How many of the standards are a high level of rigor (above apply on Bloom’s Taxonomy)?</p>
<i>Content Builder</i> (Readiness Standards only)	<p>What other connections could you add to this section? Write them on your analysis pages!</p> <p>This content important for students’ future learning. How will you assess retention?</p>
<i>Supporting the Readiness Standards</i> (Supporting Standards only)	<p>How can you use this information as you plan lessons?</p> <p>Do the supporting standards match with the readiness standards in your unit bundle? If not, arrange them according to your curriculum. Address the questions again “Which Readiness Standards does it support? How does it support the Readiness Standard(s)?”</p>

Curriculum - STAAR Planning Worksheet



Action Steps	Guiding Questions & Notes
Vocabulary	<p>What strategies will you use to ensure mastery of the vocabulary for each standard in this unit?</p> <p>What is your plan if students do not master the vocabulary?</p>
Use the <i>Distractor Factor</i>	<p>How can you address the information in the Distractor Factor section?</p> <p>From your teaching experience, is there anything you would add to this? Write it on your analysis pages!</p>
Reflection	<p>How have you taught this content in the past?</p> <p>How will you teach it differently this year?</p> <p>How will you utilize the readiness and supporting standards for formative and summative assessment?</p>

Category	Readiness Standards	Supporting Standards
1 Composition	<p>1.17.B develop drafts by sequencing ideas through writing sentences*</p> <p>1.18.A write brief stories that include a beginning, middle, and end</p> <p>1.19.A write brief compositions about topics of interest to the student*</p>	<p>1.19.C write brief comments on literary or informational texts</p> <p>1.18.B write short poems that convey sensory details</p> <p>1.19.B write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing)</p>
2 Revision	<p>1.17.C revise drafts by adding or deleting a word, phrase, or sentence*</p>	
3 Editing	<p>1.17.D edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric*</p> <p>1.20.B speak in complete sentences with correct subject-verb agreement</p> <p>1.21.B recognize and use basic capitalization*</p> <p> i the beginning of sentences*</p> <p> ii the pronoun "I"*</p> <p>1.22B use letter-sound patterns to spell*</p>	<p>1.21.A 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</p> <p>1.21.B recognize and use basic capitalization*</p> <p> iii names of people*</p> <p>1.21.C recognize and use punctuation marks at the end of declarative, exclamatory, and interrogative sentences</p> <p>1.22.C spell high-frequency words from a commonly used list</p> <p>1.22.D spell base words with inflectional endings (e.g., adding "s" to make words plurals)*</p> <p>1.22.E use resources to find correct spellings*</p>

Genres	
<ul style="list-style-type: none"> Fiction Poetry 	<ul style="list-style-type: none"> Expository Procedural

Writing/Writing Processes

<p>1.17.A plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas);</p> <p>1.17.E publish and share writing with others.</p> <p>1.20.C ask questions with appropriate subject-verb inversion.</p> <p>1.22.A use phonological knowledge to match sounds to letters to construct known words;</p> <p>1.23.A generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics</p>
--

* Aligned with STAAR Assessed Curriculum

NOTE: The classification of standards on this snapshot represent the reviewed and synthesized input of a sample Texas Kindergarten – Grade 2 teachers. This snapshot DOES NOT represent a publication of the Texas Education Agency. District curriculum may reflect other classifications. Revised September 2011

Reporting Category	Kindergarten Readiness Standards [^]	Grade 1 Readiness Standards [^]	Grade 2 Readiness Standards [^]	Grade 3 Readiness Standards
1 Understanding/Analysis Across Genres	K.4.B ask and respond to questions about texts read aloud*	1.4.B ask relevant questions, seek clarification, and locate facts and details about stories and other texts*	2.5.B use context to determine the relevant meaning of unfamiliar words or multiple-meaning words*	3.4.A identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots 3.4.B use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs
2 Understanding/Analysis of Literary Texts	K.6.A identify elements of a story including setting, character, and key events; K.8.A retell a main event from a story read aloud* K.8.B describe characters in a story and the reasons for their actions* Fig 19D make inferences based on the cover, title, illustrations, and plot* Fig 19E retell or act out important events in stories*	1.7.A connect the meaning of a well known story or fable to personal experiences* 1.9.A describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events* 1.9.C describe characters in a story and the reasons for their actions and feelings* Fig. 19E retell or act out important events in stories in logical order*	2.9.B describe main characters in works of fiction, including their traits, motivations, and feelings* 2.10 distinguish between fiction and nonfiction* Fig. 19E retell important events in stories in logical order*	3.8.A sequence and summarize the plot's main events and explain their influence on future events 3.8.B describe the interaction of characters including their relationships and the changes they undergo Fig.19.D make inferences about text and use textual evidence to support understanding (Fiction) Fig.19.E summarize information in text, maintaining meaning and logical order (Fiction)

