



## Texas Standards Alignment - Grade 1

Texas Essential Knowledge and Skills: 110.3 English Language Arts and Reading

TEKS: ENGLISH LANGUAGE ARTS AND READING

Strand 1: Developing and Sustaining Foundational Language Skills

Listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively.	
110.3 (3)	Beanstack Alignment
The student is expected to:	Media specialists/teachers can:
(A) use a resource such as a picture dictionary or digital resource to find words.	<ul style="list-style-type: none"> <li>● customize and link resources within challenge activities to assess students' abilities to use a resource such as a picture dictionary or digital resource to find words.</li> <li>● track students' oral responses in text box activities as they explore various resources to find words.</li> </ul>
(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings.	<ul style="list-style-type: none"> <li>● assign and link illustrated texts from your library's collections within a challenge's reading list.</li> <li>● customize challenge activities to assess students' abilities to use illustrations and texts the student is able to read or hear to learn or clarify word meanings.</li> <li>● track students' oral responses in text box activities as they learn or clarify word meanings using illustrations and texts.</li> <li>● assign Beanstack's curated ebook challenge collections and support students in using illustrations and texts they read or hear to learn or clarify word meanings.</li> </ul>
(C) identify the meaning of words with the affixes -s, -ed, and -ing.	<ul style="list-style-type: none"> <li>● customize and link resources within challenge activities to assess students' abilities to identify the meaning of words with the affixes -s, -ed, and -ing.</li> <li>● assign Beanstack's curated ebook challenge collections and support students in identifying the meaning of words with the affixes -s, -ed, and -ing.</li> </ul>

	<ul style="list-style-type: none"> <li>● track students' oral responses in text box activities identifying the meaning of words with the affixes -s, -ed, and -ing.</li> </ul>
(D) identify and use words that name actions, directions, positions, sequences, categories, and locations.	<ul style="list-style-type: none"> <li>● customize and link resources within challenge activities to assess students' abilities to identify and use words that name actions, directions, positions, sequences, categories, and locations.</li> <li>● assign Beanstack's curated ebook challenge collections and support students in identifying and using words that name actions, directions, positions, sequences, categories, and locations.</li> <li>● track students' oral responses in text box activities identifying and using words that name actions, directions, positions, sequences, categories, and locations.</li> </ul>
<b>Listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension.</b>	
<b>110.3 (4)</b>	<b>Beanstack Alignment</b>
The student is expected to:	Media specialists/teachers can:
(A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	<ul style="list-style-type: none"> <li>● modify challenge activities to include links to differentiated content, a specific book or books, and custom read-aloud activities.</li> <li>● listen as a student reads their independent reading book aloud to assess student accuracy and fluency and then review the appropriateness of text levels in their reading log.</li> <li>● assign and link grade-level texts within a challenge's reading list for in-class or independent reading.</li> <li>● record student responses as they orally answer questions about a grade-level text, using reading validation challenges, to show that their fluency supports comprehension.</li> </ul>

**Listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently.**

110.3 (5)	Beanstack Alignment
The student is expected to:	Media specialists/teachers can:
(A) self-select text and interact independently with text for increasing periods of time.	<ul style="list-style-type: none"> <li>● provide integrated reading content and link to library materials for students to self-select and read independently.</li> <li>● track students' reading logs with various reports and insights that assess reading habits, which correlate to grade-level reading proficiency and comprehension.</li> <li>● create compelling reading challenges, badges, and rewards to motivate students to read independently for a sustained period of time.</li> <li>● run reading competitions and encourage students to build reading streaks by logging daily reading sessions.</li> </ul>

**Strand 2: Comprehension**

**Listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.**

110.3 (6)	Beanstack Alignment
The student is expected to:	Media specialists/teachers can:
(A) establish purpose for reading assigned and self-selected texts with adult assistance.	<ul style="list-style-type: none"> <li>● customize challenge activities to assess students' abilities to establish a purpose for reading assigned and self-selected texts with adult assistance.</li> <li>● track students' oral responses in text box activities as they establish a purpose for reading assigned and self-selected texts.</li> </ul>

