



Overview

Participant Notes



GRADE 1



First Grade Literacy Achievement Academy

- The goal of this Academy is to enhance your knowledge of effective instructional practices that promote early reading and writing success.
- We will examine research-based practices for teaching all children to read, including English language learners and those who have difficulty learning to read.

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Learning to Read

Children can have problems doing the following:

- Understanding vocabulary
- Recognizing the sound structure or phonological properties of words
- Developing letter-sound knowledge
- Understanding the alphabetic principle
- Decoding words
- Relating content to background knowledge
- Reading words and text with fluency (or quickly and accurately)
- Using comprehension strategies to help them remember and understand what is read

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2015 Scores for Fourth-Grade Reading

- **National Assessment of Educational Progress (NAEP):** 66 percent below or at basic
- **State of Texas Assessments of Academic Readiness (STAAR):** 26 percent unsatisfactory (Level 1)

We can do better!

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Agenda

First Grade Literacy Achievement Academy

DAY 1	DAY 2	DAY 3
MORNING		
Academy Overview English Language Learners Features of Effective Instruction	Phonological Awareness Phonics and Spelling	Vocabulary Reading Comprehension Writing
AFTERNOON		
Differentiating Instruction Oral Language Development Listening Comprehension	Phonics and Spelling (cont.) Fluency	Using Assessment Data Putting It All Together

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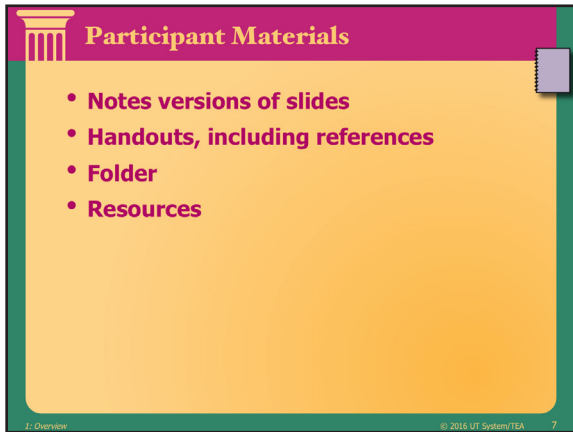


Warm-Up Activity



- **Introduce yourself.**
- **Partner up: A and B.**
- **Make name tents using blue card stock.**
- **Introduce challenging student.**
- **Complete a dueling chart.**

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Participant Materials

- Notes versions of slides
- Handouts, including references
- Folder
- Resources

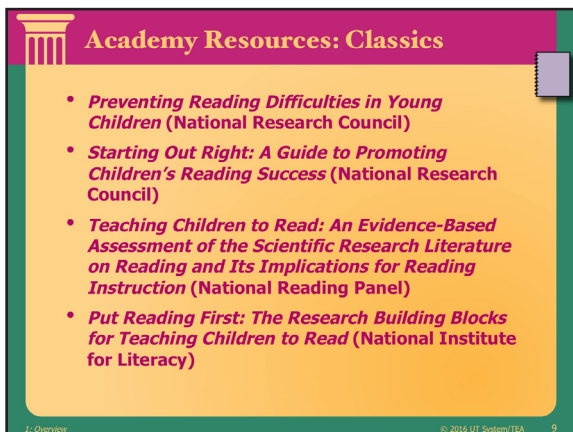
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Participant Materials (cont.)

