



Alignment of the English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS)
& *The Skills That They Need to Help Them Succeed* Primary Phonemic Awareness Curriculum,
written by Dr. Michael Heggerty

Texas Essential Knowledge and Skills (TEKS) for 1 st Grade English Language Arts and Reading 1 st Grade (2019)	Alignment to Heggerty Primary Phonemic Awareness Curriculum (English) ©2020
<p>(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> <p style="text-align: center;">The student is expected to: (A) demonstrate phonological awareness by:</p>	
Producing a series of rhyming words;	Rhyme Production: Week 5, 6, 10, 11, 13, 17, 19, 23, 25-27, 29, 31, 34, 35
Distinguishing between long and short vowel sounds in one-syllable words;	Isolating Medial Sounds: Weeks 10-12, 14-17, 19, 21-25, 27, 29, 30
Recognizing the change in spoken word when a specified phoneme is added, changed, or removed;	Adding Phonemes: Weeks 5-29, 32, 33, 35 Deleting Phonemes: Weeks 5-29, 32, 33, 35 Substituting Phonemes: Weeks 9-35
Recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;	Onset Fluency: Weeks 3-6, 8-10, 12-13, 15, 16, 19
Blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends;	Blending: Weeks 8-27
Segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends;	Segmenting: Weeks 8-27

Texas Essential Knowledge and Skills (TEKS) for 2 nd Grade English Language Arts and Reading 2 nd Grade (2019)	Alignment to Heggerty Primary Phonemic Awareness Curriculum (English) ©2020
<p>(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> <p style="text-align: center;">The student is expected to: (A) demonstrate phonological awareness by:</p>	
Producing a series of rhyming words;	Week 5, 6, 10, 11, 13, 17, 19, 23, 25-27, 29, 31, 34, 35
Distinguishing between long and short vowel sounds in one-syllable words;	Isolating Medial Sounds: Weeks 10-12, 14-17, 25, 27, 29, 30
Recognizing the change in spoken word when a specified phoneme is added, changed, or removed;	Adding Phonemes: Weeks 5-29, 32, 33, 35 Deleting Phonemes: Weeks 5-29, 32, 33 Substituting Phonemes: Weeks 9-35
Recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;	Onset Fluency: Weeks 3-6, 8-10, 12-13, 15, 16, 19