	<ul style="list-style-type: none"> <li>● assign Beanstack’s curated ebook challenge collections and support students in establishing a purpose for reading assigned texts.</li> </ul>
<p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance.</p>	<ul style="list-style-type: none"> <li>● customize challenge activities to assess students’ abilities to generate questions about the text before, during, and after reading to deepen understanding and gain information with adult assistance.</li> <li>● track students’ oral responses in text box activities, asking questions about the text before, during, and after reading, to deepen understanding and gain information.</li> <li>● assign Beanstack’s curated ebook challenge collections and support students in generating questions about texts before, during, and after reading to deepen understanding and gain information.</li> </ul>
<p>(C) make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance.</p>	<ul style="list-style-type: none"> <li>● customize challenge activities to assess students’ abilities to make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance.</li> <li>● assign Beanstack’s curated ebook challenge collections and support students in making and correcting or confirming predictions using text features, characteristics of genre, and structures with adult assistance.</li> <li>● track students’ oral responses in text box activities making and correcting or confirming predictions using text features, characteristics of genre, and structures with adult assistance.</li> </ul>
<p>(D) create mental images to deepen understanding with adult assistance.</p>	<ul style="list-style-type: none"> <li>● customize challenge activities to assess students’ abilities to create mental images to deepen their understanding of a text with adult assistance.</li> <li>● assign Beanstack’s curated ebook challenge collections and support students in creating mental images to deepen their understanding.</li> <li>● track students’ oral responses in text box activities creating mental images to deepen their understanding.</li> </ul>

<p>(E) make connections to personal experiences, ideas in other texts, and society with adult assistance.</p>	<ul style="list-style-type: none"> <li>● use the Beanstack book review feature for students to make connections to personal experiences, ideas in other texts, and society with adult assistance.</li> <li>● customize challenge activities to assess students' abilities to make connections to personal experiences, ideas in other texts, and society with adult assistance.</li> <li>● assign Beanstack's curated ebook challenge collections and support students in making connections to personal experiences, ideas in other texts, and society.</li> <li>● track students' oral responses in text box activities making connections to personal experiences, ideas in other texts, and society.</li> </ul>
<p>(F) make inferences and use evidence to support understanding with adult assistance.</p>	<ul style="list-style-type: none"> <li>● customize challenge activities to assess students' abilities to make inferences and use evidence to support understanding with adult assistance.</li> <li>● assign Beanstack's curated ebook challenge collections and support students in making inferences and using evidence to support understanding.</li> <li>● track students' oral responses in text box activities making inferences and using evidence to support understanding.</li> </ul>
<p>(G) evaluate details to determine what is most important with adult assistance.</p>	<ul style="list-style-type: none"> <li>● customize challenge activities to assess students' abilities to evaluate details read to determine what is most important with adult assistance.</li> <li>● track students' oral responses in text box activities evaluating details to determine what is the most important with adult assistance.</li> <li>● assign Beanstack's curated ebook challenge collections and support students in evaluating details to determine what is the most important with adult assistance.</li> <li>● record student responses as they orally answer questions to evaluate details in a text, using reading validation challenges.</li> </ul>
<p>(H) synthesize information to create new understanding with adult assistance.</p>	<ul style="list-style-type: none"> <li>● use the Beanstack book review feature for students to synthesize information into a book review with adult assistance.</li> <li>● customize challenge activities to assess students' abilities to synthesize information to create new understanding with adult assistance.</li> <li>● assign Beanstack's curated ebook challenge collections and support students in</li> </ul>

	<p>synthesizing information to create new understanding.</p> <ul style="list-style-type: none"> <li>● track students' oral responses in text box activities synthesizing information to create new understanding with adult assistance.</li> </ul>
(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.	<ul style="list-style-type: none"> <li>● track student reading and monitor comprehension using challenges with reading validation questions.</li> <li>● customize challenge activities to assess students' abilities to monitor their comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.</li> <li>● track student reading and monitor comprehension in text box activities noting ways the student monitors their own comprehension.</li> </ul>

