

**WRITE ONE ©2002**  
**Correlated To**  
**TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)**  
**English Language Arts**  
**Grade 1**

**LEARNING STANDARD 1.1**

**Listening/speaking/purposes.** The student listens attentively and engages actively in a variety of oral language experiences.

<b>Standard</b>	<b>Write One</b>
The student is expected to:	
(A) determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate;	<b>Handbook:</b> 76, 77, 81
(B) respond appropriately and courteously to directions and questions;	<b>Handbook:</b> 77, 81
(C) participate in rhymes, songs, conversations, and discussions.	<b>Handbook:</b> 80, 81

**LEARNING STANDARD 1.2**

**Listening/speaking/culture.** The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures.

<b>Standard</b>	<b>Write One</b>
The student is expected to:	
(A) connect experiences and ideas with those of others through speaking and listening.	<b>Handbook:</b> 76, 77, 78, 79

**LEARNING STANDARD 1.3**

**Listening/speaking/audiences/oral grammar.** The student speaks appropriately to different audiences for different purposes and occasions.

<b>Standard</b>	<b>Write One</b>
The student is expected to:	
(A) choose and adapt spoken language appropriate to the audience, purpose, and occasion, including use of appropriate volume and rate;	<b>Handbook:</b> 77, 78, 79, 80, 81
(C) ask and answer relevant questions and make contributions in small or large group discussions;	<b>Handbook:</b> 77, 79, 81
(D) present dramatic interpretations of experiences, stories, poems, or plays.	<b>Handbook:</b> 55

**LEARNING STANDARD 1.4**

**Listening/speaking/communication.** The student communicates clearly by putting thoughts and feelings into spoken words.

<b>Standard</b>	<b>Write One</b>
The student is expected to:	
(A) learn the vocabulary of school such as numbers, shapes, colors, directions, and categories.	<b>Handbook:</b> 168, 169, 170-171, 172-173, 174-175, 176-177, 178-179, 180-181, 182-183, 184-185, 186-187

**LEARNING STANDARD 1.5**

**Reading/print awareness.** The student demonstrates knowledge of concepts of print.

<b>Standard</b>	<b>Write One</b>
The student is expected to:	
(E) know the order of the alphabet;	<b>Handbook:</b> 96-123
(F) know the difference between capital and lowercase letters;	<b>Handbook:</b> 98-123, 128
(J) recognize that there are correct spellings for words.	23, 26, 60, 90-93, 98-123, 136-139, 168-187

**LEARNING STANDARD 1.6**

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

<b>Standard</b>	<b>Write One</b>
The student is expected to:	
(C) produce rhyming words and distinguish rhyming words from non-rhyming words;	<b>Handbook:</b> 92-93
(E) blend initial letter-sounds with common vowel spelling patterns to read words;	<b>Handbook:</b> 88
(F) segment one-syllable spoken words into individual phonemes, including three and four phoneme words, clearly producing beginning, medial, and final sounds.	<b>Handbook:</b> 86, 90, 91

**LEARNING STANDARD 1.7**

**Reading/letter-sound relationships.** The student uses letter-sound knowledge to decode written language.

<b>Standard</b>	<b>Write One</b>
The student is expected to:	
(A) name and identify each letter of the alphabet;	<b>Handbook:</b> 96-123
(B) understand that written words are composed of letters that represent sounds;	<b>Handbook:</b> 86-87
(C) learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read;	<b>Handbook:</b> 86-87, 88, 89, 90, 91, 92-93
(D) learn and apply the most common letter-sound correspondences, including the sounds represented by single letters (consonants and vowels); consonant blends such as bl, st, tr; consonant digraphs such as th, sh, ck; and vowel digraphs and diphthongs such as ea, ie, ee;	<b>Handbook:</b> 86-87, 88, 89, 90, 91
(E) blend initial letter-sounds with common vowel spelling patterns to read words;	<b>Handbook:</b> 87, 88
(F) decode by using all letter-sound correspondences within regularly spelled words; and	<b>Handbook:</b> 86-87, 88, 89, 90, 91

<b>Standard</b>	<b>Write One</b>
(G) use letter-sound knowledge to read decodable texts (engaging and coherent texts in which most of the words are comprised of an accumulating sequence of letter-sound correspondences being taught).	<b>Handbook:</b> 86-87

### L E A R N I N G   S T A N D A R D   1 . 8

**Reading/word identification.** The student uses a variety of word identification strategies.

<b>Standard</b>	<b>Write One</b>
The student is expected to:	
(A) decode by using all letter-sound correspondences within a word;	<b>Handbook:</b> 86-87, 88, 89, 90, 91
(B) use common spelling patterns to read words;	<b>Handbook:</b> 90-93
(C) use structural cues to recognize words such as compounds, base words, and inflections such as -s, -es, -ed, and -ing;	<b>Handbook:</b> 94, 95, 129
(F) use knowledge of word order (syntax) and context to support word identification and confirm word meaning; and	<b>Handbook:</b> 86-87
(G) read both regular and irregular words automatically such as through multiple opportunities to read and reread.	<b>Handbook:</b> 12-21, 86-87

