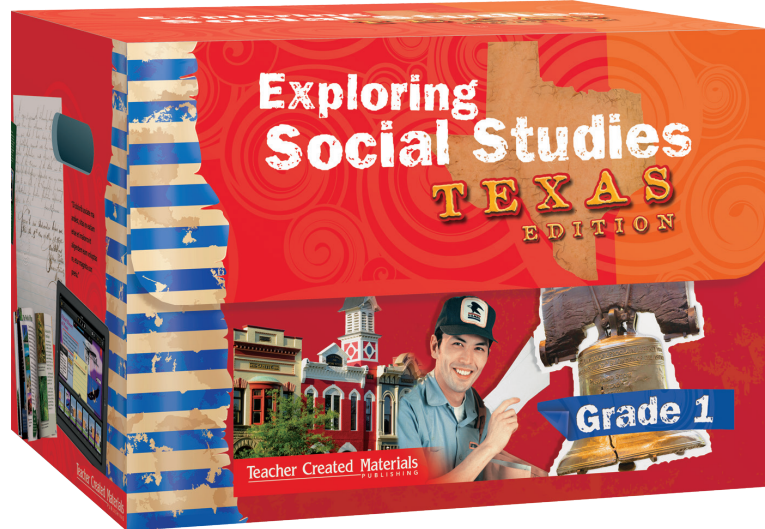
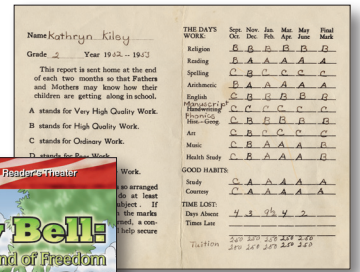
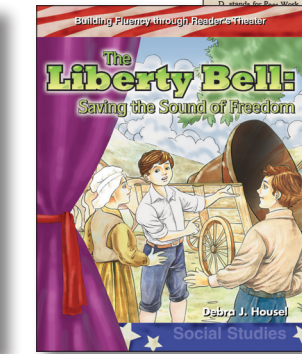
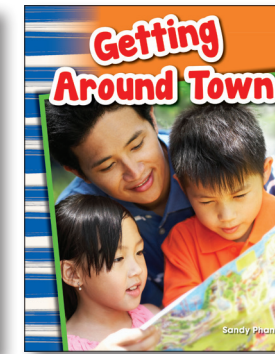
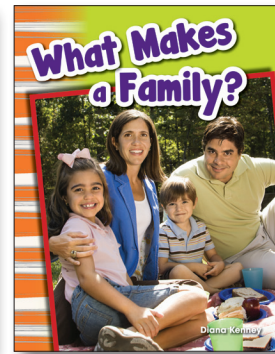
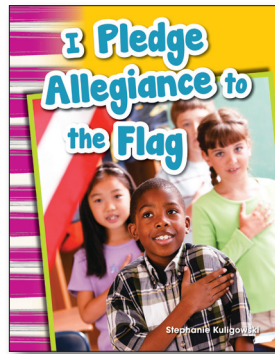