* Aligned with STAAR Assessed Curriculum in grades 3 or 4

[^] NOTE: The classification of standards on this snapshot represent the reviewed and synthesized input of a sample Texas Kindergarten – Grade 2 teachers. The K-2 Readiness Standards on this Alignment Document DO NOT represent a publication of the Texas Education Agency. District curriculum may reflect other classifications. Revised October 2011



Reading/ELA STAAR Readiness Standards - A Vertical Look (Primary)

REVISED 10.30.11

Reporting Category	Kindergarten Readiness Standards [^]	Grade 1 Readiness Standards [^]	Grade 2 Readiness Standards [^]	Grade 3 Readiness Standards
3 Understanding/Analysis of Informational Texts	K.10.A identify the topic and details in expository text heard or read, referring to the words and/or illustrations*	1.14.A restate the main ideas heard or read	2.14.B locate the facts that are clearly stated in a text*	3.13.A identify the details or facts that support the main idea
	K.10.B retell important facts in a text, heard or read*	1.14.B identify important facts or details in text, heard or read*	2.14.C describe the order of events or ideas in a text*	3.13.B draw conclusions from the facts presented in text and support those assertions with textual evidence
	K.10.D use titles and illustrations to make predictions about text*	1.14.C retell the order of events in a text by referring to the words and/or illustrations*		3.13.C identify explicit cause and effect relationships among ideas in texts
		1.14.D use text features (e.g., table of contents, illustrations) to locate specific information in text*		3.13.D use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text
				Fig.19.D make inferences about text and use textual evidence to support understanding
				Fig.19.E summarize information in text, maintaining meaning and logical order

Genres Assessed	Literary	Fiction Literary Nonfiction Poetry Drama Media Literacy	<ul style="list-style-type: none"> • Fiction (Readiness) • Literary Nonfiction (Supporting) • Poetry (Supporting) • Drama (Ineligible) • Media Literacy (Embedded)
	Informational	Expository Procedural Media Literacy	<ul style="list-style-type: none"> • Expository (Readiness) • Persuasive (Ineligible) • Procedural (Embedded) • Media Literacy (Embedded)

* Aligned with STAAR Assessed Curriculum in grades 3 or 4

[^] NOTE: The classification of standards on this snapshot represent the reviewed and synthesized input of a sample Texas Kindergarten – Grade 2 teachers. The K-2 Readiness Standards on this Alignment Document DO NOT represent a publication of the Texas Education Agency. District curriculum may reflect other classifications. Revised October 2011

(1.17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to

(B) develop drafts by sequencing ideas through writing sentences;



Content Builder

What do the students need to know?

Content

- This standard is the second step in the writing process and involves sequencing ideas through writing sentences in order to create a draft. Sequencing ideas helps determine the order to present thoughts and ideas based on genre, purpose, and topic. Drafting is a creative activity where students simply record their thoughts and ideas on paper as quickly as possible before they are lost.
- This standard is introduced in first grade and continues into second grade. In kindergarten, students were introduced to sequencing details in a draft with adult assistance.
- This standard supports fourth grade Readiness Standard TEKS 4.15B as students are required to categorize their ideas into paragraphs in order to develop their drafts.



Academic Vocabulary

- Draft
- Sentence
- Sequence



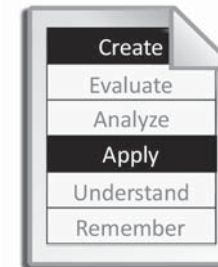
Rigor Implications

Verb

- Develop
- Sequencing
- Writing

Level of Bloom's Taxonomy

- Applying
- Creating



Instructional Implications

It is important that students generate an idea and select an appropriate genre before planning and developing a draft on paper. Thinking aloud in front of students while sequencing sentences in a draft provides a model for students' own writing. It is important for students to realize that sequencing makes writing easier to understand. Sequencing graphic organizers support students as they organize their ideas and thoughts to write a draft. Extended exposure and practice is necessary for students to become proficient in sequencing ideas. Students need to understand that each idea must be made into a complete sentence that includes a subject and verb. Using transition words (e.g., first, next, then, last) will support students in learning how to sequence. Skipping lines and writing on one side of the paper allows space to edit and revise.



