

Grade 1 Tejas LEE Alignment to 1st Grade TEKS

MEASURE	HOW IS THIS ASSESSED?	TEKS
Conciencia fonológica (Phonological Awareness) Identificación del sonido inicial (Initial Sound Identification)	The teacher reads the prompt to the student on this task and the teacher will score each item. The student should identify the initial sound of some words. In the case of consonants, say the letter sound, not its name. This task has one practice item. You may repeat the prompt but do not provide the correct response unless for the practice item. * 1. El estudiante debe identificar el sonido inicial de cada palabra. En el caso de las consonantes, pronuncie el sonido de la letra, pero no diga el nombre. Te voy a decir una palabra. Quiero que me digas con qué sonido empieza esa palabra. Por ejemplo, la palabra “teléfono” empieza con el sonido /t/. (Demuestre el ejercicio según sea necesario.) Ahora vamos a practicar. Escucha la palabra que voy a decir, “pato”. ¿Con qué sonido empieza “pato”? Si la respuesta no es correcta, dígame: La palabra “pato” comienza con el sonido /p/.	128.3. Spanish Language Arts and Reading, Grade 1 (b)2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.

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Conciencia fonológica (Phonological Awareness) Identificación del sonido final (Final Sound Identification)	The teacher reads the prompt to the student on this task and the teacher will score each item. The student should identify the final sound of some words. In the case of consonants, say the letter sound, not its name. This task has one practice item. You may repeat the prompt but do not provide the correct response unless for the practice item. * 1. El estudiante debe identificar el sonido final de cada palabra. En el caso de las consonantes, pronuncie el sonido de la letra, pero no diga el nombre. Te voy a decir una palabra. Quiero que me digas con qué sonido termina esa palabra. Por ejemplo, la palabra “plátano” termina con el sonido /o/. (Demuestre el ejercicio según sea necesario.) Ahora vamos a practicar. Escucha la palabra que voy a decir, “papel”. ¿Con qué sonido termina “papel”? Si la respuesta no es correcta, díglele: La palabra “papel” termina con el sonido /l/.	§128.3. Spanish Language Arts and Reading, Grade 1 (b)2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to: (A) demonstrate phonological awareness by: (iii) recognizing the change in spoken word when a specified syllable is added, changed, or removed; (vii) manipulating syllables within words;
Conciencia fonológica (Phonological Awareness) Unión de los sonidos (Blending Phonemes into Words)	The teacher reads the prompt to the student on this task and the teacher will score each item. The student should say the word that forms when some letter sounds are blended. It is important not to distort individual sounds. As you say the sounds, make a clear pause to prevent blending them together for the student. You may only provide corrective feedback for the practice item. * 1. El estudiante debe decir la palabra que se forma al unir los sonidos de algunas letras. Pronuncie los sonidos de las letras, pero no diga el nombre de la letra. Es importante no distorsionar los sonidos individuales. Al decir los sonidos, es importante dejar pausas claras entre cada uno para evitar unirlos para los estudiantes. Te voy a decir muy despacio los sonidos que forman unas palabras.	§128.3. Spanish Language Arts and Reading, Grade 1 (b)(2)Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to: (A) demonstrate phonological awareness by: (iii) recognizing the change in spoken word when a specified syllable is added, changed, or removed; (v) blending spoken complex syllables, including sílabas trabadas, to form multisyllabic words;

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	Quiero que me digas las palabras que se forman al juntar los sonidos. Por ejemplo, si digo /c/ /o/ /n/, la palabra que se forma es “con”. Ahora vamos a practicar. Si digo /s/ /o/ /l/, ¿qué palabra se forma? Si la respuesta no es correcta, díglele: Si junto los sonidos /s/ /o/ /l/, la palabra que se forma es “sol”.	
Conciencia fonológica (Phonological Awareness) Segmentación de sonidos (Segmenting Words into Phonemes)	The teacher reads the prompt to the student on this task and the teacher will score each item. The student should break a word into individual sounds, not syllables. You may only provide corrective feedback for the practice items. * 1. El estudiante debe dividir las palabras en sonidos. Te voy a decir unas palabras que quiero que dividas en sonidos. Por ejemplo, voy a dividir la palabra “sopa” /s/ /o/ /p/ /a/. Demuestre el ejercicio según sea necesario. Ahora vamos a practicar. Si digo “pan”, dime, ¿cómo se divide en sonidos la palabra “pan”? Si la respuesta no es correcta, díglele: La palabra “pan” se divide en sonidos /p/ /a/ /n/. Vamos a hacer otro ejemplo. Si digo “cama”, dime, ¿cómo se divide en sonidos la palabra “cama”? Si la respuesta no es correcta, díglele: La palabra “cama” se divide en sonidos /k/ /a/ /m/ /a/.	§128.3. Spanish Language Arts and Reading, Grade 1 (b)(2)Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to: (A) demonstrate phonological awareness by: (iii) recognizing the change in spoken word when a specified syllable is added, changed, or removed; (iv) segmenting spoken words into individual syllables;