### L E A R N I N G   S T A N D A R D   1 . 9

**Reading/fluency.** The student reads with fluency and understanding in texts at appropriate difficulty levels.

<b>Standard</b>	<b>Write One</b>
The student is expected to:	
(B) read regularly in instructional-level materials that are challenging but manageable;	<b>Handbook:</b> 12-21, 22-23, 24-27
(C) read orally from familiar texts with fluency;	<b>Handbook:</b> 55
(D) self-select independent level reading such as by drawing on personal interest, by relying on knowledge of authors and different types of texts, and/or by estimating text difficulty.	<b>Handbook:</b> 54-55

### L E A R N I N G   S T A N D A R D   1 . 1 0

**Reading/variety of texts.** The student reads widely for different purposes in varied sources.

<b>Standard</b>	<b>Write One</b>
The student is expected to:	
(B) use graphs, charts, signs, captions, and other informational texts to acquire information.	<b>Handbook:</b> 50-51, 156, 157, 158, 159, 162, 163, 164, 180-181, 182-183

### L E A R N I N G   S T A N D A R D   1 . 1 1

**Reading/vocabulary development.** The student develops an extensive vocabulary.

<b>Standard</b>	<b>Write One</b>
The student is expected to:	
(A) discuss meanings of words and develop vocabulary through meaningful/concrete experiences.	<b>Handbook:</b> 168, 169, 170-171, 172-173, 174-175, 176-177, 178-179, 180-181, 182-183, 184-185, 186-187

**LEARNING STANDARD 1.12**

**Reading/comprehension.** The student uses a variety of strategies to comprehend selections read aloud and selections read independently.

<b>Standard</b>	<b>Write One</b>
The student is expected to:	
(A) use prior knowledge to anticipate meaning and make sense of texts;	<b>Handbook:</b> 84-85
(B) establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained;	<b>Handbook:</b> 84-85
(F) make and explain inferences from texts such as determining important ideas and causes and effects, making predictions, and drawing conclusions.	<b>Handbook:</b> 84-85

**LEARNING STANDARD 1.13**

**Reading/literary response.** The student responds to various texts.

<b>Standard</b>	<b>Write One</b>
The student is expected to:	
(B) participate actively (react, speculate, join in, read along) when predictable and patterned selections are read aloud;	<b>Handbook:</b> 72-73
(C) respond through talk, movement, music, art, drama, and writing to a variety of stories and poems in ways that reflect understanding and interpretation.	<b>Handbook:</b> 40-41, 55, 66, 67, 68, 69, 70, 71, 72-73

**LEARNING STANDARD 1.14**

**Reading/text structures/literary concepts.** The student recognizes characteristics of various types of texts.

<b>Standard</b>	<b>Write One</b>
The student is expected to:	
(A) distinguish different forms of texts such as lists, newsletters, and signs and the functions they serve;	<b>Handbook:</b> 32-33, 48-49, 62-63
(B) understand simple story structure.	<b>Handbook:</b> 66-67

**LEARNING STANDARD 1.15**

**Reading/inquiry/research.** The student generates questions and conducts research about topics using information from a variety of sources including selections read aloud.

<b>Standard</b>	<b>Write One</b>
The student is expected to:	
(A) identify relevant questions for inquiry such as "What do pill bugs eat?";	<b>Handbook:</b> 58, 59
(B) use pictures, print, and people to gather information and answer questions.	<b>Handbook:</b> 58, 59

**LEARNING STANDARD 1.17**

**Writing/penmanship/capitalization/punctuation.** The student develops the foundations of writing.

<b>Standard</b>	<b>Write One</b>
The student is expected to:	
(B) write each letter of the alphabet, both capital and lowercase, using correct formation, appropriate size, and spacing;	<b>Handbook:</b> 148-149, 150-151, 152-153
(C) use phonological knowledge to map sounds to letters to write messages;	<b>Handbook:</b> 34-35, 36-37, 38-39

<b>Standard</b>	<b>Write One</b>
(D) write messages that move left-to-right and top-to-bottom on the page;	<b>Handbook:</b> 34-35, 36-37, 38-39
(E) gain an increasing control of penmanship such as pencil grip, paper position, stroke, and posture;	<b>Handbook:</b> 148-149, 150-151, 152-153
(F) use word and letter spacing and margins to make messages readable; and	<b>Handbook:</b> 148-149, 150-151, 152-153
(G) use basic capitalization and punctuation such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points.	<b>Handbook:</b> 23, 26, 60, 126-127, 128, 130-133