- Publications
- Supplies and activity materials
- Teacher's editions of reading programs
- Children's books

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Academy Resources: Classics

- *Preventing Reading Difficulties in Young Children* (National Research Council)
- *Starting Out Right: A Guide to Promoting Children's Reading Success* (National Research Council)
- *Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction* (National Reading Panel)
- *Put Reading First: The Research Building Blocks for Teaching Children to Read* (National Institute for Literacy)

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Academy Resources

- *Learning to Read and Write: Developmentally Appropriate Practices for Young Children* (International Reading Association and National Association for the Education of Young Children)
- *Improving Schooling for Language-Minority Children: A Research Agenda* (National Research Council)
- *English and Spanish Language Arts and Reading Texas Essential Knowledge and Skills Handbook*
- *Revised Texas Prekindergarten Guidelines* (updated 2015)
- *Beginning Reading Instruction: Components of a Research-Based Reading Program*
- *The Dyslexia Handbook—Revised 2014*



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Texas Essential Knowledge and Skills

Organization:

- Strands
- Taglines
- Student expectations



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Prekindergarten Guidelines

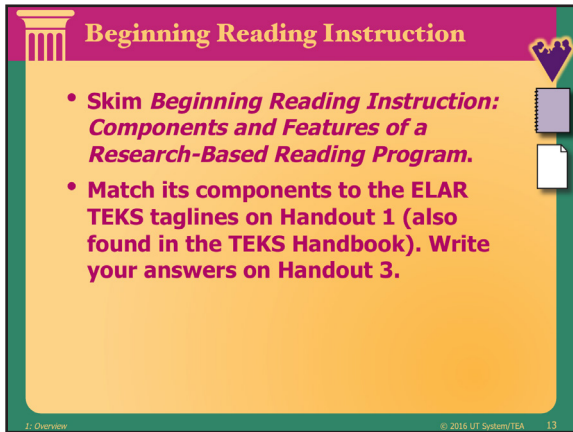
Organization:

- Domains
- Skill areas

Use the Prekindergarten Guidelines and Handout 1 to compare TEKS student expectations and prekindergarten skill areas.



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Beginning Reading Instruction

- Skim *Beginning Reading Instruction: Components and Features of a Research-Based Reading Program*.
- Match its components to the ELAR TEKS taglines on Handout 1 (also found in the TEKS Handbook). Write your answers on Handout 3.

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Overview

Handouts



GRADE 1

Prekindergarten Guidelines, ELAR TEKS, and Figure 19 Alignment

LISTENING AND ORAL LANGUAGE								
	Listening Comprehension			Language Use		Speech Production	Vocabulary	Oral Grammar
	Show understanding by responding appropriately	K						
	Listen attentively to speakers and ask relevant questions to clarify information	PK						
	Follow two-step oral directions and usually three-step directions	K						
	Follow oral directions that involve short related sequence of actions	K						
	Follow, restate, and give oral instructions involving short related sequence of actions		PK					
	Understand language spoken by teacher and peers	PK						
	Engage in conversations in appropriate ways							
	Demonstrate knowledge of verbal and nonverbal conversational rules	K						
	Follow agreed-upon discussion rules, including taking turns and speaking one at a time		K					
	Follow agreed-upon discussion rules, including listening to others, speaking when recognized, and making appropriate contributions							
	Use language for different purposes	PK						
	Provide appropriate information across situations							
	Share information and ideas by speaking audibly and clearly using language conventions		K					
	Share information and ideas about topic under discussion, speaking clearly at appropriate pace, using language conventions							
	Match language to social contexts	PK						
	Speech is understood by teacher and other adults							
	Perceive differences between similar sounding words							
	Demonstrate growing understanding of languages' sounds and intonations							
	Use a wide variety of words to label/describe people, places, and actions							
	Understand terms used in instructional language of classroom							
	Understand meanings of 3,000–4,000 words and use large speaking vocabulary							
	Use category labels to understand word-object relationships							
	Increase listening vocabulary and develop vocabulary for common objects/phrases							
	Typically use complete sentences of four or more words with grammatical complexity; subject, verb, object order							
	Use regular/irregular plurals, regular past tense, personal/possessive pronouns, subject-verb agreement							
	Use sentences with more than one phrase							
	Combine more than one idea using complex sentences							
	Combine sentences that give lots of details, stick to topic, and clearly communicate meaning							
	Use nonverbal communication with those who do not speak home language (ELL)							
	Use single words/simple phrases to communicate (ELL)							
	Attempt to use new vocabulary/grammar in speech (ELL)							