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Conciencia fonológica (Phonological Awareness) Omisión del sonido inicial (Initial Sound Omission)	The teacher reads the prompt to the student on this task and the teacher will score each item. The student should say how a word sounds when the initial sound is omitted. You may only provide corrective feedback for the practice item. * 1. El estudiante debe indicar cómo suena una palabra si se omite el sonido inicial. Te voy a decir otras palabras. Dime cómo suena cada palabra si le quitas un sonido. Por ejemplo, si a la palabra “piso” le quitó /p/, queda “iso”. Práctica: Ahora vamos a practicar. Si a “luna”, le quito /l/, ¿qué queda? Si la respuesta no es correcta, díglele: Sí a “luna”, le quito /l/, queda “una”.	§128.3. Spanish Language Arts and Reading, Grade 1 (b)(2)Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to: (A) demonstrate phonological awareness by: (iii) recognizing the change in spoken word when a specified syllable is added, changed, or removed; (vii) manipulating syllables within words;
Conciencia fonológica (Phonological Awareness) Omisión del sonido final (Final Sound Omission)	The teacher reads the prompt to the student on this task and the teacher will score each item. The student should say how a word sounds when the final sound is omitted. You may only provide corrective feedback for the practice item. * 1. El estudiante debe indicar cómo suena una palabra si se omite el sonido final. Te voy a decir otras palabras. Dime cómo suena cada palabra si le quitas un sonido. Por ejemplo, si a la palabra “blusa” le quito /a/, queda “blus”. Ahora vamos a practicar. Si a “pico”, le quito /o/, ¿qué queda? Si la respuesta no es correcta, díglele: Si a “pico”, le quito /o/, queda “pic”.	§128.3. Spanish Language Arts and Reading, Grade 1 (b)(2)Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to: The student is expected to: (A) demonstrate phonological awareness by: (iii) recognizing the change in spoken word when a specified syllable is added, changed, or removed; (vii) manipulating syllables within words;

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Conocimiento de los grafonemas (Graphophonemic Knowledge) Reconocimiento de las palabras (Decoding/Single Word Reading)	The student must see the screen and the teacher will score each item. In this section, the student is asked to read some words. Say: Te voy a mostrar unas palabras y quiero que las leas en voz alta. Si no sabes alguna palabra, trata de leerla, inténtalo lo mejor que puedas.	§128.3. Spanish Language Arts and Reading, Grade 1 (b)(2)Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to: (B)demonstrate and apply phonetic knowledge by: (i)identifying and matching sounds to individual letters; (ii)decoding words with sílabas trabadas such as/bla/,/bra/, and/gla/; digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x; (iii)decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-; (iv)decoding words with diphthongs such as/ai/,/au/, and/ei/; (vi)decoding three- to four-syllable words;
Exactitud de lectura (Reading accuracy)	For this task, you need a stopwatch and one copy of the Story Sheet. You will need a Student Story Record Sheet for <u>each</u> student. Download resources at the Tejas LEE Scoring Resources page. Say: Ahora vas a leer un cuento llamado “El pato Lalo”. Se trata de la mascota de un niño. Lee este cuento en voz alta. Lee con atención para saber de qué se trata. Luego te haré unas preguntas. Podrás ver el cuento mientras contestas las preguntas. Empieza a leer con la primera palabra. Place the Story Sheet in front of the student. Start the stopwatch when the student reads the first word. As the student reads, mark errors on the Student Story Sheet.	§128.3. Spanish Language Arts and Reading, Grade 1 (b)(4)Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

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Fluidez de lectura (Reading fluency)	For this task, you need a stopwatch and one copy of the Story Sheet. You will need a Student Story Record Sheet for <u>each</u> student. Download resources at the Tejas LEE Scoring Resources page. Say: Ahora vas a leer un cuento llamado “El pato Lalo”. Se trata de la mascota de un niño. Lee este cuento en voz alta. Lee con atención para saber de qué se trata. Luego te haré unas preguntas. Podrás ver el cuento mientras contestas las preguntas. Empieza a leer con la primera palabra. Place the Story Sheet in front of the student. Start the stopwatch when the student reads the first word. As the student reads, mark errors on the Student Story Sheet.	§128.3. Spanish Language Arts and Reading, Grade 1 (b)(4)Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.
Comprensión de lectura (Reading comprehension)	The student should read the story aloud and then answer the corresponding questions. The answers provided are the most common, but are not all possible answers. After each question, sample answers are provided. It's not necessary for the student to give an answer that matches one of the sample answers. Rely on your professional judgment in scoring responses as correct or incorrect. Si una pregunta requiere más de una respuesta, es permisible decirle al estudiante. –¿Y qué más?	§128.3. Spanish Language Arts and Reading, Grade 1 (b)(4)Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. b)(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (F)make inferences and use evidence to support understanding with adult assistance; (G)evaluate details to determine what is most important with adult assistance; (H) synthesize information to create new understanding with adult assistance; and (I)monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and

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		asking questions when understanding breaks down. (b)(7)Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (C)use text evidence to support an appropriate response;
Conocimiento de los grafonemas (Graphophonemic Knowledge) Dictado (Spelling – middle and end of year only)	For this section you need the spelling teacher script that you can download at the Tejas LEE Scoring Resources page. The student will spell words from different levels of difficulty. This task may be administered individually or to small/whole groups. Say: Te diré una palabra. Luego usaré la palabra en una oración y te la repetiré al final. Quiero que escribas esa palabra en tu hoja. Si no la sabes, o si no estás seguro, escríbela lo mejor que puedas. La primera palabra es “_____”. (Lea la oración y repita la palabra.)	128.3. Spanish Language Arts and Reading, Grade 1 (b)2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. (B)demonstrate and apply phonetic knowledge by: (i)identifying and matching sounds to individual letters; (C)The student is expected to: demonstrate and apply spelling knowledge by:: (i)spelling common letter and sound correlations; (ii)spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV; (iii)spelling words with silent h; consonant digraphs such as/ch/,/rr/, and/l/; and sílabas trabadas such as/bla/,/bra/,/gla/, and/gra/;