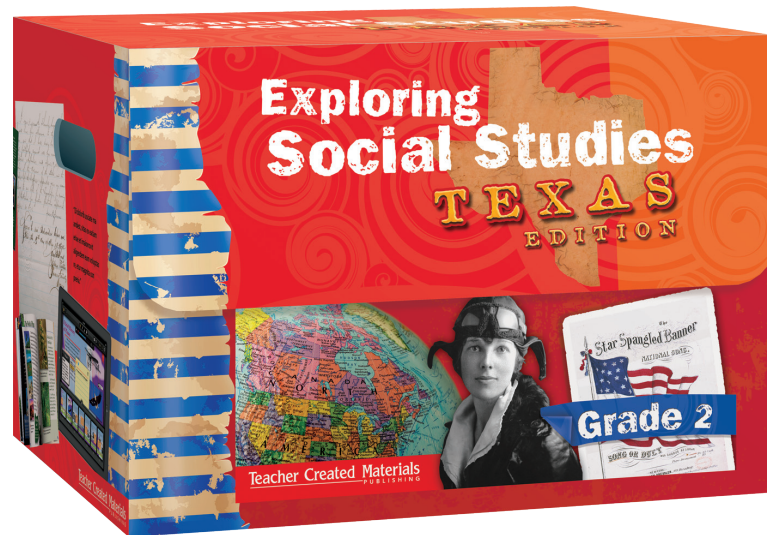
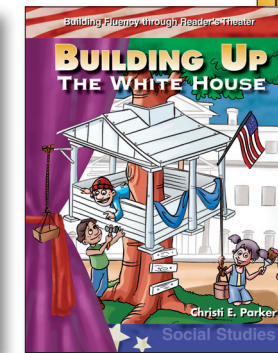
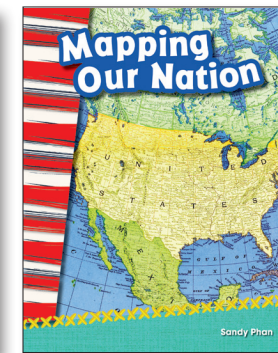
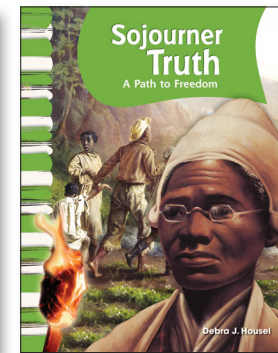
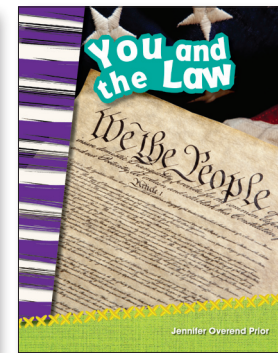
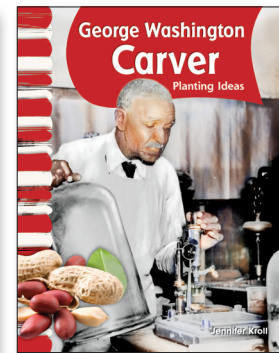


Exploring Social Studies TEXAS EDITION

Grade 2

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



TEKS	TEKS Description
2.1.A	The student understands the historical significance of landmarks and celebrations in the community, state, and nation. The student is expected to explain the significance of various community, state, and national celebrations such as Veterans Day, Memorial Day, Independence Day, and Thanksgiving.
2.1.B	The student understands the historical significance of landmarks and celebrations in the community, state, and nation. The student is expected to identify and explain the significance of various community, state, and national landmarks such as monuments and government buildings.
2.2.A	The student understands the concepts of time and chronology. The student is expected to describe the order of events by using designations of time periods such as historical and present times.
2.2.B	The student understands the concepts of time and chronology. The student is expected to apply vocabulary related to chronology, including past, present, and future.
2.2.C	The student understands the concepts of time and chronology. The student is expected to create and interpret timelines for events in the past and present.
2.3.A	The student understands how various sources provide information about the past and present. The student is expected to identify several sources of information about a given period or event such as reference materials, biographies, newspapers, and electronic sources.