### Strand 3: Response

<b>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.</b>	
<b>110.3 (7)</b>	<b>Beanstack Alignment</b>
The student is expected to:	Media specialists/teachers can:
(A) describe personal connections to a variety of sources.	<ul style="list-style-type: none"> <li>● customize challenge activities to assess students' abilities to describe personal connections to a variety of sources.</li> <li>● track students' oral responses in text box activities as they describe personal connections to a variety of sources.</li> <li>● assign Beanstack's curated ebook challenge collections and support students in describing their personal connections to the texts in the collection.</li> </ul>

<p>(B) write brief comments on literary or informational texts.</p>	<ul style="list-style-type: none"> <li>● use the Beanstack book review feature for students to write brief comments on literary or informational texts.</li> <li>● customize challenge activities to assess students' abilities to write brief comments on literary or informational texts.</li> <li>● assign Beanstack's curated ebook challenge collections and support students in writing brief comments about texts in the collection.</li> </ul>
<p>(C) use text evidence to support an appropriate response.</p>	<ul style="list-style-type: none"> <li>● customize challenge activities to assess students' abilities to use text evidence to support an appropriate response.</li> <li>● track students' oral responses in text box activities using text evidence to respond to a question or prompt.</li> </ul>
<p>(D) retell texts in ways that maintain meaning.</p>	<ul style="list-style-type: none"> <li>● customize challenge activities to assess students' abilities to retell texts in ways that maintain meaning.</li> <li>● track students' oral responses in text box activities retelling texts in ways that maintain meaning.</li> </ul>
<p>(E) interact with sources in meaningful ways such as illustrating or writing.</p>	<ul style="list-style-type: none"> <li>● customize challenge activities to assess students' abilities to interact with sources in meaningful ways, such as illustrating or writing.</li> <li>● assign Beanstack's curated ebook challenge collections and support students in interacting with the sources in meaningful ways, such as illustrating or writing.</li> </ul>
<p>(F) respond using newly acquired vocabulary as appropriate.</p>	<ul style="list-style-type: none"> <li>● customize challenge activities to include newly acquired vocabulary when answering questions orally or in writing.</li> <li>● track students' oral responses about multiple texts in text box activities using newly acquired vocabulary as appropriate.</li> <li>● assign Beanstack's curated ebook challenge collections and support students in responding using newly acquired vocabulary as appropriate.</li> </ul>

**Strand 4: Multiple Genres**



**Listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.**

110.3 (8)	Beanstack Alignment
The student is expected to:	Media specialists/teachers can:
(A) discuss topics and determine theme using text evidence with adult assistance.	<ul style="list-style-type: none"> <li>● customize challenge activities to assess students' abilities to discuss topics and determine the theme using text evidence with adult assistance.</li> <li>● track students' oral responses in text box activities when discussing topics and determining the theme using text evidence with adult assistance.</li> </ul>
(B) describe the main character(s) and the reason(s) for their actions.	<ul style="list-style-type: none"> <li>● customize challenge activities to assess students' abilities to describe the main character(s) and the reason(s) for their actions.</li> <li>● track students' oral responses in text box activities describing the main characters(s) and the reason(s) for their actions.</li> </ul>
(C) describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently.	<ul style="list-style-type: none"> <li>● customize challenge activities to assess students' abilities to describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently.</li> <li>● track students' oral responses in text box activities describing plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently.</li> <li>● record student responses as they orally answer questions about the plot elements, including the main events, the problem, and the resolution, using reading validation challenges.</li> </ul>
(D) describe the setting.	<ul style="list-style-type: none"> <li>● customize challenge activities to assess students' abilities to describe the setting.</li> </ul>

