



Grade 1 Texas Primary Reading Inventory (TPRI) Alignment to 1st Grade TEKS

MEASURE	HOW IS THIS ASSESSED?	TEKS
Letter Sounds (SCR)	<p>The student must see the screen and the teacher will score each item.</p> <p>On this task, the student is asked the name and the sound of some letters, however, to score each item as correct, the correct sound must be provided. This section has two practice items where the teacher can provide the correct response as in the following script:</p> <p>I'm going to show you some letters and I want you to tell me the names of the letters. Tell me the name of this letter.</p> <p>After the student says the letter name, Now, tell me the sound it makes. If the student does not know the name or sound of the letter, That's not quite right. The name of the letter is T (Practice 1) or A (Practice 2) and the sound it makes is /t/ (Practice 1) or /a/ (Practice 2).</p> <p>If the student says a long vowel sound for a vowel (e.g., /a/ as in lake), That's one sound this letter makes. Can you tell me another sound for this letter?</p>	<p>§110.3. English Language Arts and Reading, Grade 1</p> <p>(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.</p>

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Word Reading (SCR)	<p>The student must see the screen and the teacher will score each item. On this task, the student is asked to read some words. If the student pauses for longer than 3 seconds or takes longer than 3 seconds to sound out a word, mark it incorrect. Ask the student to read the next word. Do not provide the word.</p> <p>Say: I'm going to show you some words and I want you to read them to me. If you don't know a word, it's OK. Just do the best you can.</p> <p>If the student pauses for longer than 3 seconds or takes longer than 3 seconds to sound out a word, mark it incorrect. Ask the student to read the next word. Do not provide the word.</p>	<p>§110.11. English Language Arts and Reading, Grade 1,</p> <p>(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:</p> <p>(B) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> (i) decoding words in isolation and in context by applying common letter sound correspondences; (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables;
Blending Phonemes (SCR)	<p>The student must not see the screen on this task and the teacher will score each item. The teacher reads the prompt to the student on this task and the teacher will score each item.</p> <p>On this task, the teacher will say some letter sounds and the student should put them together and say the word. Say the sound for each letter or cluster of letters, not the letter name, at approximately 1/2 second intervals. This section has two practice items. You may not provide corrective feedback on Task Items.</p> <p>Remind the student to pronounce letter sounds, not letter names, and to say the word silently to himself first.</p> <p>Listen to me as I say some words very slowly. If I say /s/ /a/ /t/, I know the word is sat.</p> <p>What would the word be if I say /b/ /u/ /n/? (bun)</p> <p>If the student is unsuccessful in pronouncing the word, That's not quite right. The word is bun.</p> <p>What would the word be if I say /f/ /a/ /s/ /t/? (fast)</p> <p>If the student is unsuccessful in pronouncing the word, That's not quite right. The word is fast.</p>	<p>§110.11. English Language Arts and Reading, Grade 1,</p> <p>(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:</p> <p>(A) demonstrate phonological awareness by:</p> <ul style="list-style-type: none"> (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends;

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Phonemic Awareness Blending Word Parts	<p>The student must not see the screen on this task and the teacher will score each item. The teacher reads the prompt to the student on this task and the teacher will score each item.</p> <p>In this section, the teacher will say the sounds for individual letters or clusters of letters and the student should put them together and say the word.</p> <p>Say the sound for each letter or cluster of letters, not the letter name, at approximately 1/2 second intervals. This section has two practice items. You may not provide corrective feedback on Task Items.</p> <p>Remind the student to pronounce letter sounds, not letter names, and to say the word silently to himself first.</p> <p>1. Practice Item Say: "Listen to me as I say some words very slowly. If I say /m/ /ad/ , I know that the word is mad. What would be the word if I say /f/ /ox/ ?" (fox)</p> <p>If the student is unsuccessful in pronouncing the word, "That's not quite right, the word is fox."</p>	<p>§110.3. English 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:</p> <p>(A) demonstrate phonological awareness by: (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; (vi) manipulating phonemes within base words;</p>
Phonemic Awareness Blending Phonemes	<p>The student must not see the screen on this task and the teacher will score each item.</p> <p>In this section, the teacher will say the sounds for individual letters or clusters of letters and the student should put them together and say the word.</p> <p>Say the sound for each letter or cluster of letters, not the letter name, at approximately 1/2 second intervals. This section has two practice items. You may not provide corrective feedback on Task Items.</p> <p>Remind the student to pronounce letter sounds, not letter names, and to say the word silently to himself first.</p> <p>1. Practice Item Say: "Listen to me as I say some words very slowly. If I say /r/ /u/ /g/ , I know that the word is rug. What would be the word if I say /c/ /a/ /t/ ?" (cat)</p>	<p>§110.11. English 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:</p> <p>(A) demonstrate phonological awareness by: (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends;</p>

