

**§110.12. English Language Arts and Reading, Grade 1, Beginning with School Year 2009-2010.**

(a) Introduction.

(1) The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The Reading strand is structured to reflect the major topic areas of the National Reading Panel Report. In first grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should write and read (or be read to) on a daily basis.

(2) For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.

(A) English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.

(B) For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.

(C) During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners'

abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.

(3) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge, skills, and student expectations in Grade 1 as described in subsection (b) of this section.

(4) To meet Texas Education Code, §28.002(h), which states, "... each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.

(b) Knowledge and skills.

(1) Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to:

- (A) recognize that spoken words are represented in written English by specific sequences of letters;
- (B) identify upper- and lower-case letters;
- (C) sequence the letters of the alphabet;
- (D) recognize the distinguishing features of a sentence (e.g., capitalization of first word, ending punctuation);
- (E) read texts by moving from top to bottom of the page and tracking words from left to right with return sweep; and
- (F) identify the information that different parts of a book provide (e.g., title, author, illustrator, table of contents).

(2) Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:

- (A) orally generate a series of original rhyming words using a variety of phonograms (e.g., -ake, -ant, -ain) and consonant blends (e.g., bl, st, tr);
- (B) distinguish between long- and short-vowel sounds in spoken one-syllable words (e.g., bit/bite);
- (C) recognize the change in a spoken word when a specified phoneme is added, changed, or removed (e.g., /b/l/o/w/ to /g/l/o/w/);
- (D) blend spoken phonemes to form one- and two-syllable words, including consonant blends (e.g., spr);
- (E) isolate initial, medial, and final sounds in one-syllable spoken words; and
- (F) segment spoken one-syllable words of three to five phonemes into individual phonemes (e.g., splat = /s/p/l/a/t/).

(3) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:

- (A) decode words in context and in isolation by applying common letter-sound correspondences, including:
  - (i) single letters (consonants) including b, c=/k/, c=/s/, d, f, g=/g/ (hard), g=/j/ (soft), h, j, k, l, m, n, p, qu=/kw/, r, s=/s/, s=/z/, t, v, w, x=/ks/, y, and z;
  - (ii) single letters (vowels) including short a, short e, short i, short o, short u, long a (a-e), long e (e), long i (i-e), long o (o-e), long u (u-e), y=long e, and y=long i;
  - (iii) consonant blends (e.g., bl, st);
  - (iv) consonant digraphs including ch, tch, sh, th=as in thing, wh, ng, ck, kn, -dge, and ph;
  - (v) vowel digraphs including oo as in foot, oo as in moon, ea as in eat, ea as in bread, ee, ow as in how, ow as in snow, ou as in out, ay, ai, aw, au, ew, oa, ie as in chief, ie as in pie, and -igh; and
  - (vi) vowel diphthongs including oy, oi, ou, and ow;
- (B) combine sounds from letters and common spelling patterns (e.g., consonant blends, long- and short-vowel patterns) to create recognizable words;

- (C) use common syllabication patterns to decode words, including:
  - (i) closed syllable (CVC) (e.g., mat, rab-bit);
  - (ii) open syllable (CV) (e.g., he, ba-by);
  - (iii) final stable syllable (e.g., ap-ple, a-ble);
  - (iv) vowel-consonant-silent "e" words (VCe) (e.g., kite, hide);
  - (v) vowel digraphs and diphthongs (e.g., boy-hood, oat-meal); and
  - (vi) r-controlled vowel sounds (e.g., tar); including er, ir, ur, ar, and or);
- (D) decode words with common spelling patterns (e.g., -ink, -onk, -ick);
- (E) read base words with inflectional endings (e.g., plurals, past tenses);
- (F) use knowledge of the meaning of base words to identify and read common compound words (e.g., football, popcorn, daydream);
- (G) identify and read contractions (e.g., isn't, can't);
- (H) identify and read at least 100 high-frequency words from a commonly used list; and
- (I) monitor accuracy of decoding.

(4) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:

- (A) confirm predictions about what will happen next in text by "reading the part that tells";
- (B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts; and
- (C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).

(5) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.

(6) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:

(A) identify words that name actions (verbs) and words that name persons, places, or things (nouns);

(B) determine the meaning of compound words using knowledge of the meaning of their individual component words (e.g., lunchtime);

(C) determine what words mean from how they are used in a sentence, either heard or read;

(D) identify and sort words into conceptual categories (e.g., opposites, living things); and

(E) alphabetize a series of words to the first or second letter and use a dictionary to find words.