Distractor Factor

When writing a draft, the focus is on content (putting thoughts on paper) and not editing and revision. It is difficult for students to create (drafting) and analyze (revising and editing) at the same time.



Level of Difficulty (based on local data)

- Moderate Challenging

(1.17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to

(C) revise drafts by adding or deleting a word, phrase, or sentence;



Content Builder

What do the students need to know?

Content

- Revision is the third step in the writing process and involves adding or deleting a word, phrase, or sentence to clarify and/or improve writing to accomplish its intended purpose and to engage the audience.
- This standard continues into second grade but requires students to revise multiple words, phrases, and/or sentences in their writing. In kindergarten, students were introduced to revision by adding details or sentences with adult assistance.
- This standard supports fourth grade Readiness Standard TEKS 4.15C as students continue to revise drafts for coherence, organization, and use of simple and compound sentences while considering audience.



Academic Vocabulary

- | | |
|----------|------------|
| • Revise | • Word |
| • Add | • Phrase |
| • Delete | • Sentence |



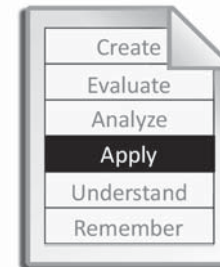
Rigor Implications

Verb

- Revise
- Adding
- Deleting

Level of Bloom's Taxonomy

- Applying



Instructional Implications

It is essential that students recognize that revision is a necessary step for all writers and does not indicate failure. Frequently modeling revision in front of students and allowing students opportunities to make the same adjustments in their writing provides authentic and relevant practice. Asking questions such as “Does this make sense?” or “Is my writing interesting?” promotes critical thinking and provides a foundation as students peer- and self-revise. Providing a checklist with appropriate questions may be helpful.



Distractor Factor

When revising a draft, the focus is on content (word choice and clarity) and not conventions. Revision doesn't happen only at the end of writing. Students should constantly be rereading and revising as they draft.



Level of Difficulty (based on local data)

- Moderate Challenging

(1.17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to

(D) edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric.



Content Builder

What do the students need to know?

Content

- Editing (sometimes called proofreading) follows drafting and revising and is the fourth step in the writing process. It involves the examination and correction of grammar, capitalization, punctuation, spelling, and handwriting. Editing prepares a revised draft for publishing by correcting errors that could impede the audience's ability to understand the writing and enhancing the visual presentation of the writing.
- This standard is introduced in first grade and continues into second grade. In kindergarten, students were introduced to editing, but were only required to leave appropriate spaces between letters and words with adult assistance.
- This standard supports fourth grade Readiness Standard TEKS 4.15D as students edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric.



Academic Vocabulary

- Edit
- Draft
- Punctuation
- Capitalization
- Spelling
- Rubric



Rigor Implications

Verb

- Edit

Level of Bloom's Taxonomy

- Applying



Instructional Implications

Teaching convention skills in isolation provides students knowledge and skills but does not support their application in writing. Students should be provided with a teacher-developed rubric that includes grade-level expectations in conventions and others as applicable to individual or multiple students. Grammar, punctuation, capitalization, and spelling should be taught by modeling the rules of conventions while writing in whole-group and small-group settings. Guided editing with a clear set of procedures and checklist supports students as they class-, peer-, and self-edit. Peer- and class-editing are easier than self-editing. This standard doesn't specifically include capitalization, but it should be included to support future standards.



Distractor Factor

Editing focuses on the conventions of writing and does not change the content. It is critical that editing be completed separately from drafting and revising. Too much focus on conventions during writing or revision can stifle creativity.



Level of Difficulty (based on local data)

- Moderate Challenging

(1.18) 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.



Content Builder

What do the students need to know?

Content

- Stories include a clear beginning, middle, and end. Writers can create stories about their own experiences or create stories based on imaginary events.
- This standard connects with Readiness Standard 1.17B in which students develop drafts that sequences ideas. This standard continues into second grade. In Kindergarten, students were required to dictate or write sentences and put them in chronological order.
- This standard serves as a foundation for fourth grade Readiness Standard TEKS 4.17A as students write about personal experiences in narrative form.



Academic Vocabulary

- Story
- Beginning
- Middle
- End



Rigor Implications

Verb

- Write

Level of Bloom's Taxonomy

- Creating



Instructional Implications

Students should go through the writing process in order to develop their brief stories. Demonstrating the writing process in front of students provides a model for students' own writing. The use of graphic organizers that include a beginning, middle, and end helps students to plan and organize the thoughts and ideas for their stories.