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	<p>If the student is unsuccessful in pronouncing the word, "That's not quite right, the word is <i>cat</i>.</p>	
Phonemic Awareness Deleting initial sounds	<p>The student must not see the screen on this task and the teacher will score each item.</p> <p>In this section, the teacher will say a word and will ask the student to say the word without its initial sound. The student should put them together and say the word. Say the sound for each letter or cluster of letters, not the letter name. This section has one practice item. You may not provide corrective feedback on Task Items.</p> <p>1. Practice Item Say: "Say the word <i>nice</i>. Now say <i>nice</i> without the /n/". (ice)</p> <p>If the student is unsuccessful in saying the word, "That's not quite right, the word is <i>ice</i>."</p>	<p>§110.3. English 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:</p> <p>(A) demonstrate phonological awareness by: (iv) recognizing the change in spoken word when a specified phoneme is added, changed, or removed; (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; (vi) manipulating phonemes within base words</p>

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Phonemic Awareness Deleting final sounds	<p>The student must not see the screen on this task and the teacher will score each item.</p> <p>In this section, the teacher will say a word and will ask the student to say the word without its final sound. The student should put them together and say the word. Say the sound for each letter or cluster of letters, not the letter name. This section has one practice item. You may not provide corrective feedback on Task Items.</p> <p>1. Practice Item Say: "Say the word rain. Now say rain without the /n/ . (ray) If the student is unsuccessful in saying the word, "That's not quite right, the word is ray."</p>	<p>§110.3. English 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:</p> <p>(A) demonstrate phonological awareness by: (iv) recognizing the change in spoken word when a specified phoneme is added changed, or removed; (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; (vi) manipulating phonemes within base words</p>
Graphophonemic Knowledge Initial consonant substitution	<p>The teacher reads the prompt to the student on this task and the teacher will score each item.</p> <p>For this task, one GK-1 Board and Letter Set can be used for all students in the class. You will ask the student to take the letter and place it in the blank to make a specific word.</p> <p>1. Practice Item Say: I want you to use the letters on the board to make words. Uncover the word part __og. These two letters make __og. If I put this letter at the beginning of __og, I make the word cog. Take the letter c and place it in front of __og. Remove the letter. Can you make the word cog?</p> <p>If the student is unsuccessful in spelling the word, That's not quite right. If I put this letter at the beginning of __og, I make the word cog.</p>	<p>§110.3. English 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:</p> <p>(B) demonstrate and apply phonetic knowledge by: (i) decoding words in isolation and in context by applying common letter sound correspondences;</p> <p>(C) demonstrate and apply spelling knowledge by: (iii) spelling words using sound-spelling patterns;</p>