(7) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

(A) connect the meaning of a well-known story or fable to personal experiences; and

(B) explain the function of recurring phrases (e.g., "Once upon a time" or "They lived happily ever after") in traditional folk- and fairy tales.

(8) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to respond to and use rhythm, rhyme, and alliteration in poetry.

(9) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

(A) describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events; and

(B) describe characters in a story and the reasons for their actions and feelings.

(10) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their

understanding. Students are expected to determine whether a story is true or a fantasy and explain why.

(11) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to recognize sensory details in literary text.

(12) Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time.

(13) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic and explain the author's purpose in writing about the text.

(14) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

(A) restate the main idea, heard or read;

(B) identify important facts or details in text, heard or read;

(C) retell the order of events in a text by referring to the words and/or illustrations; and

(D) use text features (e.g., title, tables of contents, illustrations) to locate specific information in text.

(15) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:

(A) follow written multi-step directions with picture cues to assist with understanding; and

(B) explain the meaning of specific signs and symbols (e.g., map features).

(16) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:

(A) recognize different purposes of media (e.g., informational, entertainment) (with adult assistance); and

(B) identify techniques used in media (e.g., sound, movement).

(17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:

(A) plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas);

(B) develop drafts by sequencing ideas through writing sentences;

(C) revise drafts by adding or deleting a word, phrase, or sentence;

(D) edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric; and

(E) publish and share writing with others.

(18) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:

(A) write brief stories that include a beginning, middle, and end; and

(B) write short poems that convey sensory details.

(19) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:

(A) write brief compositions about topics of interest to the student;

(B) write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing); and

(C) write brief comments on literary or informational texts.

(20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:

(A) understand and use the following parts of speech in the context of reading, writing, and speaking:

(i) verbs (past, present, and future);

- (ii) nouns (singular/plural, common/proper);
- (iii) adjectives (e.g., descriptive: green, tall);
- (iv) adverbs (e.g., time: before, next);
- (v) prepositions and prepositional phrases;
- (vi) pronouns (e.g., I, me); and
- (vii) time-order transition words;

(B) speak in complete sentences with correct subject-verb agreement; and

(C) ask questions with appropriate subject-verb inversion.

(21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:

(A) form upper- and lower-case letters legibly in text, using the basic conventions of print (left-to-right and top-to-bottom progression), including spacing between words and sentences;

(B) recognize and use basic capitalization for:

- (i) the beginning of sentences;
- (ii) the pronoun "I"; and
- (iii) names of people; and

(C) recognize and use punctuation marks at the end of declarative, exclamatory, and interrogative sentences.

(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:

(A) use phonological knowledge to match sounds to letters to construct known words;

(B) use letter-sound patterns to spell:

- (i) consonant-vowel-consonant (CVC) words;
- (ii) consonant-vowel-consonant-silent e (CVCe) words (e.g., "hope"); and

(iii) one-syllable words with consonant blends (e.g., "drop");

(C) spell high-frequency words from a commonly used list;

(D) spell base words with inflectional endings (e.g., adding "s" to make words plurals); and

(E) use resources to find correct spellings.

(23) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students (with adult assistance) are expected to:

(A) generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics; and

(B) decide what sources of information might be relevant to answer these questions.

(24) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students (with adult assistance) are expected to:

(A) gather evidence from available sources (natural and personal) as well as from interviews with local experts;

(B) use text features (e.g., table of contents, alphabetized index) in age-appropriate reference works (e.g., picture dictionaries) to locate information; and

(C) record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams).

(25) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students (with adult assistance) are expected to revise the topic as a result of answers to initial research questions.

(26) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students (with adult assistance) are expected to create a visual display or dramatization to convey the results of the research.

(27) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:

(A) listen attentively to speakers and ask relevant questions to clarify information; and

(B) follow, restate, and give oral instructions that involve a short related sequence of actions.

(28) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas about the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.

(29) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions

**Figure: 19 TAC §110.10(b)**

**First Grade (§110.12 English Language Arts and Reading)**

Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:

(A) establish purposes for reading selected texts based upon desired outcome to enhance comprehension;

(B) ask literal questions of text;

(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud);

(D) make inferences about text and use textual evidence to support understanding;

(E) retell or act out important events in stories in logical order; and

(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.

## §111.13. Mathematics, Grade 1.

### (a) Introduction.

(1) Within a well-balanced mathematics curriculum, the primary focal points at Grade 1 are building number sense through number relationships, adding and subtracting whole numbers, organizing and analyzing data, and working with two- and three-dimensional geometric figures.