Leveled Readers															Reader's Theater	Primary Sources							
Primary Source Readers: Declaring Our Independence	Primary Source Readers: Washington's Birthday	Primary Source Readers: Families Through Time	Primary Source Readers: A Family's Story	Primary Source Readers: You and the U.S. Government	Primary Source Readers: You and the Law	Primary Source Readers: You Can Count on Me!	Primary Source Readers: I'll Lead the Way!	Primary Source Readers: Mapping Our Nation	Primary Source Readers: Mapping Our World	Primary Source Readers: Money and Trade in Our Nation	Primary Source Readers: Money and Trade in Our World	Primary Source Readers: Paul Revere	Primary Source Readers: Abigail Adams	Primary Source Readers: Thurgood Marshall	Primary Source Readers: Amelia Earhart	Primary Source Readers: George Washington Carver	Primary Source Readers: Sojourner Truth	TIME For Kids® Nonfiction Readers: Next Stop: Mexico	TIME For Kids® Nonfiction Readers: Next Stop: Canada	Culminating Activity	Building up the White House	Postcards from Bosley the Bear	Primary Sources: My Country Then and Now
✓	✓																						✓
																					✓	✓	✓
			✓	✓																			✓
																							✓
																				✓			

Exploring Social Studies

TEXAS EDITION

Grade 2

TEKS		Leveled Readers																	Reader's Theater		Primary Sources					
		Primary Source Readers: Declaring Our Independence	Primary Source Readers: Washington's Birthday	Primary Source Readers: Families Through Time	Primary Source Readers: A Family's Story	Primary Source Readers: You and the U.S. Government	Primary Source Readers: You and the Law	Primary Source Readers: You Can Count on Me!	Primary Source Readers: I'll Lead the Way!	Primary Source Readers: Mapping Our Nation	Primary Source Readers: Mapping Our World	Primary Source Readers: Money and Trade in Our Nation	Primary Source Readers: Money and Trade in Our World	Primary Source Readers: Paul Revere	Primary Source Readers: Abigail Adams	Primary Source Readers: Thurgood Marshall	Primary Source Readers: Amelia Earhart	Primary Source Readers: George Washington Carver	Primary Source Readers: Sojourner Truth	TIME For Kids® Nonfiction Readers: Next Stop: Mexico	TIME For Kids® Nonfiction Readers: Next Stop: Canada	Culminating Activity	Building up the White House	Postcards from Bosley the Bear	Primary Sources: My Country Then and Now	
2.3.B	The student understands how various sources provide information about the past and present. The student is expected to describe various evidence of the same time period using primary sources such as photographs, journals, and interviews.																									✓
2.4.A	The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation. The student is expected to identify contributions of historical figures, including Thurgood Marshall, Irma Rangel, John Hancock, and Theodore Roosevelt, who have influenced the community, state, and nation.	✓	✓										✓	✓	✓											✓
2.4.B	The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation. The student is expected to identify historical figures such as Amelia Earhart, W. E. B. DuBois, Robert Fulton, and George Washington Carver who have exhibited individualism and inventiveness.															✓	✓									
2.4.C	The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation. The student is expected to explain how people and events have influenced local community history.																									
2.5.A	The student uses simple geographic tools such as maps and globes. The student is expected to interpret information on maps and globes using basic map elements such as title, orientation (north, south, east, west), and legend/map keys.									✓	✓															
2.5.B	The student uses simple geographic tools such as maps and globes. The student is expected to create maps to show places and routes within the home, school, and community.																									
2.6.A	The student understands the locations and characteristics of places and regions in the community, state, and nation. The student is expected to identify major landforms and bodies of water, including each of the continents and each of the oceans, on maps and globes.									✓	✓															
2.6.B	The student understands the locations and characteristics of places and regions in the community, state, and nation. The student is expected to locate places of significance, including the local community, Texas, the state capital, the U.S. capital, major cities in Texas, the coast of Texas, Canada, Mexico, and the United States on maps and globes.									✓									✓	✓						
2.6.C	The student understands the locations and characteristics of places and regions in the community, state, and nation. The student is expected to examine information from various sources about places and regions.									✓	✓															
2.7.A	The student understands how physical characteristics of places and regions affect people's activities and settlement patterns. The student is expected to describe how weather patterns and seasonal patterns affect activities and settlement patterns.																									
2.7.B	The student understands how physical characteristics of places and regions affect people's activities and settlement patterns. The student is expected to describe how natural resources and natural hazards affect activities and settlement patterns.																									✓