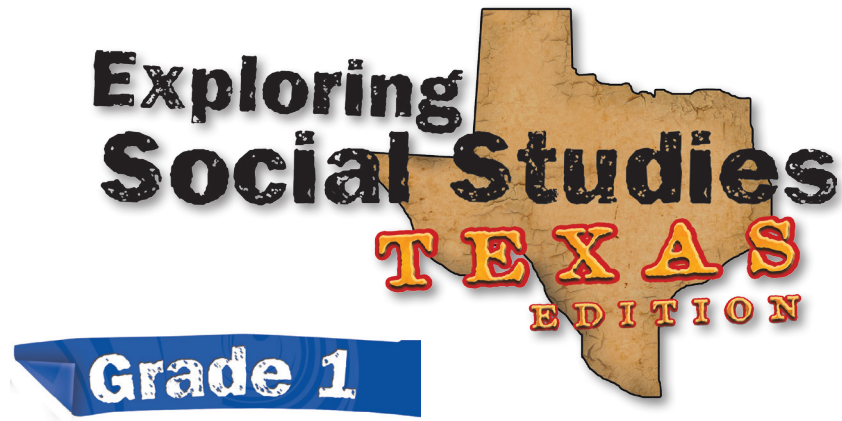
Exploring Social Studies TEXAS EDITION

Grade 1

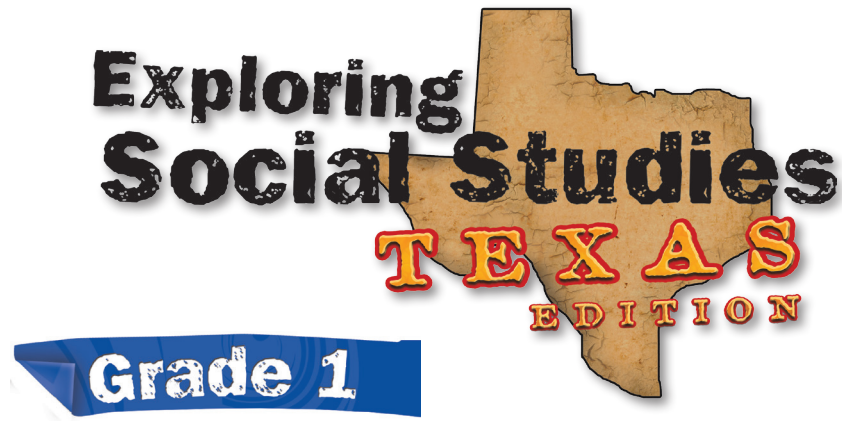
Correlation to the Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS)



		Leveled Readers																		Reader's Theater		Primary Sources				
		Primary Source Readers: Benjamin Franklin	Primary Source Readers: Alexander Graham Bell	Primary Source Readers: Eleanor Roosevelt	Primary Source Readers: Martin Luther King Jr.	Primary Source Readers: Happy Fourth of July!	Primary Source Readers: I Pledge Allegiance to the Flag	Primary Source Readers: What Makes a Town?	Primary Source Readers: What Makes a Family?	Primary Source Readers: Respect the Rules!	Primary Source Readers: Who Makes the Rules?	Primary Source Readers: Be a Good Leader!	Primary Source Readers: Be Fair!	Primary Source Readers: Getting Around Town	Primary Source Readers: Getting Around School	Primary Source Readers: Saving and Spending	Primary Source Readers: Goods and Services Around Town	Primary Source Readers: Earning Money	Primary Source Readers: Jobs Around Town	Primary Source Readers: Amazing Americans: Abraham Lincoln	Primary Source Readers: Amazing Americans: Susan B. Anthony	Culminating Activity	Coming to America	The Star-Spangled Banner	The Liberty Bell	Primary Sources: My Community Then and Now
TEKS	1.1.A					✓	✓																			
	1.1.B					✓			✓																	
	1.2.A	✓		✓	✓															✓	✓					
	1.2.B	✓	✓																							
	1.2.C												✓									✓				
1.3.A					✓		✓	✓								✓	✓									



