

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



s: I Am a Good Friend

s: Rules at School

s: We Go to School

s: Follow that Map!

s: All About Money

s: Using Money

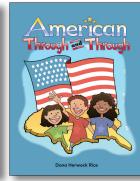
s: I Can Work!



**Leveled Readers and Lesson Plans** 

s: George Washington

s: We Work at School





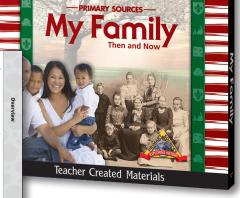
**Primary** 

Sources

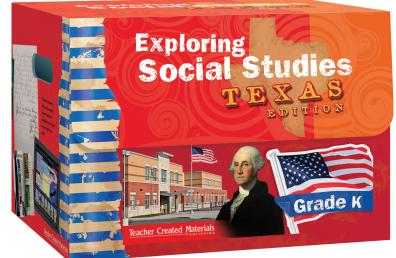
ion Readers: Land

**Vocabulary Concept** 

Cards



**Digital Resources** 



And the second s		Teacher Created Materials	Primary Source Readers: Life at Hon	Source Readers:	Primary Source Readers: Giving Tha	Primary Source Readers: Rules at Ho	Primary Source Readers: Rules at So	Primary Source Readers: I Am a Goo	Primary Source Readers: I Am a Goo	Primary Source Readers: Map It!	Source Readers:	Primary Source Readers: All About N	Primary Source Readers: Using Mor	Primary Source Readers: I Can Work	Primary Source Readers: We Work a	Primary Source Readers: George Wa	Primary Source Readers: Pocahonta	Language, Literacy, & Learning: I Can Be Anything	Language, Literacy, & Learning: American Through and Through	Language, Literacy, & Learning: What Makes a Grandparent?	@	TIME For Kips® Nonfiction Readers:	Culminating Activity	Primary Sources: My Family Then and Now	My Country Vocabulary Concept Ca	Families Vocabulary Cards	My Community Vocabulary Cards	My Country (digital lessons)	Families (digital lessons)	My Community (digital lessons)
	K.1.A	The student understands that holidays are celebrations of special events. The student is expected to explain the reasons for national patriotic holidays such as Presidents' Day, Veterans Day, and Independence Day.			~																			V				V		
	K.1.B	The student understands that holidays are celebrations of special events. The student is expected to identify customs associated with national patriotic holidays such as parades and fireworks on Independence Day.			~														<b>~</b>						~			~		
TEKS	K.2.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 Stephen F. Austin, George Washington, Christopher Columbus, and José Antonio Navarro, who helped to shape the state and nation.														<b>/</b>	~													
F	K.2.B	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 patriots and good citizens who have shaped the community.						~																	<b>~</b>		~	V		•
	K.3.A	The student understands the concept of chronology. The student is expected to place events in chronological order.	·	<b>/</b>																										
	K.3.B	The student understands the concept of chronology. The student is expected to use vocabulary related to time and chronology, including before, after, next, first, last, yesterday, today, and tomorrow.	·	•																				V						