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Graphophonemic Knowledge Final consonant substitution	<p>The teacher reads the prompt to the student on this task and the teacher will score each item.</p> <p>For this task, one GK-2 Board and Letter Set can be used for all students in the class. You will ask the student to take the letter and place it in the blank to make a specific word.</p> <p>1. Practice Item</p> <p>Say: I want you to use the letters on the board to make words. Uncover the word part fa___. These two letters make fa___. If I put this letter at the end of fa___, I make the word fad. Take the letter d and place it after fa___. Remove the letter. Can you make the word fad?</p> <p>If the student is unsuccessful in spelling the word, That's not quite right. If I put this letter at the end of fa___, I make the word fad.</p>	<p>§110.3. English Language Arts and Reading, Grade 1,</p> <p>(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:</p> <p>(B) demonstrate and apply phonetic knowledge by: (i) decoding words in isolation and in context by applying common letter sound correspondences;</p> <p>(C) demonstrate and apply spelling knowledge by: (iii) spelling words using sound-spelling patterns;</p>
Graphophonemic Knowledge Middle Vowel Substitution	<p>The teacher reads the prompt to the student on this task and the teacher will score each item.</p> <p>For this task, one GK-3 Board and Letter Set can be used for all students in the class. You will ask the student to take the letter and place it in the blank to make a specific word.</p> <p>1. Practice Item</p> <p>Say: I want you to use the letters on the board to make words. Uncover the word part b__g. If I put this letter in the middle of b__g, I make the word bug. Take the letter u and place it in the middle of b__g. Remove the letter. Can you make the word bug?</p> <p>If the student is unsuccessful in spelling the word, That's not quite right. If I put this letter in the middle of b__g, I make the word bug.</p>	<p>§110.3. English Language Arts and Reading, Grade 1,</p> <p>(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:</p> <p>(B) demonstrate and apply phonetic knowledge by: (i) decoding words in isolation and in context by applying common letter sound correspondences;</p> <p>(C) demonstrate and apply spelling knowledge by: (iii) spelling words using sound-spelling patterns;</p>

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Graphophonemic Knowledge Initial Blending Substitution	<p>The teacher reads the prompt to the student on this task and the teacher will score each item.</p> <p>For this task, one GK-4 Board and Letter Set can be used for all students in the class. You will ask the student to take the letter and place it in the blank to make a specific word.</p> <p>1. Practice Item</p> <p>Say: I want you to use the letters on the board to make words. Uncover the word part <u>am</u>. These two letters make <u>am</u>. If I put these two letters at the beginning of <u>am</u>, I make the word <u>slam</u>. Take the letters <u>s</u> and <u>l</u> and place it in front of <u>am</u>. Remove the letters. Can you make the word <u>slam</u>? If the student is unsuccessful in spelling the word, That's not quite right. If I put these letters at the beginning of <u>am</u>, I make the word <u>slam</u>.</p>	<p>§110.3. English Language Arts and Reading, Grade 1,</p> <p>(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:</p> <p>(B) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> (i) decoding words in isolation and in context by applying common letter sound correspondences; (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; <p>(C) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> (ii) spelling words with initial and final consonant blends, digraphs, and trigraphs; (iii) spelling words using sound-spelling patterns;
Graphophonemic Knowledge Blends in Final Position	<p>The teacher reads the prompt to the student on this task and the teacher will score each item.</p> <p>For this task, one GK-5 Board and Letter Set can be used for all students in the class. You will ask the student to take the letter and place it in the blank to make a specific word.</p> <p>1. Practice Item</p> <p>Say: I want you to use the letters on the board to make words. Uncover the word part <u>be</u>. These two letters make <u>be</u>. If I put these letters at the end of <u>be</u>, I make the word <u>belt</u>. Take the letters <u>l</u> and <u>t</u> and place it after <u>be</u>. Remove the letters. Can you make the word <u>belt</u>? If the student is unsuccessful in spelling the word, That's not quite right. If I put these letters at the end of <u>be</u>, I make the word <u>belt</u>.</p>	<p>§110.3. English Language Arts and Reading, Grade 1,</p> <p>(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:</p> <p>(B) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> (i) decoding words in isolation and in context by applying common letter sound correspondences; (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; <p>(C) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> (ii) spelling words with initial and final consonant blends, digraphs, and trigraphs; (iii) spelling words using sound-spelling patterns;