Distractor Factor

Student choice in topic is essential when writing stories. However, students should be encouraged to base their stories on personal experience. This provides the background knowledge needed to provide details in their stories. Writing imaginative stories can be difficult for some students.



Level of Difficulty (based on local data)

- Moderate Challenging

(1.19) 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;



Content Builder

What do the students need to know?

Content

- Expository writing provides information, ideas, opinions, descriptions, and explanations supported by facts and details for specific audiences and purposes. Students are supported academically through expository writing as they learn in order to write and write in order to communicate what they know.
- This standard connects to Readiness Standards TEKS 1.17B, 1.17C, and 1.17D as students use the writing process to develop, revise, and edit their expository compositions. This standard is introduced in first grade and continues into second grade. In kindergarten, students were introduced to expository writing through creating lists, captions, and/or invitations.
- This standard supports fourth grade Readiness Standard TEKS 4.20A as students write brief compositions that include a central idea in a topic sentence, supporting sentences with facts, details, and explanations, and a concluding statement.



Academic Vocabulary

- Composition
- Topic



Rigor Implications

Verb

- Write

Level of Bloom's Taxonomy

- Creating



Instructional Implications

Writing about what is known and what is interesting provides students a foundation as well as relevance for expository writing. Students are only required to write a brief composition. "Brief" may be different for different students. The instructional focus should be on including concise, relevant information versus the length of the paper.



Distractor Factor

Expository writing may be referred to as essay, composition, report, review, or nonfiction. However, nonfiction is not always synonymous with expository. Some literary works are nonfiction, such as autobiography, biography, diary, and memoir. These works are called literary nonfiction.



Level of Difficulty (based on local data)

- Moderate Challenging

(1.20) [Oral and] Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to

(B) Speak in complete sentences with correct subject-verb agreement;



Content Builder

What do the students need to know?

Content

- A complete sentence includes a subject and a verb and expresses a complete thought. A subject is the “who” or “what” in a sentence. The verb is what the subject is doing or their state of being. The subject and verb must agree in number and person (e.g., The girl sings. The girls sing.).
- This standard connects with TEKS 1.20Ai and 1.20Aii as students learn to understand and use verbs and nouns in the context of reading, writing, and speaking. In second grade, students will be required to use complete sentences with correct subject-verb agreement.
- This standard provides a foundation for fourth grade Readiness Standard TEKS 4.15D as students are required to edit for grammar, mechanics, and spelling and fourth grade Supporting Standard TEKS 4.20C, which relates to using complete, simple, and compound sentences with correct subject-verb agreement.



Academic Vocabulary

- Complete sentence
- Subject
- Verb
- Agreement



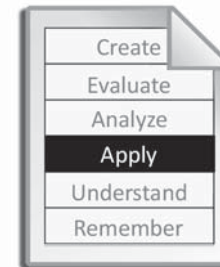
Rigor Implications

Verb

- Speak

Level of Bloom’s Taxonomy

- Applying



Instructional Implications

A complete sentence includes a subject and verb and communicates a complete thought that does not shift in tense. Simple sentences have one subject and one verb. Subject-verb agreement is the verb agreement with the noun in number and person (e.g., if a subject is plural, the verb must be plural-if the noun is first person, the verb must be first person.) Students may need to hear sentences with both correct and incorrect subject-verb agreement to determine which ones sound right. If a student says a sentence with incorrect subject-verb agreement, it is good practice to repeat the sentence back to the student with the correct subject-verb agreement rather than telling them they are wrong and need to correct it.



Distractor Factor

A common mistake students make in verb tense is using *don't* with singular and plural subjects.



Level of Difficulty (based on local data)

- Moderate Challenging

(1.21) [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

(B) recognize and use basic capitalization
(i) the beginning of sentences



Content Builder

What do the students need to know?

Content

- Conventions of capitalization are rules in language that provide consistency about important words. These rules remove uncertainty and help make writing clearer. The beginning of a sentence always needs to be capitalized.
- This standard connects with Readiness Standard TEKS 1.17D as students edit their drafts. This standard provides students the necessary skills to edit their own and others' writing. This standard also connects with Supporting Standard TEKS 1.21C as students recognize and use punctuation marks at the end of sentences. Knowing where a sentence ends will help with identifying the beginning of sentences.
- This standard supports fourth grade Readiness Standard 4.15D as students continue to use correct capitalization to edit their own and others' writing.