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WRITING (CONTINUED)										RESEARCH																					
Writing Process					Spelling					Grammar					Plan		Gather Info. & Sources					Org. & Pres.									
	Plan first draft by generating ideas for writing		PK	Discuss and contribute ideas for drafts composed in whole- and small-group activities	Develop drafts by sequencing ideas/information	Interact and provide suggestions to revise and edit class-made drafts	Revise drafts by adding details (K) and deleting words, phrases, sentences (G1 & G2)	Edit drafts by leaving spaces (K) and for grammar, punctuation, and spelling (G1 & G2)	Share and celebrate class-made and individual written products	Publish and share writing with others	Use phonemic awareness to match sounds to letters (K–G2), construct words (G1 & G2)	Use letter-sound correspondences to spell: K = CVC words; G1 = CVC, CVCC, consonant blends; G2 = hard/soft g/c, vowel-r, long vowels, vowel digraphs/diphthongs	Write own name (PK = first name)	Spell high-frequency words	Spell base words with inflectional endings	Spell simple contractions	Use resources to find correct spellings	Understand and use parts of speech (K = past/future tense, nouns, descriptive words, prepositions, pronouns; G1 & G2 = verbs, nouns, adjectives, adverbs, prepositions, pronouns, time-order transition words)	Speak in complete sentences (G2 = Write in complete sentences)	Ask questions with appropriate subject-verb inversion	Distinguish between declarative and interrogative sentences	Ask questions about topics of classwide interest, generate list of topics with questions	Decide what sources or people can answer these questions	Use information from books by describing, relating, categorizing, comparing/contrasting	Gather evidence from provided text sources	Use pictures in conjunction with writing when documenting research	Gather evidence from available sources and interviews with experts	Use text features in age-appropriate reference works to find information	Record basic information in simple visual formats	Synthesize information and revise a topic as result of answers to initial research questions	Organize and create visual display or dramatization to convey results of research

READING	Phonological Awareness															
	Print Awareness															
Motivation	Engage in prereading (with books and other texts) and reading-related activities	PK														
	Self-select books and other written materials to engage in prereading behaviors															
	Recognize that text has meaning															
	Recognize that spoken words can be represented by print		K													
	Demonstrate one-to-one correspondence between spoken word and printed word															
	Distinguish between elements of print, including letters, words, and pictures	PK														
	Recognize difference between individual letters and printed words															
	Recognize that sentences comprise words separated by spaces (word boundaries)															
	Demonstrate understanding of print directionality (left to right, top to bottom)	PK														
	Hold book correctly, turn pages, know top/bottom and left/right															
	Identify parts of book															
	Identify uppercase and lowercase letters															
	Sequence letters of the alphabet															
	Recognize spoken words are represented by specific sequences of letters															
	Recognize distinguishing features of a sentence, including punctuation and case	PK														
	Read texts by moving from top to bottom and tracking words left to right															
	Identify information that different parts of a book provide															
	Identify that a sentence is made up of a group of words (PK = four-word sentence)	PK														
	Blend, segment, and identify words in compound words (PK) and syllables in words															
	Distinguish orally presented rhyming pairs of words from nonrhyming pairs															
	Orally generate rhymes in response to spoken words (K) and generate a series of original rhyming words (G1)															
	Produce a word that begins with same sound as a given pair of words	PK														
	Recognize spoken alliteration															
	Delete word from spoken compound word	PK														
	Blend spoken onsets and rimes to form simple words															
	Recognize and blend spoken phonemes to form one-syllable words (PK = with picture support; G1 = two-syllable words)															
	Isolate initial sound in one-syllable spoken words															
	Segment spoken one-syllable words into phonemes (K = 2–3 sounds; G1 = 3–5 sounds)															
	Distinguish between long- and short-vowel sounds in spoken one-syllable words															
	Isolate initial, medial, and final sounds in one-syllable spoken words															
	Recognize the change in a spoken word when a phoneme is added, changed, or removed															