Updated 1/2/15

K.5.B

**K.6.A** 

K.6.C

K.7.B

**K.8.A** 

**TEKS** 

									Leve	eled	Rea	ders	and	l Les	son	Plan	5						Primary Sources	Vocab	ulary Co Cards	ncept	Digi	tal Resou	rces
	ploring ocial Studies TEXAS Trade K	Primary Source Readers: Life at Home	Primary Source Readers: We Go to School	Primary Source Readers: Giving Thanks	Primary Source Readers: Rules at Home	Primary Source Readers: Rules at School	Primary Source Readers: I Am a Good Citizen	Primary Source Readers: I Am a Good Friend	Primary Source Readers: Map It!	Primary Source Readers: Follow that Map!	Primary Source Readers: All About Money	Primary Source Readers: Using Money	Primary Source Readers: I Can Work!	Primary Source Readers: We Work at School	Primary Source Readers: George Washington	Primary Source Readers: Pocahontas	Language, Literacy, & Learning: I Can Be Anything	Language, Literacy, & Learning: American Through and Through	Language, Literacy, & Learning: What Makes a Grandparent?	TIME For Kips® Nonfiction Readers: Land	TIME For Kips® Nonfiction Readers: Water	Culminating Activity	Primary Sources: My Family Then and Now	My Country Vocabulary Concept Cards	Families Vocabulary Cards	My Community Vocabulary Cards	My Country (digital lessons)	Families (digital lessons)	My Community (digital lessons)
	The student understands the concept of location. The student is expected to use terms, including over, under, near, far, left, and right, to describe relative location.									~																			
	The student understands the concept of location. The student is expected to locate places on the school campus and describe their relative locations.								~																	~			~
;	The student understands the concept of location. The student is expected to identify tools that aid in determining location, including maps and globes.								~	-													~			~	~		
	The student understands physical and human characteristics of place. The student is expected to identify the physical characteristics of place such as landforms, bodies of water, natural resources, and weather.																			~	~						~		
	The student understands physical and human characteristics of place. The student is expected to identify how the human characteristics of place such as ways of earning a living, shelter, clothing, food, and activities are based upon geographic location.																												~
	The student understands that basic human needs and wants are met in many ways. The student is expected to identify basic human needs of food, clothing, and shelter.										~																	~	
	The student understands that basic human needs and wants are met in many ways. The student is expected to explain the difference between needs and wants.										~																		
5	The student understands that basic human needs and wants are met in many ways. The student is expected to explain how basic human needs can be met such as through self-producing, purchasing, and trading.										•	•														~	~		~
	The student understands the value of jobs. The student is expected to identify jobs in the home, school, and community.												•	•			•						<b>v</b>						~
	The student understands the value of jobs. The student is expected to explain why people have jobs.											•											<b>v</b>						
	The student understands the purpose of rules. The student is expected to identify purposes for having rules.				~	~																	~				~	~	

**TEKS** 

								Level	ed R	ead	ers a	and L	esso	n Pla	ıns						Primary Sources	Vocak	oulary Co Cards	ncept	Dig	ital Resou	irces
Social Studies TEXAS Grade K	Primary Source Readers: Life at Home	Primary Source Readers: We Go to School	Primary Source Readers: Giving Thanks	Primary Source Readers: Rules at Home	Primary Source Readers: Rules at School	Primary Source Readers: I Am a Good Citizen	Primary Source Readers: I Am a Good Friend	Primary Source Readers: Map It!	Primary Source Readers: All About Money	Drimary John Ce reducing. All About Money	Primary Source Readers. Using Worley	Primary Source Keaders: I Can Work! Primary Source Readers: We Work at School	Primary Source Readers: George Washington	Primary Source Readers: Pocahontas	Language, Literacy, & Learning:	Language, Literacy, & Learning: American Through and Through	Language, Literacy, & Learning: What Makes a Grandparent?	TIME For Kips® Nonfiction Readers: Land	TIME For Kips® Nonfiction Readers: Water	Culfilliating Activity	Primary Sources: My Family Then and Now	My Country Vocabulary Concept Cards	Families Vocabulary Cards	My Community Vocabulary Cards	My Country (digital lessons)	Families (digital lessons)	My Community (digital lessons)
The student understands the purpose of rules. The student is expected to identify rules that provide order, security, and safety in the home and school.				~	~																V				<b>v</b>		
The student understands the role of authority figures. The student is expected to identify authority figures in the home, school, and community.				~	~												~						~			~	~
The student understands the role of authority figures. The student is expected to explain how authority figures make and enforce rules.					•																			~			•
The student understands important symbols, customs, and responsibilities that represent American beliefs and principles and contribute to our national identity. The student is expected to identify the flags of the United States and Texas.																						~			~		
The student understands important symbols, customs, and responsibilities that represent American beliefs and principles and 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.																						<b>&gt;</b>			~		
The student understands important symbols, customs, and responsibilities 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.																											
The student understands important symbols, customs, and responsibilities that represent American beliefs and principles and contribute to our national identity. The student is expected to use voting as a method for group decision making.																						~			~		
The student understands similarities and differences among people. The student is expected to identify similarities and differences among people such as kinship, laws, and religion.																	<b>v</b>				V						
The student understands similarities and differences among people. The student is expected to identify similarities and differences among people such as music, clothing, and food.																					V					~	
The student understands the importance of family customs and traditions. The student is expected to describe and explain the importance of family customs and traditions.	~																				V						
The student understands the importance of family customs and traditions. The student is expected to compare family customs and traditions.	~																				V						