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Word Reading (1-4)	<p>The student must see the screen and the teacher will score each item.</p> <p>On this task, the student is asked to read some words. If the student pauses for longer than 3 seconds or takes longer than 3 seconds to sound out a word, mark it incorrect. Ask the student to read the next word. Do not provide the word.</p> <p>Say: I'm going to show you some words and I want you to read them to me. If you don't know a word, it's OK. Just do the best you can.</p> <p>A note about the Word Reading 1: If the student scores 0 on this task, the teacher has the option to skip the following Word Reading tasks and continue with the Reading tasks. In that case, it is recommended to exclude these tasks by clicking the green squares of the skipped sections.</p> <p>This rule only applies to Word Reading 1.</p>	<p>§110.11. English 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:</p> <p>(B) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> (i) decoding words in isolation and in context by applying common letter sound correspondences; (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables;
Reading Fluency	<p>If the student is unable to read three or more words in the first sentence, or if the student reads at the Frustrational Level (9 or more errors), have the student stop. Record the level on the Student Record Sheet. Read the story to the student to obtain a Listening Comprehension score. What you say to the student while testing is in bold print.</p> <p>I'm going to ask you to read a story. The title of the story is Tut. After you read it, I'll ask you a few questions. Read the story out loud to me.</p> <p>Place the Story Booklet in front of the student. Start the stopwatch when the student reads the first word. As the student reads, mark errors on the Student Record Sheet.</p> <p>Fluency Rate (words correct per minute = WCPM) Words in Story - Errors = Words Correct ÷ Total Seconds x 60 = Fluency (WCPM) 76 - = ÷ x 60</p>	<p>§110.3. English 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.</p>

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Reading Accuracy	<p>If the student is unable to read three or more words in the first sentence, or if the student reads at the Frustrational Level (9 or more errors), have the student stop. Record the level on the Student Record Sheet. Read the story to the student to obtain a Listening Comprehension score. What you say to the student while testing is in bold print.</p> <p>I'm going to ask you to read a story. The title of the story is Tut. After you read it, I'll ask you a few questions. Read the story out loud to me.</p> <p>Place the Story Booklet in front of the student. Start the stopwatch when the student reads the first word. As the student reads, mark errors on the Student Record Sheet.</p> <p>1. Accuracy Level Recorded Number of Errors in Box Errors Frustrational 9 or more errors Instructional 5-8 errors Independent 0-4 error</p>	<p>§110.3. English Language Arts and Reading, Grade 1,</p> <p>(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.</p>
Reading Comprehension	<p>This section is only for students who were able to read the entire story by themselves.</p> <p>If the student reached the Frustrational level and you read the story to him or her, stop, click "Quit and Discard", and administer the next section, Listening Comprehension.</p> <p>Administer all of the Reading Comprehension questions. If the student takes 10 seconds or longer to answer a question, prompt the student: Remember, you can look at the story.</p> <p>If the student looks for the answer and after 10 seconds is still unable to locate it, continue to the next question without comment.</p> <p>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.</p> <p>* 1. This section is only for the students who read the entire story on their own.</p> <p>If YOU read the story to the student, stop, click "Quit and Discard" and administer the Listening Comprehension task.</p>	<p>§110.3. English Language Arts and Reading, Grade 1,</p> <p>(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.</p> <p>(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:</p> <p>(F) make inferences and use evidence to support understanding with adult assistance;</p> <p>(G) evaluate details to determine what is most important with adult assistance;</p> <p>(H) synthesize information to create new understanding with adult assistance; and</p> <p>(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.</p>

MEASURE	HOW IS THIS ASSESSED?	TEKS
		<p>(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:</p> <p>(C) use text evidence to support an appropriate response;</p>
Listening Comprehension	<p>This optional section is only for students who were unable to read the entire story and when you read the story to them.</p> <p>If the student was able to read the story by themselves, stop, click "Quit and Discard", and administer the previous section, Reading Comprehension. Administer all of the Listening Comprehension questions. If the student takes 10 seconds or longer to answer a question, prompt the student: Remember, you can look at the story.</p> <p>If the student looks for the answer and after 10 seconds is still unable to locate it, continue to the next question without comment.</p> <p>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.</p>	<p>§110.3. English Language Arts and Reading, Grade 1,</p> <p>(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.</p> <p>(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:</p> <p>(F) make inferences and use evidence to support understanding with adult assistance;</p> <p>(G) evaluate details to determine what is most important with adult assistance;</p> <p>(H) synthesize information to create new understanding with adult assistance; and</p> <p>(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.</p>

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		<p>(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:</p> <p>(C) use text evidence to support an appropriate response.</p>