READING (CONTINUED)		Alphabet Knowledge, Phonics, Decoding, Word Identification										Fluency	
PK	Name at least 20 uppercase and 20 lowercase letters	K	K									Read grade-level text with fluency (rate, accuracy, expression, appropriate phrasing)	
	Recognize at least 20 letter sounds											Read independently for sustained time and produce evidence of reading	
	Produce at least 20 distinct letter-sound correspondences												
	Identify common sounds that letters represent												
	Use knowledge of letter sound relationships to decode regular words in text (e.g., closed syllables)												
	Recognize that new words are created when letters are changed, added, deleted												
	Decode words in context and isolation by applying common letter-sound correspondences (single letters, consonant blends, vowel digraphs/diphthongs)												
	Combine sounds from letters and common spelling patterns to make words												
	Use common syllabication patterns to decode words (closed, open, final stable, VCe, vowel teams, vowel-r)												
	Decode words with common spelling patterns												
	Read base words with inflectional endings												
	Use knowledge of meanings of base words to read common compound words												
	Identify and read contractions												
	Read words with common prefixes and suffixes												
	Identify and read abbreviations												
	Identify and read at least 25 high-frequency words												
	Identify and read at least 100 high-frequency words												
	Identify and read at least 300 high-frequency words												
	Monitor accuracy of decoding												

READING (CONTINUED)													
Vocabulary													
Comprehension Strategies	PK	1	2	3	4	5	6	7	8	9	10	11	12
	Use a wide variety of words to label/describe people, places, things, actions												
	Understand terms used in instructional language of classroom												
	Understand meanings of 3,000–4,000 words and use large speaking vocabulary												
	Use category labels to understand word-object relationships												
	Identify and use words that name actions, directions, positions, sequences, locations												
	Identify words that name actions and words that name persons, places, things												
	Recognize that compound words are made up of shorter words												
	Determine the meaning of compound words using knowledge of component words												
	Identify and sort pictures of objects into conceptual categories												
	Identify and sort words into conceptual categories												
	Use picture dictionary to find words												
	Alphabetize a series of words to first or second letter and use dictionary to find words												
	Determine what words mean from how they are used in a sentence, heard or read												
Use prefixes and suffixes to determine meaning of words													
Use context to determine relevant meaning of unfamiliar and multiple-meaning words													
Identify and use common words that are opposite or similar in meaning													
Alphabetize series of words and use dictionary/glossary to find words													
PK	Use information from books to describe, relate, categorize, compare/contrast												
	Ask and respond to questions about text read aloud												
	Retell or re-enact story after it is read aloud												
	Make inferences and predictions about text												
	Predict what might happen next in text based on cover, title, and illustrations												
	Confirm predictions about what will happen next in text by reading												
	Use ideas (e.g., illustrations, titles, key words) to make and confirm predictions												
	Ask relevant questions, clarify, and locate facts and details about stories and other texts (G2 = support answers with text evidence)												
	Establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when understanding breaks down												