Exploring Social Studies

TEXAS EDITION

Grade 2

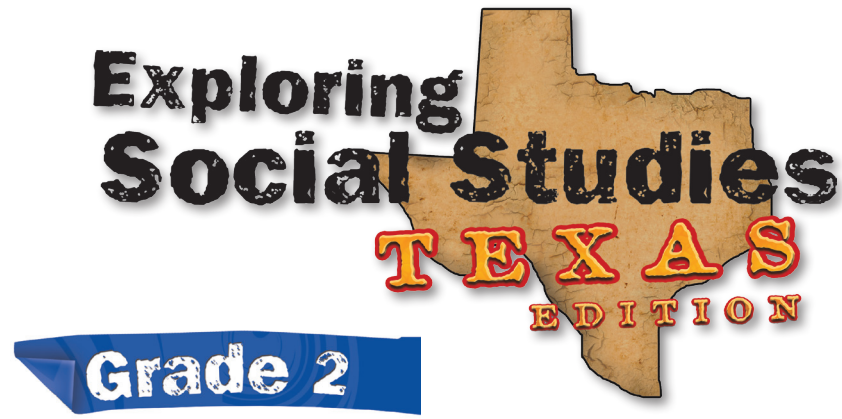
TEKS		Leveled Readers																	Reader's Theater		Primary Sources				
		Primary Source Readers: Declaring Our Independence	Primary Source Readers: Washington's Birthday	Primary Source Readers: Families Through Time	Primary Source Readers: A Family's Story	Primary Source Readers: You and the U.S. Government	Primary Source Readers: You and the Law	Primary Source Readers: You Can Count on Me!	Primary Source Readers: I'll Lead the Way!	Primary Source Readers: Mapping Our Nation	Primary Source Readers: Mapping Our World	Primary Source Readers: Money and Trade in Our Nation	Primary Source Readers: Money and Trade in Our World	Primary Source Readers: Paul Revere	Primary Source Readers: Abigail Adams	Primary Source Readers: Thurgood Marshall	Primary Source Readers: Amella Earhart	Primary Source Readers: George Washington Carver	Primary Source Readers: Sojourner Truth	TIME For Kids® Nonfiction Readers: Next Stop: Mexico	TIME For Kids® Nonfiction Readers: Next Stop: Canada	Culminating Activity	Building up the White House	Postcards from Bosley the Bear	Primary Sources: My Country Then and Now
2.7.C	The student understands how physical characteristics of places and regions affect people's activities and settlement patterns. The student is expected to explain how people depend on the physical environment and natural resources to meet basic needs.										✓	✓													
2.7.D	The student understands how physical characteristics of places and regions affect people's activities and settlement patterns. The student is expected to identify the characteristics of different communities, including urban, suburban, and rural, and how they affect activities and settlement patterns.																								
2.8.A	The student understands how humans use and modify the physical environment. The student is expected to identify ways in which people have modified the physical environment such as building roads, clearing land for urban development and agricultural use, and drilling for oil.																								
2.8.B	The student understands how humans use and modify the physical environment. The student is expected to identify positive and negative consequences of human modification of the physical environment such as the use of irrigation to improve crop yields.																								
2.8.C	The student understands how humans use and modify the physical environment. The student is expected to identify ways people can conserve and replenish natural resources.										✓														
2.9.A	The student understands the value of work. The student is expected to explain how work provides income to purchase goods and services.										✓	✓													
2.9.B	The student understands the value of work. The student is expected to explain the choices people in the U.S. free enterprise system can make about earning, spending, and saving money and where to live and work.										✓	✓													
2.10.A	The student understands the roles of producers and consumers in the production of goods and services. The student is expected to distinguish between producing and consuming.										✓	✓													
2.10.B	The student understands the roles of producers and consumers in the production of goods and services. The student is expected to identify ways in which people are both producers and consumers.										✓	✓													
2.10.C	The student understands the roles of producers and consumers in the production of goods and services. The student is expected to examine the development of a product from a natural resource to a finished product.																								
2.11.A	The student understands the purpose of governments. The student is expected to identify functions of governments such as establishing order, providing security, and managing conflict.					✓					✓														