(2) Throughout mathematics in Kindergarten-Grade 2, students build a foundation of basic understandings in number, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; measurement; and probability and statistics. Students use numbers in ordering, labeling, and expressing quantities and relationships to solve problems and translate informal language into mathematical language and symbols. Students use objects to create and identify patterns and use those patterns to express relationships, make predictions, and solve problems as they build an understanding of number, operation, shape, and space. Students progress from informal to formal language to describe two- and three-dimensional geometric figures and likenesses in the physical world. Students begin to develop measurement concepts as they identify and compare attributes of objects and situations. Students collect, organize, and display data and use information from graphs to answer questions, make summary statements, and make informal predictions based on their experiences.

(3) Throughout mathematics in Kindergarten-Grade 2, students develop numerical fluency with conceptual understanding and computational accuracy. Students in Kindergarten-Grade 2 use basic number sense to compose and decompose numbers in order to solve problems requiring precision, estimation, and reasonableness. By the end of Grade 2, students know basic addition and subtraction facts and are using them to work flexibly, efficiently, and accurately with numbers during addition and subtraction computation.

(4) Problem solving, language and communication, connections within and outside mathematics, and formal and informal reasoning underlie all content areas in mathematics. Throughout mathematics in Kindergarten-Grade 2, students use these processes together with technology and other mathematical tools such as manipulative materials to develop conceptual understanding and solve meaningful problems as they do mathematics.

### (b) Knowledge and skills.

(1.1) **Number, operation, and quantitative reasoning.** The student uses whole numbers to describe and compare quantities.

The student is expected to:

(A) compare and order whole numbers up to 99 (less than, greater than, or equal to) using sets of concrete objects and pictorial models;

(B) create sets of tens and ones using concrete objects to describe, compare, and order whole numbers;

(C) identify individual coins by name and value and describe relationships among them; and

(D) read and write numbers to 99 to describe sets of concrete objects.

(1.2) **Number, operation, and quantitative reasoning.** The student uses pairs of whole numbers to describe fractional parts of whole objects or sets of objects.

The student is expected to:

(A) separate a whole into two, three, or four equal parts and use appropriate language to describe the parts such as three out of four equal parts; and

(B) use appropriate language to describe part of a set such as three out of the eight crayons are red.

(1.3) **Number, operation, and quantitative reasoning.** The student recognizes and solves problems in addition and subtraction situations.

The student is expected to:

(A) model and create addition and subtraction problem situations with concrete objects and write corresponding number sentences; and

(B) use concrete and pictorial models to apply basic addition and subtraction facts (up to  $9 + 9 = 18$  and  $18 - 9 = 9$ ).

(1.4) **Patterns, relationships, and algebraic thinking.** The student uses repeating patterns and additive patterns to make predictions.

The student is expected to identify, describe, and extend concrete and pictorial patterns in order to make predictions and solve problems.

(1.5) **Patterns, relationships, and algebraic thinking.** The student recognizes patterns in numbers and operations.

The student is expected to:

(A) use patterns to skip count by twos, fives, and tens;

- (B) find patterns in numbers, including odd and even;
- (C) compare and order whole numbers using place value;
- (D) use patterns to develop strategies to solve basic addition and basic subtraction problems; and
- (E) identify patterns in related addition and subtraction sentences (fact families for sums to 18) such as  $2 + 3 = 5$ ,  $3 + 2 = 5$ ,  $5 - 2 = 3$ , and  $5 - 3 = 2$ .

(1.6) **Geometry and spatial reasoning.** The student uses attributes to identify two- and three-dimensional geometric figures. The student compares and contrasts two- and three-dimensional geometric figures or both.

The student is expected to:

- (A) describe and identify two-dimensional geometric figures, including circles, triangles, rectangles, and squares (a special type of rectangle);
- (B) describe and identify three-dimensional geometric figures, including spheres, rectangular prisms (including cubes), cylinders, and cones;
- (C) describe and identify two- and three-dimensional geometric figures in order to sort them according to a given attribute using informal and formal language; and
- (D) use concrete models to combine two-dimensional geometric figures to make new geometric figures.

(1.7) **Measurement.** The student directly compares the attributes of length, area, weight/mass, capacity, and temperature. The student uses comparative language to solve problems and answer questions. The student selects and uses nonstandard units to describe length.

The student is expected to:

- (A) estimate and measure length using nonstandard units such as paper clips or sides of color tiles;
- (B) compare and order two or more concrete objects according to length (from longest to shortest);
- (C) describe the relationship between the size of the unit and the number of units needed to measure the length of an object;

(D) compare and order the area of two or more two-dimensional surfaces (from covers the most to covers the least);

(E) compare and order two or more containers according to capacity (from holds the most to holds the least);

(F) compare and order two or more objects according to weight/mass (from heaviest to lightest); and

(G) compare and order two or more objects according to relative temperature (from hottest to coldest).