READING (CONTINUED)																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																					
Literary Elements						Fables/Folktales/Myths					Fiction				Expository Texts							Procedural				Media Lit.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											
Recognize sensory details (K & G1) and literal/nonliteral meanings of words and phrases (G2)	Identify topic (K, G1, G2) and explain author's purpose in writing text (G1 & G2)					Poetry: Respond to elements of poetry (K = rhythm and rhyme; G1 adds alliteration; G2 adds repetition) and in G2, describe how they interact to create images					Literary nonfiction: Determine whether story is true or fantasy (G1) and distinguish between fiction and nonfiction (G2)					Drama: Identify elements of dialogue and use them in informal plays					Discuss big idea (theme) of well-known folktale/fable and connect to personal experience					Identify moral lessons as themes in well-known fables, legends, myths, stories					Recognize recurring phrases and characters in traditional fairy tales, folktales, etc.					Explain function of recurring phrases in traditional folktales and fairy tales					Compare different versions of the same story in traditional and contemporary folktales					Identify elements of story including setting, character, key events					Retell main event from story read aloud					Describe characters and reasons for their actions (G2 = traits, motivations, feelings)					Describe the plot (problem and solution) and retell story (B, M, E) attending to sequence					Describe similarities and differences in plots and settings of several of authors works					Identify topic and details in expository text					Restate/identify main idea of expository text (G1 & G2) and distinguish it from topic (G2)					Retell important facts in an expository text					Identify important facts or details in expository text					Discuss ways authors group information in expository text					Retell order of events in expository text by referring to words/illustrations					Describe order of events or ideas in expository text					Use titles and illustrations to make predictions about expository text					Use text features to locate specific information in expository text					Follow pictorial directions in procedural texts					Follow written multistep directions (with picture cues in G1)					Identify and explain the meaning of specific signs (and symbols in G1)					Use common graphic features to assist in interpretation of text					Identify different forms of media (and different purposes in G1 and G2)					Identify techniques used in media (K & G1) and describe techniques (G2)					Identify various written conventions for using digital media																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																			
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READING GENRES	Folktales	K	
	Fables		
	Fairy tales		
	Poetry		
	Legends and Myths		
	Drama		
	Fiction	K	
	Informational Texts Related to Culture/History		
	Expository Text		
	Procedural Text		
Literary Nonfiction (true vs. fantasy)			
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ELAR TEKS Figure 19

Figure: 19 TAC §110.10(b)

19 TAC Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading
 Subchapter A. Elementary
 Reading/Comprehension Skills §110.11 - §110.16

Kindergarten (§110.11 English Language Arts and Reading)	First Grade (§110.12 English Language Arts and Reading)	Second Grade (§110.13 English Language Arts and Reading)	Third Grade (§110.14 English Language Arts and Reading)	Fourth Grade (§110.15 English Language Arts and Reading)	Fifth Grade (§110.16 English Language Arts and Reading)
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. The student is expected to:	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. The student is expected to:	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. The student is expected to:	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. The student is expected to:	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. The student is expected to:	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. The student is expected to:
(A) discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language); (B) ask and respond to questions about text;	(A) establish purposes for reading selected texts based upon desired outcome to enhance comprehension; (B) ask literal questions of text;	(A) establish purposes for reading selected texts based upon content to enhance comprehension; (B) ask literal questions of text;	(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension; (B) ask literal, interpretive, and evaluative questions of text;	(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension; (B) ask literal, interpretive, and evaluative questions of text;	(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension; (B) ask literal, interpretive, evaluative, and universal questions of text;

Figure: 19 TAC §110.10(b)
 19 TAC Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading
 Subchapter A. Elementary
 Reading/Comprehension Skills §110.11 - §110.16

Kindergarten (§110.11 <i>English Language Arts and Reading</i>)	First Grade (§110.12 <i>English Language Arts and Reading</i>)	Second Grade (§110.13 <i>English Language Arts and Reading</i>)	Third Grade (§110.14 <i>English Language Arts and Reading</i>)	Fourth Grade (§110.15 <i>English Language Arts and Reading</i>)	Fifth Grade (§110.16 <i>English Language Arts and Reading</i>)
(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud);	(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud);	(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);	(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);	(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);	(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);
(D) make inferences based on the cover, title, illustrations, and plot;	(D) make inferences about text and use textual evidence to support understanding;	(D) make inferences about text using textual evidence to support understanding;	(D) make inferences about text and use textual evidence to support understanding;	(D) make inferences about text and use textual evidence to support understanding;	(D) make inferences about text and use textual evidence to support understanding;
(E) retell or act out important events in stories; and	(E) retell or act out important events in stories in logical order; and	(E) retell important events in stories in logical order; and	(E) summarize information in text, maintaining meaning and logical order; and	(E) summarize information in text, maintaining meaning and logical order; and	(E) summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts; and
(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.	(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.	(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.	(F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.	(F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.	(F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence.