### LEARNING STANDARD 1.18

**Writing/purposes.** The student writes for a variety of audiences and purposes and in a variety of forms.

<b>Standard</b>	<b>Write One</b>
The student is expected to:	
(B) write labels, notes, and captions for illustrations, possessions, charts, and centers;	<b>Handbook:</b> 34-35, 36-37, 38-39, 50-51, 62-63
(C) write to record ideas and reflections;	<b>Handbook:</b> 30-31, 32-33, 34-35, 36-37, 38-39, 40-41, 44-45, 46-47, 48-49, 52-53, 54-55, 58-61, 62-63, 66-67, 68-69, 72-73
(D) write to discover, develop, and refine ideas;	<b>Handbook:</b> 30-31, 32-33, 34-35, 36-37, 38-39, 40-41, 44-45, 46-47, 48-49, 52-53, 54-55, 58-61, 62-63, 66-67, 68-69, 72-73
(E) write to communicate with a variety of audiences; and	<b>Handbook:</b> 30-31, 32-33, 34-35, 36-37, 38-39, 40-41, 44-45, 46-47, 48-49, 50-51, 52-53, 54-55, 58-61, 62-63, 66-67, 68-69, 72-73
(F) write in different forms for different purposes such as lists to record, letters to invite or thank, and stories or poems to entertain.	<b>Handbook:</b> 30-31, 32-33, 34-35, 36-37, 38-39, 40-41, 44-45, 46-47, 48-49, 50-51, 52-53, 54-55, 58-61, 62-63, 66-67, 68-69, 72-73

### LEARNING STANDARD 1.19

**Writing/writing processes.** The student selects and uses writing processes to compose original text.

<b>Standard</b>	<b>Write One</b>
The student is expected to:	
(A) generate ideas before writing on self-selected topics;	<b>Handbook:</b> 24
(B) generate ideas before writing on assigned tasks;	<b>Handbook:</b> 24, 30, 32, 34, 38, 40, 44, 46, 48, 52, 54, 58, 66, 68
(C) develop drafts;	<b>Handbook:</b> 25, 34-35, 38, 40-41, 44-45, 46-47, 52-53, 54, 58-60, 66-67, 68
(D) revise selected drafts for varied purposes, including to achieve a sense of audience, precise word choices, and vivid images; and	<b>Handbook:</b> 26, 34-35, 38-39, 40-41, 44-45, 46-47, 52-53, 59-60, 66-67, 68-70
(E) use available technology to compose text.	<b>Handbook:</b> 154-155

### LEARNING STANDARD 1.20

**Writing/spelling.** The student spells proficiently.

<b>Standard</b>	<b>Write One</b>
The student is expected to:	
(A) write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop);	<b>Handbook:</b> 90, 91
(B) write with more proficient spelling of inflectional endings such as plurals and verb tenses;	<b>Handbook:</b> 129

<b>Standard</b>	<b>Write One</b>
(D) use resources to find correct spellings, synonyms, and replacement words; and	<b>Handbook:</b> 26, 136-139, 140-145, 168-187
(E) use conventional spelling of familiar words in final drafts.	<b>Handbook:</b> 23, 26, 60, 90-93, 98-123, 136-139, 168-187

### L E A R N I N G   S T A N D A R D   1 . 2 1

**Writing/grammar/usage.** The student composes meaningful texts by applying knowledge of grammar and usage.

<b>Standard</b>	<b>Write One</b>
The student is expected to:	
(B) compose complete sentences in written texts and use the appropriate end punctuation.	<b>Handbook:</b> 25, 34-35, 36-37, 38, 41, 44-45, 46-47, 54, 59, 60, 67, 126-127

### L E A R N I N G   S T A N D A R D   1 . 2 2

**Writing/evaluation.** The student evaluates his/her own writing and the writing of others.

<b>Standard</b>	<b>Write One</b>
The student is expected to:	
(C) determine how his/her own writing achieves its purposes.	<b>Handbook:</b> 26, 34-35, 38-39, 40-41, 44-45, 46-47, 52-53, 59-60, 66-67, 68-70

### L E A R N I N G   S T A N D A R D   1 . 2 3

**Writing/inquiry/research.** The student uses writing as a tool for learning and research.

<b>Standard</b>	<b>Write One</b>
The student is expected to:	
(A) record or dictate questions for investigating; and	<b>Handbook:</b> 58, 59, 60, 61
(B) record or dictate his/her own knowledge of a topic in various ways such as by drawing pictures, making lists, and showing connections among ideas.	<b>Handbook:</b> 30-31, 32-33, 46, 58-61