Academic Vocabulary

- Capitalization
- Capital letter
- Beginning
- Sentence



Rigor Implications

Verb

- Use

Level of Bloom's Taxonomy

- Applying



Instructional Implications

Capitalization does not add to the content of writing, but it does improve communication. Teaching capitalization in isolation provides students knowledge and skills but does not support application in writing. Therefore, it is necessary to model effective capitalization in writing and provide students opportunities to apply the convention in their own writing. This standard refers to capitalizing the beginning of sentences. Use ending punctuation to identify the beginning of sentences.



Distractor Factor

Some authors stray from the traditional rules of capitalization to present style and emphasis, especially in poetry.

If students are not consistent in using ending punctuation, they may struggle to find the beginnings of sentences, thinking that their writing is one long sentence.



Level of Difficulty (based on local data)

- Moderate Challenging

(1.21) [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

**(B) recognize and use basic capitalization
(ii) the pronoun “I”**



Content Builder

What do the students need to know?

Content

- Conventions of capitalization are rules in language that provide consistency about important words. These rules remove uncertainty and help make writing clearer. The pronoun “I” is the name you call yourself, so it is always capitalized.
- This standard connects with Readiness Standard TEKS 1.17D as students edit their drafts. This standard provides students the necessary skills to edit their own and others’ writing. This standard also connects with first grade standard TEKS 1.20Avi as students understand and use pronouns, including “I” and “me”.
- This standard supports fourth grade Readiness Standard 4.15D as students continue to use correct capitalization to edit their own and others’ writing.



Academic Vocabulary

- Capitalization



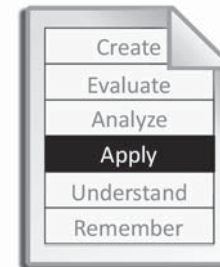
Rigor Implications

Verb

- Use

Level of Bloom’s Taxonomy

- Applying



Instructional Implications

Capitalization does not add to the content of writing, but it does improve communication. Teaching capitalization in isolation provides students knowledge and skills but does not support application in writing. Therefore, it is necessary to model effective capitalization in writing and provide students opportunities to apply the convention in their own writing. This standard refers to capitalizing the pronoun “I”.



Distractor Factor

Some authors stray from the traditional rules of capitalization to present style and emphasis, especially in poetry.



Level of Difficulty (based on local data)

- Moderate Challenging

(1.22) [Oral and] Written Conventions/Spelling. Students spell correctly. Students are expected to

(B) use letter-sound patterns to spell.



Content Builder

What do the students need to know?

Content

- Words in the English language share common attributes. However, the attributes are not consistent enough to be called rules, so they are referenced as patterns. Spelling is the visual aspect of writing and is critical for writing fluency; therefore, the study of patterns among letters and sounds is necessary. Students need to be able to spell consonant-vowel-consonant (CVC) words, consonant-vowel-consonant-silent e (CVCe) words, and one-syllable words with consonant blends.
- This standard connects with the Reading standards TEKS 1.3Ai, 1.3Aii, 1.3Aiii, 1.3B, 1.3Ci, and 1.3Civ as students decode words with the same patterns as those they are expected to spell. The development of spelling begins with approximations based on limited knowledge of letter-sound associations and moves to the understanding of common patterns and rules that serve as a foundation for spelling throughout college and career. This standard also supports Readiness Standard TEKS 1.17D as students edit their drafts for spelling.
- This standard supports fourth grade Readiness Standard 4.15D as students continue to spell correctly and use resources to check and correct spelling in their own and others' writing.



Academic Vocabulary

- Pattern



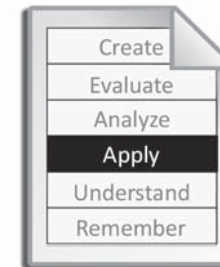
Rigor Implications

Verb

- Spell

Level of Bloom's Taxonomy

- Applying



Instructional Implications

Focusing on memorizing the spellings of words has prompted the feeling that spelling is boring and difficult. Examining spelling through exploration of patterns in language provides an avenue for teaching spelling that is motivating, relevant, lasting, and promotes fluency in writing. Students learn to recognize and spell new words by applying the patterns of words they already know. Extensive reading and word analysis increases the ability to spell new words. Using resources to check and correct spelling should be done during the editing process of writing, so that it will not interfere with fluency. Teach students to use a code or symbol when writing to notify him/her to check the spelling during editing.



Distractor Factor

Students tend to depend on one-to-one letter-sound relationships when they spell. Studying patterns among words enhances the ability to spell new words.



Level of Difficulty (based on local data)

Moderate

Challenging

(1.18) 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

(B) write short poems that convey sensory details.