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		ploring ocial Studies TEXAS	Primary Source Readers: Life at Home	Primary Source Readers: We Go to School	Primary Source Readers: Giving Thanks	Source Readers:	Primary Source Readers: Rules at School	Primary Source Readers: I Am a Good Citizen	Primary Source neaders: I All a Good Frield	Primary Source Readers: Map It:	Fillialy Source neadels. Follow triat Map:	Primary Source Keaders: All About Money  Drimary Source Readers: Ilsing Money	Primary Source Readers: I Can Work!	Primary Source Readers: We Work at School	Source Readers: George V	Primary Source Readers: Pocahontas	Language, Literacy, & Learning: I Can Be Anything	Language, Literacy, & Learning: American Through and Through	Language, Literacy, & Learning: What Makes a Grandparent?	TIME For Kids® Nonfiction Readers: Land	TIME For Kids® Nonfiction Readers: Water	Culminating Activity	Primary Sources: My Family Then and Now	My Country Vocabulary Concept Cards	Families Vocabulary Cards	My Community Vocabulary Cards	My Country (digital lessons)	Families (digital lessons)	My Community (digital lessons)
	K.13.A	The student understands ways technology is used in the home and school and how technology affects people's lives. The student is expected to identify examples of technology used in the home and school.	~	~																									
	K.13.B	The student understands ways technology is used in the home and school and how technology affects people's lives. The student is expected to describe how technology helps accomplish specific tasks and meet people's needs.	>																										
	K.13.C	The student understands ways technology is used in the home and school and how technology affects people's lives. The student is expected to describe how his or her life might be different without modern technology.	~	~																									
	K.14.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.	<b>/</b>	•	•	•	•	•	-			/ /	, ,	•	•	~	~	•	•	•	•		V	•	V	V	V	V	•
(S	K.14.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, print material, and artifacts.	~	•	~	•	•		•		•	/ /	′ ′	•	•	•	~	•	•	~	•		~	~	V	V	V	V	~
TEK	K.14.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.																											
	K.15.A	The student communicates in oral and visual forms. The student is expected to express ideas orally based on knowledge and experiences.	V	~	~	~	-		•	,	<u> </u>	,	, ,	~	_	~	~	~	~	~	~		V	~	~	~	V	~	~
	K.15.B	The student communicates in oral and visual forms. The student is expected to create and interpret visuals, including pictures and maps.	~	~	~	~	•	· .	•	,		/ /	,	~	•	~	~	~	~	~	~		~	~	~	~	<b>V</b>	~	~
	K.16.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.																											
	K.16.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 the decision.																				•	V						

Exploring Social Studies
Grade K EDITION

								Lev	eled	Rea	ders	and	Less	son	Plan	s						Primary Sources	Vocak	oulary Co Cards	ncept	Digi	tal Resou	ırces
ocial Studies TEXAS Grade K	Primary Source Readers: Life at Home	Primary Source Readers: We Go to School	Primary Source Readers: Giving Thanks	Primary Source Readers: Rules at Home	Primary Source Readers: Rules at School	Primary Source Readers: I Am a Good Citizen	Primary Source Readers: I Am a Good Friend	Primary Source Readers: Map It!	Primary Source Readers: Follow that Map!	Primary Source Readers: All About Money	Primary Source Readers: Using Money	Primary Source Readers: I Can Work!	Primary Source Readers: We Work at School	Primary Source Readers: George Washington	Primary Source Readers: Pocahontas	Language, Literacy, & Learning: I Can Be Anything	Language, Literacy, & Learning: American Through and Through	Language, Literacy, & Learning: What Makes a Grandparent?	TIME For KIDS® Nonfiction Readers: Land	TIME For Kids® Nonfiction Readers: Water	Culminating Activity	Primary Sources: My Family Then and Now	My Country Vocabulary Concept Cards	Families Vocabulary Cards	My Community Vocabulary Cards	My Country (digital lessons)	Families (digital lessons)	My Community (digital lessons)
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.	~	~	~	~	~	~	<b>~</b>	~	~	•	~	~	~	~	~	V	V	V	V	~	~	~	V	V	V	V	V	V
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.	V	~	V	V	V	~	~	~	~	~	V	V	V	~	V	V	V	V	V	~	~	~	V	V	V	V	V	V
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.	V	V	V	V	V	V	~	~	~	~	~	V	V	~	~	V	V	V	V	~	V	~	V	V	V	V	V	V
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.	~	~	~	V	V	~	•	~	~	•	~	~	~	•	~	~	V	V	V	~	V	V	V	V	V	V	V	V
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.	V	V	V	~	V	v	~	<b>v</b>	•	~	~	V	V	~	<b>v</b>	V	V	V	V	•	<b>v</b>	V	V	V				