Exploring Social Studies

TEXAS EDITION

Grade 2

TEKS		Leveled Readers																Reader's Theater		Primary Sources							
		Primary Source Readers: Declaring Our Independence	Primary Source Readers: Washington's Birthday	Primary Source Readers: Families Through Time	Primary Source Readers: A Family's Story	Primary Source Readers: You and the U.S. Government	Primary Source Readers: You and the Law	Primary Source Readers: You Can Count on Me!	Primary Source Readers: I'll Lead the Way!	Primary Source Readers: Mapping Our Nation	Primary Source Readers: Mapping Our World	Primary Source Readers: Money and Trade in Our Nation	Primary Source Readers: Money and Trade in Our World	Primary Source Readers: Paul Revere	Primary Source Readers: Abigail Adams	Primary Source Readers: Thurgood Marshall	Primary Source Readers: Amella Earhart	Primary Source Readers: George Washington Carver	Primary Source Readers: Sojourner Truth	TIME For Kids® Nonfiction Readers: Next Stop: Mexico	TIME For Kids® Nonfiction Readers: Next Stop: Canada	Culminating Activity	Building up the White House	Postcards from Bosley the Bear	Primary Sources: My Country Then and Now		
2.11.B	The student understands the purpose of governments. The student is expected to identify governmental services in the community such as police and fire protection, libraries, schools, and parks and explain their value to the community.					✓					✓																
2.11.C	The student understands the purpose of governments. The student is expected to describe how governments tax citizens to pay for services.					✓					✓																
2.12.A	The student understands the role of public officials. The student is expected to name current public officials, including mayor, governor, and president.																										
2.12.B	The student understands the role of public officials. The student is expected to compare the roles of public officials, including mayor, governor, and president.																										✓
2.12.C	The student understands the role of public officials. The student is expected to identify ways that public officials are selected, including election and appointment to office.					✓		✓	✓																		✓
2.12.D	The student understands the role of public officials. The student is expected to identify how citizens participate in their own governance through staying informed of what public officials are doing, providing input to them, and volunteering to participate in government functions.					✓																					
2.13.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.					✓	✓	✓	✓																		✓
2.13.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 Paul Revere, Abigail Adams, World War II Women Airforce Service Pilots (WASPs) and Navajo Code Talkers, and Sojourner Truth who have exemplified good citizenship.												✓	✓				✓									
2.13.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.	✓						✓	✓	✓																	
2.13.D	The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to identify ways to actively practice good citizenship, including involvement in community service.																										
2.14.A	The student identifies customs, symbols, and celebrations that represent American beliefs and principles that contribute to our national identity. The student is expected to recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag.																										✓



TEKS		Leveled Readers																		Reader's Theater		Primary Sources			
		Primary Source Readers: Declaring Our Independence	Primary Source Readers: Washington's Birthday	Primary Source Readers: Families Through Time	Primary Source Readers: A Family's Story	Primary Source Readers: You and the U.S. Government	Primary Source Readers: You and the Law	Primary Source Readers: You Can Count on Me!	Primary Source Readers: I'll Lead the Way!	Primary Source Readers: Mapping Our Nation	Primary Source Readers: Mapping Our World	Primary Source Readers: Money and Trade in Our Nation	Primary Source Readers: Money and Trade in Our World	Primary Source Readers: Paul Revere	Primary Source Readers: Abigail Adams	Primary Source Readers: Thurgood Marshall	Primary Source Readers: Amella Earhart	Primary Source Readers: George Washington Carver	Primary Source Readers: Sojourner Truth	TIME For Kids® Nonfiction Readers: Next Stop: Mexico	TIME For Kids® Nonfiction Readers: Next Stop: Canada	Culminating Activity	Building up the White House	Postcards from Bosley the Bear	Primary Sources: My Country Then and Now
2.14.B	The student identifies customs, symbols, and celebrations that represent American beliefs and principles that contribute to our national identity. The student is expected to identify selected patriotic songs, including "The Star Spangled Banner" and "America the Beautiful".	✓					✓																		✓
2.14.C	The student identifies customs, symbols, and celebrations that represent American beliefs and principles that contribute to our national identity. The student is expected to identify selected symbols such as state and national birds and flowers and patriotic symbols such as the U.S. and Texas flags and Uncle Sam.						✓																		✓
2.14.D	The student identifies customs, symbols, and celebrations that represent American beliefs and principles that contribute to our national identity. The student is expected to identify how selected customs, symbols, and celebrations reflect an American love of individualism, inventiveness, and freedom.	✓	✓				✓																		✓
2.15.A	The student understands the significance of works of art in the local community. The student is expected to identify selected stories, poems, statues, paintings, and other examples of the local cultural heritage.																								
2.15.B	The student understands the significance of works of art in the local community. The student is expected to explain the significance of selected stories, poems, statues, paintings, and other examples of the local cultural heritage.																								
2.16.A	The student understands ethnic and/or cultural celebrations. The student is expected to identify the significance of various ethnic and/or cultural celebrations.																								
2.16.B	The student understands ethnic and/or cultural celebrations. The student is expected to compare ethnic and/or cultural celebrations.																								
2.17.A	The student understands how science and technology have affected life, past and present. The student is expected to describe how science and technology change communication, transportation, and recreation.															✓									
2.17.B	The student understands how science and technology have affected life, past and present. The student is expected to explain how science and technology change the ways in which people meet basic needs.																✓								
2.18.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.		✓								✓		✓							✓		✓	✓		
2.18.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, maps, electronic sources, literature, reference sources, and artifact.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					✓