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

- This standard supports the concept of drafting in the Readiness Standard TEKS 1.17B as students develop drafts by sequencing ideas through writing sentences.
- In kindergarten, students wrote short poems. This standard can be connected with the Reading Supporting Standard TEKS 1.8A as students respond to and use rhythm, rhyme, and alliteration in poetry. This standard can be taught in conjunction with Reading Standard TEKS 1.10A, which relates to recognizing sensory details in literary texts.
- This standard continues to provide a foundation for writing poetry through Grade 12.

How does it support the Readiness Standard(s)?

This standard supports concepts in the Readiness Standard TEKS 1.17B as students use the writing process to draft, or write, short poems with sensory details.

May be adjusted according to local curriculum.



Rigor Implications

Verb

- Write

Level of Bloom's Taxonomy

- Creating



Instructional Implications

Writing poetry can be very difficult for students (and teachers). Exploring many different kinds of poetry in reading will support students in writing poetry. Sensory details are words or phrases that describe what is seen, heard, smelled, tasted, or touched. It is essential to model writing poems with sensory details in front of students so they can see the thinking processes needed to compose a short poem.



Academic Vocabulary

- Poem
- Sensory Detail

(1.19) 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

(B) write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing);



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

- This standard supports the Readiness Standard TEKS 1.17B as students develop drafts by sequencing ideas through writing sentences.
- This is the first time students are introduced to writing letters and using appropriate letter conventions (e.g., date, salutation, closing). This standard continues into second grade.
- This standard provides a foundation for writing letters through Grade 8.

How does it support the Readiness Standard(s)?

This standard supports Readiness Standard TEKS 1.17B as students use the writing process to draft, or write, short letters that sequence ideas and use appropriate letter conventions (e.g., date, salutation, closing).

May be adjusted according to local curriculum.



Academic Vocabulary

- Letter
- Sequence
- Chronological
- Logical
- Conventions
- Date
- Salutation
- Closing



Rigor Implications

Verb

- Write

Level of Bloom's Taxonomy

- Creating



Instructional Implications

Writing letters can be a very meaningful form of writing for students when they have a specific purpose and audience. Letters have special conventions that other forms of writing do not have. Letters include the following conventions: date, salutation, and closing. The salutation is the greeting at the beginning of a letter (e.g., "Dear _____"). The closing is the ending before you sign your name (e.g., "Sincerely" or "Your Friend"). It is essential to model writing letters with appropriate conventions in front of students so they can see the thinking processes needed to compose a letter, including how to sequence ideas.

(1.19) 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

(C) write brief comments on literary or informational texts.



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

- This standard supports all Reading Readiness and Supporting Standards related to the comprehension of literary and informational texts. This standard also supports Readiness Standards TEKS 1.4B as it relates to using the strategy of asking questions, seeking clarification, and locating facts/details in stories and other texts and 1.Fig19E as it relates to retelling important events in stories. This standard also supports Supporting Standard TEKS 1.Fig19D, which requires students to make inferences about texts and use textual evidence to support understanding.
- This is the first time that students are introduced to writing about they read.
- This standard provides a foundation for responding in writing to what is read. The reading-writing connection continues through Grade 12.

How does it support the Readiness Standard(s)?

This standard supports all Reading Readiness and Supporting Standards related to the comprehension of literary and informational texts, Readiness Standards TEKS 1.4B and 1.Fig19E, and Supporting Standard TEKS 1.Fig19D by requiring students to respond in writing to what they read to show comprehension and understanding.

May be adjusted according to local curriculum.



Academic Vocabulary

- Comment
- Literary text
- Informational text



Rigor Implications

Verb

- Write

Level of Bloom's Taxonomy

- Creating



Instructional Implications

Good readers naturally respond to text before, during, and after reading. Writing their responses allows readers to develop deep understandings and make personal connections with the text. It is important to model different types of responses. Responses could include questions about what is read, making text-to-self connections, comparing a text with another text, retelling what a text was about, making an inference about a character or topic, etc. At the beginning of first grade, students may respond through drawing pictures or dictating their responses. By the end of first grade, students should be able to write brief sentences on their own to show understanding.

(1.21) [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.



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

- This standard supports Readiness Standard TEKS 1.17B as students develop drafts through writing sentences.
- In kindergarten, students were introduced to the formation of upper and lower-case letters using left-to-right and top-to-bottom progression. Students in kindergarten also edited their drafts for appropriate spacing between letters and words. This is the first time they are introduced to spacing between sentences.
- This standard supports second grade Readiness Standard TEKS 2.22A as students write legibly leaving appropriate margins. This standard provides a foundation for all drafting and publishing standards through grade 12.