(1.8) **Measurement.** The student understands that time can be measured. The student uses time to describe and compare situations.

The student is expected to:

(A) order three or more events according to duration; and

(B) read time to the hour and half-hour using analog and digital clocks.

(1.9) **Probability and statistics.** The student displays data in an organized form.

The student is expected to:

(A) collect and sort data; and

(B) use organized data to construct real-object graphs, picture graphs, and bar-type graphs.

(1.10) **Probability and statistics.** The student uses information from organized data.

The student is expected to:

(A) draw conclusions and answer questions using information organized in real-object graphs, picture graphs, and bar-type graphs; and

(B) identify events as certain or impossible such as drawing a red crayon from a bag of green crayons.

(1.11) **Underlying processes and mathematical tools.** The student applies Grade 1 mathematics to solve problems connected to everyday experiences and activities in and outside of school.

The student is expected to:

- (A) identify mathematics in everyday situations;
- (B) solve problems with guidance that incorporates the processes of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;
- (C) select or develop an appropriate problem-solving plan or strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem; and
- (D) use tools such as real objects, manipulatives, and technology to solve problems.

(1.12) **Underlying processes and mathematical tools.** The student communicates about Grade 1 mathematics using informal language.

The student is expected to:

- (A) explain and record observations using objects, words, pictures, numbers, and technology; and
- (B) relate informal language to mathematical language and symbols.

(1.13) **Underlying processes and mathematical tools.** The student uses logical reasoning.

The student is expected to justify his or her thinking using objects, words, pictures, numbers, and technology.

### **§112.3. Science, Grade 1.**

#### (a) Introduction.

(1) In Grade 1, the study of science includes simple classroom and field investigations to help students develop the skills of asking questions, gathering information, making measurements using non-standard units, with tools such as a thermometer to extend their senses, constructing explanations, and drawing conclusions. Students also use computers and information technology tools to support their investigations.

(2) As students learn science skills, they identify components of the natural world including rocks, soil, and natural resources. Students observe that heat from the Sun or friction, is an example of something that causes change. In addition, students identify basic needs of living things, explore ways that living things depend on each other, and separate living organisms and nonliving things into groups. Students identify parts that can be put together with other parts to do new things.

(3) Science is a way of learning about the natural world. Students should know how science has built a vast body of changing and increasing knowledge described by physical, mathematical, and conceptual models, and also should know that science may not answer all questions.

(4) A system is a collection of cycles, structures, and processes that interact. Students should understand a whole in terms of its components and how these components relate to each other and to the whole. All systems have basic properties that can be described in terms of space, time, energy, and matter. Change and constancy occur in systems and can be observed and measured as patterns. These patterns help to predict what will happen next and can change over time.

(5) Investigations are used to learn about the natural world. Students should understand that certain types of questions can be answered by investigations, and that methods, models, and conclusions built from these investigations change as new observations are made. Models of objects and events are tools for understanding the natural world and can show how systems work. They have limitations and based on new discoveries are constantly being modified to more closely reflect the natural world.

(b) Knowledge and skills.

(1) Scientific processes. The student conducts classroom and field investigations following home and school safety procedures. The student is expected to:

- (A) demonstrate safe practices during classroom and field investigations; and
- (B) learn how to use and conserve resources and materials.

(2) Scientific processes. The student develops abilities necessary to do scientific inquiry in the field and the classroom. The student is expected to:

- (A) ask questions about organisms, objects, and events;
- (B) plan and conduct simple descriptive investigations;
- (C) gather information using simple equipment and tools to extend the senses;
- (D) construct reasonable explanations and draw conclusions; and
- (E) communicate explanations about investigations.

(3) Scientific processes. The student knows that information and critical thinking are used in making decisions. The student is expected to:

- (A) make decisions using information;

(B) discuss and justify the merits of decisions; and

(C) explain a problem in his/her own words and identify a task and solution related to the problem.

(4) Scientific processes. The student uses age-appropriate tools and models to verify that organisms and objects and parts of organisms and objects can be observed, described, and measured. The student is expected to:

(A) collect information using tools including hand lenses, clocks, computers, thermometers, and balances;

(B) record and compare collected information; and

(C) measure organisms and objects and parts of organisms and objects, using non-standard units such as paper clips, hands, and pencils.