TEKS		Leveled Readers																			Reader's Theater			Primary Sources				
		Primary Source Readers: Benjamin Franklin	Primary Source Readers: Alexander Graham Bell	Primary Source Readers: Eleanor Roosevelt	Primary Source Readers: Martin Luther King Jr.	Primary Source Readers: Happy Fourth of July!	Primary Source Readers: I Pledge Allegiance to the Flag	Primary Source Readers: What Makes a Town?	Primary Source Readers: What Makes a Family?	Primary Source Readers: Respect the Rules!	Primary Source Readers: Who Makes the Rules?	Primary Source Readers: Be a Good Leader!	Primary Source Readers: Be Fair!	Primary Source Readers: Getting Around Town	Primary Source Readers: Getting Around School	Primary Source Readers: Saving and Spending	Primary Source Readers: Goods and Services Around Town	Primary Source Readers: Earning Money	Primary Source Readers: Jobs Around Town	Primary Source Readers: Amazing Americans: Abraham Lincoln	Primary Source Readers: Amazing Americans: Susan B. Anthony	Culminating Activity	Coming to America	The Star-Spangled Banner	The Liberty Bell	Primary Sources: My Community Then and Now		
1.3.B	The student understands the concepts of time and chronology. The student is expected to describe and measure calendar time by days, weeks, months, and years.																											
1.3.C	The student understands the concepts of time and chronology. The student is expected to create a calendar and simple timeline.																											
1.4.A	The student understands the relative location of places. The student is expected to locate places using the four cardinal directions.												✓															
1.4.B	The student understands the relative location of places. The student is expected to describe the location of self and objects relative to other locations in the classroom and school.													✓														
1.5.A	The student understands the purpose of maps and globes. The student is expected to create and use simple maps such as maps of the home, classroom, school, and community.												✓	✓														
1.5.B	The student understands the purpose of maps and globes. The student is expected to locate the community, Texas, and the United States on maps and globes.																											
1.6.A	The student understands various physical and human characteristics. The student is expected to identify and describe the physical characteristics of place such as landforms, bodies of water, natural resources, and weather.																											
1.6.B	The student understands various physical and human characteristics. The student is expected to identify examples of and uses for natural resources in the community, state, and nation.																											
1.6.C	The student understands various physical and human characteristics. The student is expected to identify and describe how the human characteristics of place such as shelter, clothing, food, and activities are based upon geographic location.																											✓
1.7.A	The student understands how families meet basic human needs. The student is expected to describe ways that families meet basic human needs.																											
1.7.B	The student understands how families meet basic human needs. The student is expected to describe similarities and differences in ways families meet basic human needs.																											



TEKS	Description	Leveled Readers																			Reader's Theater			Primary Sources		
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1.8.A	The student understands the concepts of goods and services. The student is expected to identify examples of goods and services in the home, school, and community.															✓	✓	✓	✓							✓
1.8.B	The student understands the concepts of goods and services. The student is expected to identify ways people exchange goods and services.															✓	✓									✓
1.8.C	The student understands the concepts of goods and services. The student is expected to identify the role of markets in the exchange of goods and services.																									
1.9.A	The student understands the condition of not being able to have all the goods and services one wants. The student is expected to identify examples of people wanting more than they can have.															✓										
1.9.B	The student understands the condition of not being able to have all the goods and services one wants. The student is expected to explain why wanting more than they can have requires that people make choices.															✓	✓									
1.9.C	The student understands the condition of not being able to have all the goods and services one wants. The student is expected to identify examples of choices families make when buying goods and services.															✓	✓									
1.10.A	The student understands the value of work. The student is expected to describe the components of various jobs and the characteristics of a job well performed.																									
1.10.B	The student understands the value of work. The student is expected to describe how specialized jobs contribute to the production of goods and services.																									✓
1.11.A	The student understands the purpose of rules and laws. The student is expected to explain the purpose for rules and laws in the home, school, and community.																									✓
1.11.B	The student understands the purpose of rules and laws. The student is expected to identify rules and laws that establish order, provide security, and manage conflict.																									
1.12.A	The student understands the role of authority figures, public officials, and citizens. The student is expected to identify the responsibilities of authority figures in the home, school, and community.																									✓
1.12.B	The student understands the role of authority figures, public officials, and citizens. The student is expected to identify and describe the roles of public officials in the community, state, and nation.																									