How does it support the Readiness Standard(s)?

This standard supports Readiness Standard TEKS 1.17B as students develop drafts in writing. This provides students the opportunity to practice correct letter formation in their writing. This standard also supports second grade Readiness Standard TEKS 2.22A by teaching correct formation so students will be able to write legibly without thinking about how to correctly form their letters.

May be adjusted according to local curriculum.



Academic Vocabulary

- | | |
|---------------------|------------|
| • Form | • Sentence |
| • Lower-case letter | • Left |
| • Upper-case letter | • Right |
| • Space | • Top |
| • Word | • Bottom |



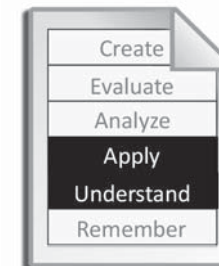
Rigor Implications

Verb

- Form
- Using

Level of Bloom's Taxonomy

- Understanding
- Applying



Instructional Implications

In kindergarten, students were introduced to correct letter formation, so teaching letter formation should be a review. However, many students tend to get into a habit of forming certain letters incorrectly (especially going from bottom-to-top). It is important to catch these students early in order to make corrections that will last. Modeling correct letter formation and spacing while writing is essential.

(1.21) [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

**(B) recognize and use basic capitalization
(iii) names of people**



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

- This standard supports Readiness Standard TEKS 1.17D as it relates to editing drafts.
- This is the first time students are introduced to the concept of capitalizing the names of people. In kindergarten, students were only required to capitalize the first letter in a sentence. In second grade, students will be required to capitalize all proper nouns.
- This standard supports fourth grade Readiness Standard TEKS 4.15D as students continue to edit their own and others' writing for correct capitalization.

How does it support the Readiness Standard(s)?

This standard supports Readiness Standards TEKS 1.17D as students edit their own and others' writing to ensure correct capitalization of people's names.

May be adjusted according to local curriculum.



Academic Vocabulary

- Capitalize
- Capital letter
- Edit
- Name



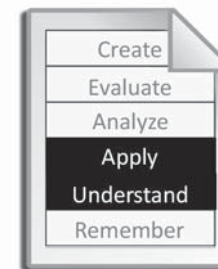
Rigor Implications

Verb

- Recognize
- Use

Level of Bloom's Taxonomy

- Understanding
- Applying



Instructional Implications

Capitalization does not add to the content of writing, but it does improve communication. Teaching capitalization in isolation provides students knowledge and skills but does not support application in writing.

Therefore, it is necessary to model effective capitalization in writing and provide students opportunities to apply the conventions in their own writing. This standard focuses on the capitalization of people's names. Teach students to ask "Is this the name of a person?" This will help them determine if the word(s) should be capitalized or not. From previous grades, students should also be responsible for capitalizing the beginnings of sentences.

(1.21) [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

(C) recognize and use punctuation marks at the end of declarative, exclamatory, and interrogative sentences.



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

- This standard supports Readiness Standard TEKS 1.17D as it relates to editing drafts for punctuation.
- In kindergarten, students were introduced to the concept of using punctuation at the end of sentence. This is the first time students are required to recognize the different types of sentences and use correct punctuation marks based on the type of sentence.
- This standard supports fourth grade Readiness Standard TEKS 4.15D as students continue to edit their own and others' writing for correct punctuation.

How does it support the Readiness Standard(s)?

This standard supports Readiness Standard TEKS 1.17D as students edit their own and others' writing to ensure that correct punctuation is used at the end of sentences.

May be adjusted according to local curriculum.



Academic Vocabulary

- Punctuation
- Declarative
- Exclamatory
- Interrogative
- Period
- Question mark
- Exclamation point



Rigor Implications

Verb

- Recognize
- Use

Level of Bloom's Taxonomy

- Understanding
- Applying



Instructional Implications

Punctuation does not add to the content of writing, but it does improve communication. Teaching punctuation in isolation provides students knowledge and skills but does not support punctuation application in reading and writing. Therefore, it is necessary to model fluent reading using punctuation when appropriate and model correct punctuation in writing while providing students opportunities to apply the conventions in their own reading and writing. This standard focuses on using punctuation at the end of sentences. A declarative sentence is a sentence in the form of a statement (e.g., The dog is under the bed). A declarative sentence ends with a period. An interrogative sentence is a sentence in the form of a question (e.g., Where is the dog?). An interrogative sentence ends with a question mark. An exclamatory sentence is a sentence that shows strong feelings (e.g., I can't believe it!). An exclamatory sentence ends with an exclamation point.