(5) Science concepts. The student knows that organisms, objects, and events have properties and patterns. The student is expected to:

(A) sort objects and events based on properties and patterns; and

(B) identify, predict, and create patterns including those seen in charts, graphs, and numbers.

(6) Science concepts. The student knows that systems have parts and are composed of organisms and objects. The student is expected to:

(A) sort organisms and objects according to their parts and characteristics;

(B) observe and describe the parts of plants and animals;

(C) manipulate objects such as toys, vehicles, or construction sets so that the parts are separated from the whole which may result in the part or the whole not working; and

(D) identify parts that, when put together, can do things they cannot do by themselves, such as a working camera with film, a car moving with a motor, and an airplane flying with fuel.

(7) Science concepts. The student knows that many types of change occur. The student is expected to:

(A) observe, measure, and record changes in size, mass, color, position, quantity, sound, and movement;

- (B) identify and test ways that heat may cause change such as when ice melts;
- (C) observe and record changes in weather from day to day and over seasons; and
- (D) observe and record changes in the life cycle of organisms.

(8) Science concepts. The student distinguishes between living organisms and nonliving objects. The student is expected to:

- (A) group living organisms and nonliving objects; and
- (B) compare living organisms and nonliving objects.

(9) Science concepts. The student knows that living organisms have basic needs. The student is expected to:

- (A) identify characteristics of living organisms that allow their basic needs to be met; and
- (B) compare and give examples of the ways living organisms depend on each other for their basic needs.

(10) Science concepts. The student knows that the natural world includes rocks, soil, and water. The student is expected to:

- (A) identify and describe a variety of natural sources of water including streams, lakes, and oceans;
- (B) observe and describe differences in rocks and soil samples; and
- (C) identify how rocks, soil, and water are used and how they can be recycled.

### **§113.3. Social Studies, Grade 1.**

(a) Introduction.

(1) In Grade 1, students learn about their relationship to the classroom, school, and community. The concepts of time and chronology are developed by distinguishing among past, present, and future events. Students identify anthems and mottoes of the United States and Texas. Students make simple maps to identify the location of places in the

classroom, school, and community. The concepts of goods and services and the value of work are introduced. Students identify historic figures and ordinary people who exhibit good citizenship. Students describe the importance of family customs and traditions and identify how technology has changed family life. Students sequence and categorize information.

(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich material such as biographies; folktales, myths, and legends; and poetry, songs, and artworks is encouraged. Selections may include a children's biography of Abraham Lincoln. Motivating resources are also available from museums, historical sites, presidential libraries, and local and state preservation societies.

(3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the geography and social studies skills strands in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together.

(4) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code, §28.002(h).

(b) Knowledge and skills.

(1) History. The student understands how historical figures helped to shape our community, state, and nation. The student is expected to:

(A) identify contributions of historical figures such as Sam Houston and Abraham Lincoln who have influenced the community, state, and nation;

(B) identify historic figures such as Alexander Graham Bell and Thomas Edison who have exhibited a love of individualism and inventiveness; and

(C) compare the similarities and differences among the lives and activities of historical figures who have influenced the community, state, and nation.

(2) History. The student understands the origins of customs, holidays, and celebrations. The student is expected to:

(A) describe the origins of selected customs, holidays, and celebrations of the community, state, and nation such as Martin Luther King, Jr. Day, Independence Day, and Veterans' Day;

- (B) compare the observance of holidays and celebrations, past and present; and
- (C) identify anthems and mottoes of the United States and Texas.

(3) History. The student understands the concepts of time and chronology. The student is expected to:

- (A) distinguish among past, present, and future;
- (B) create a calendar or timeline; and
- (C) use vocabulary related to chronology, including yesterday, today, and tomorrow.

(4) Geography. The student understands the relative location of places. The student is expected to:

- (A) locate places using the four cardinal directions; and
- (B) describe the location of self and objects relative to other locations in the classroom and school.

(5) Geography. The student understands the purpose of maps and globes. The student is expected to:

- (A) create and use simple maps to identify the location of places in the classroom, school, community, and beyond; and
- (B) locate places of significance on maps and globes such as the local community, Texas, and the United States.

(6) Geography. The student understands various physical and human characteristics of the environment. The student is expected to:

- (A) identify and describe the physical characteristics of places such as landforms, bodies of water, natural resources, and weather;
- (B) identify examples of and uses for natural resources in the community, state, and nation; and
- (C) identify and describe the human characteristics of places such as types of houses and ways of earning a living.

(7) Economics. The student understands the concepts of goods and services. The student is expected to:

(A) identify examples of goods and services in the home, school, and community;

(B) identify ways people exchange goods and services; and

(C) identify the role of markets in the exchange of goods and services.