	<ul style="list-style-type: none"> <li>● track students' oral responses in text box activities describing the setting.</li> <li>● record student responses as they orally answer questions about the setting, using reading validation challenges.</li> </ul>
<p><b>Listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.</b></p>	
<b>110.3 (9)</b>	<b>Beanstack Alignment</b>
The student is expected to:	Media specialists/teachers can:
<p>(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes.</p>	<ul style="list-style-type: none"> <li>● customize challenge activities to require students to demonstrate knowledge of distinguishing characteristics of well-known children's literature.</li> <li>● customize the Beanstack Genre Challenge to cover specific genres, titles, topics, or distinguishing characteristics.</li> <li>● track students' oral responses in text box activities demonstrating knowledge of distinguishing characteristics of well-known children's literature.</li> <li>● record student responses as they orally answer questions about distinguishing characteristics of well-known children's literature, using reading validation challenges.</li> </ul>
<p>(B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems.</p>	<ul style="list-style-type: none"> <li>● customize the Beanstack Poetry Challenge template to link to a variety of poems and poetry resources and include discussions about rhyme, rhythm, repetition, and alliteration.</li> <li>● track students' oral responses in text box activities when discussing rhyme, rhythm, repetition, and alliteration in a variety of poems.</li> </ul>
<p>(C) discuss elements of drama such as characters and setting.</p>	<ul style="list-style-type: none"> <li>● customize the Beanstack Genre Challenge to cover drama and discuss elements of drama such as characters and setting.</li> </ul>

	<ul style="list-style-type: none"> <li>● track students' oral responses in text box activities discussing elements of drama such as characters and setting.</li> </ul>
<p>(D) recognize characteristics and structures of informational text, including:</p> <p>(i) the central idea and supporting evidence with adult assistance.</p> <p>(ii) features and simple graphics to locate or gain information.</p> <p>(iii) organizational patterns such as chronological order and description with adult assistance.</p>	<ul style="list-style-type: none"> <li>● customize challenge activities to assess students' abilities to recognize characteristics and structures of informational text with adult assistance, including the central idea, features, simple graphics, and organizational patterns such as chronological order and description.</li> <li>● track students' oral responses in text box activities recognizing characteristics and structures of informational texts.</li> <li>● record student responses as they orally answer questions about characteristics and structures of informational texts, using reading validation challenges.</li> <li>● assign Beanstack's curated ebook challenge collections and support students in recognizing the characteristics and structures of informational texts.</li> </ul>
<p>(E) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do.</p>	<ul style="list-style-type: none"> <li>● customize challenge activities to assess students' abilities to recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do.</li> <li>● track students' oral responses in text box activities recognizing the characteristics of persuasive texts and stating what the author is trying to persuade the reader to think or do.</li> </ul>
<p>(F) recognize characteristics of multimodal and digital texts.</p>	<ul style="list-style-type: none"> <li>● customize challenge activities to assess students' abilities to recognize characteristics of multimodal and digital texts.</li> <li>● track students' oral responses in text box activities recognizing characteristics of multimodal and digital texts.</li> <li>● assign Beanstack's curated ebook challenge collections and support students in recognizing the characteristics of digital texts.</li> </ul>

**Strand 5: Author's Purpose and Craft**

**Listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies the author's craft purposefully in order to develop his or her own products and performances.**

110.3 (10)	Beanstack Alignment
The student is expected to:	Media specialists/teachers can:
(A) discuss the author's purpose for writing text.	<ul style="list-style-type: none"> <li>● customize challenge activities to assess students' abilities to discuss the author's purpose for writing the text.</li> <li>● track students' oral responses in text box activities as they discuss the author's purpose for writing the text.</li> <li>● assign Beanstack's curated ebook challenge collections and support students in discussing the author's purpose for writing the text.</li> </ul>
(B) discuss how the use of text structure contributes to the author's purpose.	<ul style="list-style-type: none"> <li>● customize challenge activities to assess students' abilities to discuss how the use of text structure contributes to the author's purpose.</li> <li>● track students' oral responses in text box activities as they discuss how the use of text structure contributes to the author's purpose.</li> <li>● assign Beanstack's curated ebook challenge collections and support students in discussing how the use of text structure contributes to the author's purpose.</li> </ul>
(C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes.	<ul style="list-style-type: none"> <li>● customize challenge activities to assess students' abilities to discuss with adult assistance the author's use of print and graphic features to achieve specific purposes.</li> <li>● track students' oral responses in text box activities as they discuss the author's use of print and graphic features to achieve specific purposes.</li> <li>● assign Beanstack's curated ebook challenge collections and support students in</li> </ul>