(1.22) [Oral and] Written Conventions/Spelling. Students spell correctly. Students are expected to

(C) spell high-frequency words from a commonly used list.



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

- This standard supports Readiness Standard TEKS 1.17D as it relates to editing drafts for spelling.
- This standard introduces students to spelling high-frequency words. In kindergarten, students were required to read high-frequency words, but not required to spell them.
- This standard supports fourth grade Readiness Standard TEKS 4.15D as students continue to edit their own and others' writing for correct spelling.

How does it support the Readiness Standard(s)?

This standard supports Readiness Standard TEKS 1.17D as students edit their own and others' writing to ensure that high-frequency words are spelled correctly.

May be adjusted according to local curriculum.



Academic Vocabulary

- High-frequency word



Rigor Implications

Verb

- Spell

Level of Bloom's Taxonomy

- Applying



Instructional Implications

Being able to spell high-frequency words will help improve students' writing fluency so they won't be trying to sound out and spell every word they are trying to write. Starting with a common list of high-frequency words, then examining students' writing and considering students' reading levels will help determine which high frequency words would be appropriate for each student to learn. Consider teaching spelling through a multi-sensory approach (visual, kinesthetic, auditory, and tactile). This approach will reach every type of learner and give students the opportunity for repeated practice.

(1.22) [Oral and] Written Conventions/Spelling. Students spell correctly. Students are expected to

(D) spell base words with inflectional endings (e.g., adding “s” to make words plural)



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

- This standard supports Readiness Standard TEKS 1.17D as it relates to editing drafts for spelling.
- This is the first time students are introduced to the concept of base words and endings (adding “s” to make words plural). Although, in kindergarten, students explored singular and plural nouns.
- This standard provides a foundation for fourth grade Supporting Standard TEKS 4.22B, which relates to spelling base words and roots with affixes.

How does it support the Readiness Standard(s)?

This standard supports Readiness Standard TEKS 1.17D as students edit their own and others’ writing to ensure that words with inflectional endings, such as –s, are spelled correctly.

May be adjusted according to local curriculum.



Academic Vocabulary

- Base word
- Inflectional ending
- Plural



Rigor Implications

Verb

- Spell

Level of Bloom’s Taxonomy

- Applying



Instructional Implications

Focusing on memorizing the spellings of words has prompted the feeling that spelling is boring and difficult. Students learn to recognize and spell new words by using what they already know about the relationships among words. Extensive reading and word analysis increases the ability to spell new words. Inflectional endings are letters that combine with a base word to express tense, number, mood, or person. Examples of inflectional endings include: –s, –es, –ing, –ed. This standard focuses on using –s to make words plural. If students master this skill, consider modeling and using other inflectional endings. Using resources to check and correct spelling should not be done during the drafting process of writing, so that it will not interfere with fluency. Teach students to use a code or symbol when writing to notify him/her to check the spelling during editing.

(1.22) [Oral and] Written Conventions/Spelling. Students spell correctly. Students are expected to

(E) use resources to find correct spellings



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

- This standard supports Readiness Standard TEKS 1.17D as it relates to editing for spelling. It also works with Readiness Standard TEKS 1.22B as it relates to using letter-sound patterns to spell, Supporting Standard TEKS 1.22C, which relates to spelling high-frequency words, and Supporting Standard TEKS 1.22D, which relates to spelling base words with inflectional endings.
- Students use their prior learning and new learning in first grade about spelling rules and patterns to spell and check the spelling of regularly used words.
- This standard supports fourth grade Readiness Standard TEKS 4.15D as students continue to edit their own and others' writing, using resources, to determine and check correct spellings.

How does it support the Readiness Standard(s)?

This standard supports Readiness Standard TEKS 1.17D as students edit their own and others' writing to ensure that words are spelled correctly using available resources.

May be adjusted according to local curriculum.



Academic Vocabulary

- Resource
- Dictionary



Rigor Implications

Verb

- Use

Level of Bloom's Taxonomy

- Applying



Instructional Implications

Students need to be explicitly taught how to use the resources available to help them find correct spellings. Resources could include a Word Wall, a high-frequency word list, a dictionary, etc. Using resources to check and correct spelling should not be done during the drafting process of writing, so that it will not interfere with fluency. Teach students to use a code or symbol when writing to notify him/her to check the spelling during editing.