(8) Economics. The student understands the condition of not being able to have all the goods and services one wants. The student is expected to:

(A) identify examples of people wanting more than they can have;

(B) explain why wanting more than they can have requires that people make choices; and

(C) identify examples of choices families make when buying goods and services.

(9) Economics. The student understands the value of work. The student is expected to:

(A) describe the requirements of various jobs and the characteristics of a job well-performed; and

(B) describe how specialized jobs contribute to the production of goods and services.

(10) Government. The student understands the purpose of rules and laws. The student is expected to:

(A) explain the need for rules and laws in the home, school, and community; and

(B) give examples of rules or laws that establish order, provide security, and manage conflict.

(11) Government. The student understands the role of authority figures and public officials. The student is expected to:

(A) identify leaders in the community, state, and nation;

(B) describe the roles of public officials including mayor, governor, and president; and

(C) identify the responsibilities of authority figures in the home, school, and community.

(12) Citizenship. The student understands characteristics of good citizenship as exemplified by historic figures and ordinary people. The student is expected to:

(A) identify characteristics of good citizenship such as a belief in justice, truth, equality, and responsibility for the common good;

(B) identify historic figures such as Clara Barton, Nathan Hale, and Eleanor Roosevelt who have exemplified good citizenship; and

(C) identify ordinary people who exemplify good citizenship and exhibit a love of individualism and inventiveness.

(13) Citizenship. The student understands important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to:

(A) explain selected national and state patriotic symbols such as the U.S. and Texas flags, the Liberty Bell, and the Alamo;

(B) recite and explain the meaning of the Pledge of Allegiance and the Pledge to the Texas Flag;

(C) use voting as a way of making choices and decisions; and

(D) explain how selected customs, symbols, and celebrations reflect an American love of individualism, inventiveness, and freedom.

(14) Culture. The student understands how families meet basic human needs. The student is expected to:

(A) describe ways that families meet basic human needs; and

(B) describe similarities and differences in ways families meet basic human needs.

(15) Culture. The student understands the importance of family beliefs, customs, language, and traditions. The student is expected to:

(A) describe various beliefs, customs, and traditions of families and explain their importance; and

(B) retell stories from selected folktales and legends such as Aesop's fables.

(16) Science, technology, and society. The student understands how technology has affected daily life, past and present. The student is expected to:

(A) describe how household tools and appliances have changed the ways families live;

(B) describe how technology has changed communication, transportation, and recreation; and

(C) describe how technology has changed the way people work.

(17) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:

(A) obtain information about a topic using a variety of oral sources such as conversations, interviews, and music;

(B) obtain information about a topic using a variety of visual sources such as pictures, graphics, television, maps, computer images, literature, and artifacts;

(C) sequence and categorize information; and

(D) identify main ideas from oral, visual, and print sources.

(18) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(A) express ideas orally based on knowledge and experiences; and

(B) create visual and written material including pictures, maps, timelines, and graphs.

(19) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

(A) 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; and

(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

#### **§114.2. Languages Other Than English, Elementary.**

School districts are strongly encouraged to offer languages other than English in the elementary grades. For districts that offer languages in elementary, the essential knowledge and skills are those designated as Levels I and II - novice progress checkpoint, exploratory languages, and cultural and linguistic topics in Subchapter C of this chapter (relating to Texas Essential Knowledge and Skills for Languages Other Than English).

### **§115.3. Health Education, Grade 1.**

#### **(a) Introduction.**

(1) In health education, students acquire the health information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate. To achieve that goal, students will understand the following: students should first seek guidance in the area of health from their parents; personal behaviors can increase or reduce health risks throughout the lifespan; health is influenced by a variety of factors; students can recognize and utilize health information and products; and personal/interpersonal skills are needed to promote individual, family, and community health.

(2) In Grade 1, students learn more about their bodies and how to care for themselves. Students also begin to learn that relationships exist between behaviors and health, and that there are community helpers such as nurses and doctors who help them stay healthy. In Grade 1, students also learn skills to help them make friends, resolve conflicts, and solve problems.

#### **(b) Knowledge and skills.**

(1) Health behaviors. The student understands that personal health decisions and behaviors affect health throughout the life span. The student is expected to:

(A) describe and practice activities that enhance individual health such as enough sleep, nutrition, and exercise; and

(B) describe activities that are provided by health care professionals such as medical check-up and dental exams.

