



# Quick Guides

A PUBLICATION OF THE SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY

## 1st FIRST GRADE

## ENGLISH / LANGUAGE ARTS

### Focus

Student expectations in grade one for Texas and Louisiana have the same goal of continuing students' development in oral language and communication skills while providing the instructional components essential to enable students to become fluent readers and writers. The Texas Educational Knowledge and Skills (TEKS) have 23 strands, in contrast to Louisiana's Grade Level Expectations (GLEs) of 5 strands. Hence, the GLEs reflect broader student expectation statements. For example, there is only one GLE strand for reading (*Reading and Responding*) in Louisiana, as opposed to 12 strands for reading in Texas.

While the TEKS and GLEs differ in specificity, they are very similar in content, with some notable distinctions. In the strand, *Listening and Speaking*, the TEKS address more goal-oriented listening skills, solving problems, enjoyment and appreciation, connecting experiences and ideas, and comparing cultural language and oral traditions.

In the area of reading, both Texas and Louisiana utilize the five components of effective reading instruction, identified through scientific reading research: (1) phonemic awareness, (2) phonics, (3) fluency, (4) vocabulary, and (5) comprehension. There are three areas of distinction—phonemic awareness, print awareness and vocabulary. In phonemic awareness, a part of phonological awareness, the TEKS include not only phonemic awareness but also every aspect of the phonological awareness continuum in their student expectations. The GLEs do not include

every aspect of the phonological continuum, but it is implicit that those skills are necessary for a student to successfully accomplish the expectations. These GLEs seem to be addressed in pre-kindergarten and kindergarten, but are not included in grade one. The GLEs address the TEKS expectations for Reading/print awareness in kindergarten and pre-kindergarten. These include knowing that print represents spoken language, that print moves from left to right, the difference between individual letters and printed words, the difference between capital and lowercase letters, etc.

The Louisiana GLEs do not reflect certain research findings on the critical instruction necessary for vocabulary development. These expectations are addressed in the TEKS; they include discussing words and developing vocabulary through concrete experiences and challenging selections to be read aloud.

### Assessment

There is no statewide testing for students in grade one in Louisiana. Students are evaluated through Dynamic Indicators of Basic Early Literacy Skills (DIBELS) if they are at a Reading First school, or the Developmental Reading Assessment (DRA) if they are not. Louisiana is moving toward making the DIBELS the statewide assessment. In grade one, the majority of Texas schools administer the Texas Primary Reading Inventory (TPRI).

### Coding

As a result of the TEKS's specificity, some of the GLEs are matched to more than one Texas expectation.

<p>1.14 G The student is expected to analyze characters, including traits, feelings, relationships, and changes. (1-3)</p>	<p>GLE. 12 Identify story elements, including:                      -speaker or narrator                      -setting                      -characters                      -plot                      -problems and solutions (ELA-1-E4)</p>
<p>1.14 I The student is expected to recognize the story problem(s) or plot. (1-3)</p>	<p>GLE. 12 Identify story elements, including:                      -speaker or narrator                      -setting                      -characters                      -plot                      -problems and solutions (ELA-1-E4)</p>

### The Codes in the middle column on the document:

- Not addressed is coded, “NA,” meaning the expectation could not be matched to a particular TEK or GLE.
- “Implied” refers to statements inferred through context.
- Not specifically addressed, “NSA,” refers to concepts that may be covered, but not necessarily addressed in all classrooms by all teachers.

The number in parentheses following each GLE statement refers to the Louisiana Standards and Benchmarks statements. In the example above, GLE 12, (ELA-1-E4), ELA refers to the content area, English Language Arts, 1 refers to Standard One (*students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes*), E4 refers to elementary grades, benchmark 4 (*recognizing story elements such as setting, plot, character, theme, and literary devices such as simile, dialogue, personification, with a selection*).

### Strand Titles

Strand titles from the TEKS and Louisiana GLEs were matched at the beginning of the listing for their particular student expectations.