	discussing the author’s use of print and graphic features to achieve specific purposes.
(D) discuss how the author uses words that help the reader visualize.	<ul style="list-style-type: none"> <li>● customize challenge activities to require students to discuss how the author uses words that help the reader visualize.</li> <li>● track students’ oral responses in text box activities discussing how the author uses words that help the reader visualize.</li> <li>● assign Beanstack’s curated ebook challenge collections and support students in discussing how the author uses words that help the reader visualize.</li> </ul>
(E) listen to and experience first- and third-person texts.	<ul style="list-style-type: none"> <li>● link resources within and customize challenge activities to require students to listen to and experience first- and third-person texts.</li> <li>● track students’ oral responses in text box activities after listening to and experiencing first- and third-person texts read aloud.</li> <li>● assign Beanstack’s curated ebook challenge collections and read the texts aloud so students can listen to and experience first- and third-person texts.</li> </ul>

## Strand 6: Composition

<b>Listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful.</b>	
<b>110.3 (12)</b>	<b>Beanstack Alignment</b>
The student is expected to:	Media specialists/teachers can:
(A) dictate or compose literary texts, including personal narratives and poetry.	<ul style="list-style-type: none"> <li>● customize challenge activities to include dictating or composing literary texts, including personal narratives and poetry.</li> <li>● link resources in challenge activities that provide examples of grade-appropriate</li> </ul>

	<p>literary texts including personal narratives and poetry.</p> <ul style="list-style-type: none"> <li>● customize the Beanstack Poetry Challenge template to link to a variety of poems and poetry resources for students to use as examples when dictating or composing their own poetry.</li> </ul>
(B) dictate or compose informational texts, including procedural texts.	<ul style="list-style-type: none"> <li>● customize challenge activities to include dictating or composing informational texts, including procedural texts.</li> <li>● link resources in challenge activities that provide examples of grade-appropriate informational texts, including procedural texts.</li> <li>● assign Beanstack’s curated ebook challenge collections and require students to collect information from the texts to assist them in dictating or composing informational texts, including procedural texts.</li> </ul>
(C) dictate or compose correspondence such as thank you notes or letters.	<ul style="list-style-type: none"> <li>● customize challenge activities to include dictating or composing correspondence such as thank you notes or letters.</li> <li>● link resources in challenge activities that provide examples of grade-appropriate correspondence such as thank you notes or letters.</li> <li>● assign Beanstack’s curated ebook challenge collections and require students to write correspondence such as thank you notes or letters to the author or characters in the text.</li> </ul>

### Strand 7: Inquiry and Research

<b>Listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.</b>	
<b>110.3 (13)</b>	<b>Beanstack Alignment</b>
The student is expected to:	Media specialists/teachers can:

<p>(A) generate questions for formal and informal inquiry with adult assistance.</p>	<ul style="list-style-type: none"> <li>● ask students to generate questions for formal and informal inquiry with adult assistance based on the texts and topics included in Beanstack's curated ebook reading challenges.</li> <li>● customize challenge activities to require students to generate questions for formal and informal inquiry with adult assistance.</li> </ul>
<p>(B) develop and follow a research plan with adult assistance.</p>	<ul style="list-style-type: none"> <li>● use or modify ebook reading challenges to model for students how to develop and follow a research plan.</li> <li>● customize and link resources within challenge activities to assess students' abilities to develop and follow a research plan with adult assistance.</li> </ul>
<p>(C) identify and gather relevant sources and information to answer the questions with adult assistance.</p>	<ul style="list-style-type: none"> <li>● link resources within and customize challenge activities to provide students with the opportunity to identify and gather relevant sources and information to answer the questions with adult assistance.</li> <li>● assign Beanstack's curated ebook challenge collections and support students in identifying and gathering relevant sources and information to answer the questions with adult assistance.</li> </ul>
<p>(D) demonstrate understanding of information gathered with adult assistance.</p>	<ul style="list-style-type: none"> <li>● assign and modify Beanstack's curated ebook reading challenges to require students to demonstrate an understanding of information gathered with adult assistance.</li> <li>● link resources within and customize challenge activities to require students to demonstrate an understanding of the information they gathered with adult assistance.</li> </ul>
<p>(E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>	<ul style="list-style-type: none"> <li>● customize challenge activities to assess students' abilities to use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</li> </ul>