(2) Health behaviors. The student understands that safe, unsafe, and/or harmful behaviors result in positive and negative consequences throughout the life span. The student is expected to:

(A) identify and use protective equipment to prevent injury;

(B) name safe play environments;

(C) explain the harmful effects of, and how to avoid, alcohol, tobacco, and other drugs;

(D) identify ways to avoid weapons and drugs or harming oneself or another person by staying away from dangerous situations and reporting to an adult;

(E) identify safety rules that help to prevent poisoning;

(F) identify and describe safe bicycle skills;

(G) identify and practice safety rules during play; and

(H) identify how to get help from a parent and/or trusted adult when made to feel uncomfortable or unsafe by another person/adult.

(3) Health behaviors. The student demonstrates basic critical-thinking, decision-making, goal setting, and problem-solving skills for making health-promoting decisions. The student is expected to:

(A) explain ways to seek the help of parents/guardians and other trusted adults in making decisions and solving problems;

(B) describe how decisions can be reached and problems can be solved; and

(C) explain the importance of goal setting and task completion.

(4) Health information. The student understands the basic structure and functions of the human body and how they relate to personal health throughout the life span. The student is expected to:

(A) identify and demonstrate use of the five senses;

(B) identify major body structures and organs and describes their basic functions; and

(C) identify and apply principles of good posture for healthy growth and development.

(5) Health information. The student recognizes health information. The student is expected to:

(A) identify people who can provide helpful health information such as parents, teachers, nurses, and physicians; and

(B) list ways health information can be used such as knowing how to brush teeth properly.

(6) Health information. The student recognizes the influence of media and technology on health behaviors. The student is expected to:

(A) identify examples of health information provided by various media; and

(B) cite examples of how media and technology can affect behaviors such as television, computers, and video games.

(7) Influencing factors. The student understands the difference between sickness and health in people of all ages. The student is expected to:

- (A) name types of germs that cause illness and disease;
- (B) identify common illnesses and diseases and their symptoms; and
- (C) explain common practices that control the way germs are spread.

(8) Influencing factors. The student understands factors that influence the health of an individual. The student is expected to:

- (A) name various members of his/her family who help them to promote and practice health habits; and
- (B) describe ways in which a person's health may be affected by weather and pollution.

(9) Personal/interpersonal skills. The student knows healthy ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:

- (A) demonstrate respectful communication;
- (B) list unique ways that individuals use to communicate such as using body language and gestures;
- (C) express needs, wants, and emotions in appropriate ways; and
- (D) describe and practice techniques of self-control such as thinking before acting.

(10) Personal/interpersonal skills. The student comprehends the skills necessary for building and maintaining healthy relationships. The student is expected to:

- (A) describe ways to build and maintain friendships; and
- (B) practice refusal skills to avoid and resolve conflicts.

### **§116.3. Physical Education, Grade 1.**

(a) Introduction.

(1) In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-

active lifestyle and understands the relationship between physical activity and health throughout the lifespan.

(2) First grade students continue to develop basic body control, fundamental movement skills, and health-related fitness components such as strength, endurance, and flexibility. Students can state key performance cues for basic movement patterns such as throwing and catching. Students continue to learn rules and procedures for simple games and apply safety practices associated with physical activities.

(b) Knowledge and skills.

(1) Movement. The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms. The student is expected to:

(A) demonstrate an awareness of personal and general space while moving at different directions and levels such as high, medium, and low;

(B) demonstrate proper foot patterns in hopping, jumping, skipping, leaping, galloping, and sliding;

(C) demonstrate control in balancing and traveling activities;

(D) demonstrate the ability to work with a partner such as leading and following;

(E) clap in time to a simple rhythmic beat;

(F) create and imitate movement in response to selected rhythms;

(G) jump a long rope; and

(H) demonstrate on cue key elements in overhand throw, underhand throw, and catch.

(2) Movement. The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to:

(A) recognize that motor skill development requires correct practice; and

(B) demonstrate a base of support and explain how it affects balance.

(3) Physical activity and health. The student exhibits a health-enhancing, physically-active lifestyle that improves health and provides opportunities for enjoyment and challenge. The student is expected to:

(A) describe and select physical activities that provide opportunities for enjoyment and challenge;

(B) participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration;

(C) participate in appropriate exercises for flexibility in shoulders, legs, and trunk; and

(D) lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping.

(4) Physical activity and health. The student knows the benefits from being involved in daily physical activity and factors that affect physical performance. The student is expected to:

(A) distinguish between active and inactive lifestyles;

(B) describe the location and function of the heart;

(C) describe how muscles and bones work together to produce movement;

(D) describe food as a source of energy; and

(E) explain the negative effects of smoking, lack of sleep, and poor dietary habits on physical performance and on the body.