Exploring Social Studies

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TEKS	Description	Leveled Readers																				Reader's Theater			Primary Sources	
		Primary Source Readers: Benjamin Franklin	Primary Source Readers: Alexander Graham Bell	Primary Source Readers: Eleanor Roosevelt	Primary Source Readers: Martin Luther King Jr.	Primary Source Readers: Happy Fourth of July!	Primary Source Readers: I Pledge Allegiance to the Flag	Primary Source Readers: What Makes a Town?	Primary Source Readers: What Makes a Family?	Primary Source Readers: Respect the Rules!	Primary Source Readers: Who Makes the Rules?	Primary Source Readers: Be a Good Leader!	Primary Source Readers: Be Fair!	Primary Source Readers: Getting Around Town	Primary Source Readers: Getting Around School	Primary Source Readers: Saving and Spending	Primary Source Readers: Goods and Services Around Town	Primary Source Readers: Earning Money	Primary Source Readers: Jobs Around Town	Primary Source Readers: Amazing Americans: Abraham Lincoln	Primary Source Readers: Amazing Americans: Susan B. Anthony	Culminating Activity	Coming to America	The Star-Spangled Banner	The Liberty Bell	Primary Sources: My Community Then and Now
1.12.C	The student understands the role of authority figures, public officials, and citizens. The student is expected to identify and describe the role of a good citizen in maintaining a constitutional republic.										✓	✓							✓	✓						
1.13.A	The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting.										✓	✓								✓						
1.13.B	The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to identify historical figures such as Benjamin Franklin, Francis Scott Key, and Eleanor Roosevelt who have exemplified good citizenship.	✓		✓																			✓			
1.13.C	The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to identify other individuals who exemplify good citizenship.				✓																					
1.14.A	The student understands important symbols, customs, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to explain state and national patriotic symbols, including the United States and Texas flags, the Liberty Bell, the Statue of Liberty, and the Alamo.					✓	✓																	✓		
1.14.B	The student understands important symbols, customs, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to recite and explain the meaning of the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag.						✓																			
1.14.C	The student understands important symbols, customs, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to identify anthems and mottoes of Texas and the United States.					✓																	✓			
1.14.D	The student understands important symbols, customs, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to explain and practice voting as a way of making choices and decisions.											✓									✓					
1.14.E	The student understands important symbols, customs, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to explain how patriotic customs and celebrations reflect American individualism and freedom.					✓	✓																			
1.14.F	The student understands important symbols, customs, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to identify Constitution Day as a celebration of American freedom.																									
1.15.A	The student understands the importance of family and community beliefs, customs, language, and traditions. The student is expected to describe and explain the importance of various beliefs, customs, language, and traditions of families and communities.								✓																	

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Grade 1

TEKS	Description	Leveled Readers																				Reader's Theater			Primary Sources		
		Primary Source Readers: Benjamin Franklin	Primary Source Readers: Alexander Graham Bell	Primary Source Readers: Eleanor Roosevelt	Primary Source Readers: Martin Luther King Jr.	Primary Source Readers: Happy Fourth of July!	Primary Source Readers: I Pledge Allegiance to the Flag	Primary Source Readers: What Makes a Town?	Primary Source Readers: What Makes a Family?	Primary Source Readers: Respect the Rules!	Primary Source Readers: Who Makes the Rules?	Primary Source Readers: Be a Good Leader!	Primary Source Readers: Be Fair!	Primary Source Readers: Getting Around Town	Primary Source Readers: Getting Around School	Primary Source Readers: Saving and Spending	Primary Source Readers: Goods and Services Around Town	Primary Source Readers: Earning Money	Primary Source Readers: Jobs Around Town	Primary Source Readers: Amazing Americans: Abraham Lincoln	Primary Source Readers: Amazing Americans: Susan B. Anthony	Culminating Activity	Coming to America	The Star-Spangled Banner		The Liberty Bell	
1.15.B	The student understands the importance of family and community beliefs, customs, language, and traditions. The student is expected to explain the way folktales and legends such as Aesop's fables reflect beliefs, customs, language, and traditions of communities.																										
1.16.A	The student understands how technology affects daily life, past and present. The student is expected to describe how technology changes the ways families live.	✓	✓					✓																			✓
1.16.B	The student understands how technology affects daily life, past and present. The student is expected to describe how technology changes communication, transportation, and recreation.	✓	✓				✓																				✓
1.16.C	The student understands how technology affects daily life, past and present. The student is expected to describe how technology changes the way people work.	✓																	✓								✓
1.17.A	The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music.																		✓	✓	✓		✓	✓	✓		
1.17.B	The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, maps, literature, and artifacts.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓						✓
1.17.C	The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to sequence and categorize information.													✓	✓			✓									✓
1.18.A	The student communicates in oral, visual, and written forms. The student is expected to express ideas orally based on knowledge and experiences.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓		✓
1.18.B	The student communicates in oral, visual, and written forms. The student is expected to create and interpret visual and written material.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓		✓
1.19.A	The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.																										
1.19.B	The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of that decision.																					✓					✓

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Grade 1

		Leveled Readers																						Reader's Theater			Primary Sources
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ELPS	Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	