Exploring Social Studies

TEXAS EDITION

Grade 2

TEKS	Description	Leveled Readers																		Reader's Theater		Primary Sources		
		Primary Source Readers: Declaring Our Independence	Primary Source Readers: Washington's Birthday	Primary Source Readers: Families Through Time	Primary Source Readers: A Family's Story	Primary Source Readers: You and the U.S. Government	Primary Source Readers: You and the Law	Primary Source Readers: You Can Count on Me!	Primary Source Readers: I'll Lead the Way!	Primary Source Readers: Mapping Our Nation	Primary Source Readers: Mapping Our World	Primary Source Readers: Money and Trade in Our Nation	Primary Source Readers: Money and Trade in Our World	Primary Source Readers: Paul Revere	Primary Source Readers: Abigail Adams	Primary Source Readers: Thurgood Marshall	Primary Source Readers: Amelia Earhart	Primary Source Readers: George Washington Carver	Primary Source Readers: Sojourner Truth	TIME For Kids® Nonfiction Readers: Next Stop: Mexico	TIME For Kids® Nonfiction Readers: Next Stop: Canada	Culminating Activity	Building up the White House	Postcards from Bosley the Bear
2.18.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 use various parts of a source, including the table of contents, glossary, and index, as well as keyword Internet searches to locate information.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
2.18.D	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.	✓	✓		✓						✓	✓	✓	✓										✓
2.18.E	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 interpret oral, visual, and print material by identifying the main idea, predicting, and comparing and contrasting.			✓		✓		✓	✓		✓								✓	✓				
2.19.A	The student communicates in written, oral, and visual forms. The student is expected to express ideas orally based on knowledge and experiences.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2.19.B	The student communicates in written, oral, and visual forms. The student is expected to create written and visual material such as stories, poems, maps, and graphic organizers to express ideas.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2.20.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.																							
2.20.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.																				✓			

Exploring Social Studies

TEXAS EDITION

Grade 2

	Leveled Readers																				Reader's Theater		Primary Sources	
	Primary Source Readers: Declaring Our Independence	Primary Source Readers: Washington's Birthday	Primary Source Readers: Families Through Time	Primary Source Readers: A Family's Story	Primary Source Readers: You and the U.S. Government	Primary Source Readers: You and the Law	Primary Source Readers: You Can Count on Me!	Primary Source Readers: I'll Lead the Way!	Primary Source Readers: Mapping Our Nation	Primary Source Readers: Mapping Our World	Primary Source Readers: Money and Trade in Our Nation	Primary Source Readers: Money and Trade in Our World	Primary Source Readers: Paul Revere	Primary Source Readers: Abigail Adams	Primary Source Readers: Thurgood Marshall	Primary Source Readers: Amella Earhart	Primary Source Readers: George Washington Carver	Primary Source Readers: Sojourner Truth	TIME For Kids® Nonfiction Readers: Next Stop: Mexico	TIME For Kids® Nonfiction Readers: Next Stop: Canada	Culminating Activity	Building up the White House	Postcards from Bosley the Bear	Primary Sources: My Country Then and Now
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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