SLAR TEKS Figure 19

Figure: 19 TAC §128.10(b)
 19 TAC Chapter 128. Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language
 Subchapter A. Elementary
 Reading/Comprehension Skills §128.11 - §128.16

Kindergarten (§128.11 Spanish Language Arts and Reading)	First Grade (§128.12 Spanish Language Arts and Reading)	Second Grade (§128.13 Spanish Language Arts and Reading)	Third Grade (§128.14 Spanish Language Arts and Reading)	Fourth Grade (§128.15 Spanish Language Arts and Reading)	Fifth Grade (§128.16 Spanish Language Arts and Reading)
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. The student is expected to:	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. The student is expected to:	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. The student is expected to:	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. The student is expected to:	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. The student is expected to:	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. The student is expected to:
(A) discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language); (B) ask and respond to questions about text;	(A) establish purposes for reading selected texts based upon desired outcome to enhance comprehension; (B) ask literal questions of text;	(A) establish purposes for reading selected texts based upon content to enhance comprehension; (B) ask literal questions of text;	(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension; (B) ask literal, interpretive, and evaluative questions of text;	(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension; (B) ask literal, interpretive, and evaluative questions of text;	(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension; (B) ask literal, interpretive, evaluative, and universal questions of text;

Figure: 19 TAC §128.10(b)

19 TAC Chapter 128. Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language
Subchapter A. Elementary
Reading/Comprehension Skills §128.11 - §128.16

Kindergarten (§128.11 <i>Spanish Language Arts and Reading</i>)	First Grade (§128.12 <i>Spanish Language Arts and Reading</i>)	Second Grade (§128.13 <i>Spanish Language Arts and Reading</i>)	Third Grade (§128.14 <i>Spanish Language Arts and Reading</i>)	Fourth Grade (§128.15 <i>Spanish Language Arts and Reading</i>)	Fifth Grade (§128.16 <i>Spanish Language Arts and Reading</i>)
(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud);	(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud);	(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);	(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);	(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);	(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);
(D) make inferences based on the cover, title, illustrations, and plot;	(D) make inferences about text and use textual evidence to support understanding;	(D) make inferences about text using textual evidence to support understanding;	(D) make inferences about text and use textual evidence to support understanding;	(D) make inferences about text and use textual evidence to support understanding;	(D) make inferences about text and use textual evidence to support understanding;
(E) retell or act out important events in stories; and	(E) retell or act out important events in stories in logical order; and	(E) retell important events in stories in logical order; and	(E) summarize information in text, maintaining meaning and logical order; and	(E) summarize information in text, maintaining meaning and logical order; and	(E) summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts; and
(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.	(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.	(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.	(F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.	(F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.	(F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence.

Comparing the 12 Components with the TEKS and ELPS

Component of Research-Based Programs for Beginning Reading Instruction	English and Spanish Language Arts and Reading TEKS Tagline(s)	ELPS Language Domain(s)
Opportunities to expand use and appreciation of oral language		
Opportunities to hear good stories and informational books read aloud daily		
Opportunities to expand use and appreciation of printed language		
Opportunities to understand and manipulate the building blocks of spoken language		
Opportunities to learn about and manipulate the building blocks of written language		
Opportunities to learn the relationships between the sounds of spoken language and the letters of written language		

Component of Research-Based Programs for Beginning Reading Instruction	English and Spanish Language Arts and Reading TEKS Tagline(s)	ELPS Language Domain(s)
Opportunities to learn decoding strategies		
Opportunities to write and relate writing to spelling and reading		
Opportunities to practice accurate and fluent reading in decodable stories		
Opportunities to read and comprehend a wide assortment of books and other texts		
Opportunities to develop and comprehend new vocabulary through wide reading and direct vocabulary instruction		
Opportunities to learn and apply comprehension strategies as students reflect upon and think critically about what they read		

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