(5) Physical activity and health. The student knows and applies safety practices associated with physical activities. The student is expected to:

(A) use equipment and space safely and properly;

(B) describe the importance of protective equipment in preventing injury such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing;

(C) describe how to protect himself/herself from harmful effects of the sun;

(D) list water safety rules and demonstrate simple extension rescue; and

(E) describe and demonstrate appropriate reactions to emergency situations common to physical activity settings such as universal safety precautions, and calling 911.

(6) Social development. The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics. The student is expected to:

(A) demonstrate starting and stopping signals; and

(B) explain boundaries and rules for simple games.

(7) Social development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to:

(A) follow directions and apply safe movement practices;

(B) interact, cooperate, and respect others; and

(C) resolve conflicts in socially acceptable ways such as talking and asking the teacher for help.

### **§117.5. Art, Grade 1.**

(a) Introduction.

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills.

(2) By analyzing artistic styles and historical periods students develop respect for the traditions and contributions of diverse cultures. Students respond to and analyze artworks, thus contributing to the development of lifelong skills of making informed judgments and evaluations.

(b) Knowledge and skills.

(1) Perception. The student develops and organizes ideas from the environment. The student is expected to:

(A) identify similarities, differences, and variations among subjects, using the senses; and

(B) identify color, texture, form, line, and emphasis in nature and in the human-made environment.

(2) Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:

(A) invent images that combine a variety of colors, forms, and lines;

- (B) place forms in orderly arrangement to create designs; and
  - (C) increase manipulative skills, using a variety of materials to produce drawings, paintings, prints, and constructions.
- (3) Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:
- (A) identify simple ideas expressed in artworks through different media;
  - (B) select artworks that show families and groups; and
  - (C) identify the use of art in everyday life.
- (4) Response/evaluation. The student makes informed judgments about personal artworks and the works of others. The student is expected to:
- (A) express ideas about personal artworks; and
  - (B) identify simple ideas about original artworks, portfolios, and exhibitions by peers and others.

### **§117.6. Music, Grade 1.**

#### **(a) Introduction.**

- (1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving.
- (2) By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

#### **(b) Knowledge and skills.**

- (1) Perception. The student describes and analyzes musical sound and demonstrates musical artistry. The student is expected to:
  - (A) identify voices and selected instruments from various musical families;

- (B) use basic music terminology in describing musical sounds; and
  - (C) identify repetition and contrast in music examples.
- (2) Creative expression/performance. The student performs a varied repertoire of music. The student is expected to:
- (A) sing or play a classroom instrument independently or in groups; and
  - (B) sing songs from diverse cultures and styles or play such songs on a musical instrument.
- (3) Creative expression/performance. The student reads and writes music notation. The student is expected to:
- (A) read simple examples of music notation; and
  - (B) write simple examples of music notation.
- (4) Creative expression/performance. The student creates and arranges music within specified guidelines. The student is expected to:
- (A) create short rhythmic patterns; and
  - (B) create short melodic patterns.
- (5) Historical/cultural heritage. The student relates music to history, to society, and to culture. The student is expected to:
- (A) sing songs and play musical games from diverse cultures; and
  - (B) identify simple relationships between music and other subjects.
- (6) Response/evaluation. The student responds to and evaluates music and musical performance. The student is expected to:
- (A) distinguish between beat/rhythm, higher/lower, louder/softer, faster/slower, and same/different in musical performances; and
  - (B) begin to practice appropriate audience behavior during live performances.

### **§117.7. Theatre, Grade 1.**

- (a) Introduction.

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing knowledge and skills students are expected to acquire. Through perceptual studies, students increase their understanding of self and others and develop clear ideas about the world. Through a variety of theatrical experiences, students communicate in dramatic form, make artistic choices, solve problems, build positive self-concepts, and relate interpersonally.

(2) Students increase their understanding of heritage and traditions through historical and cultural studies in theatre. Student response and evaluation promote thinking and further discriminating judgment, developing students who are appreciative and evaluative consumers of live theatre, film, television, and other technologies.

(b) Knowledge and skills.

(1) Perception. The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre. The student is expected to:

(A) develop confidence and self-awareness through dramatic play;

(B) develop spatial awareness in dramatic play, using expressive and rhythmic movement;

(C) imitate actions and sounds; and

(D) imitate and create animate and inanimate objects in dramatic play.

(2) Creative expression/performance. The student interprets characters, using the voice and body expressively, and creates dramatizations. The student is expected to:

(A) demonstrate safe use of movement and voice;

(B) assume roles through imitation;

(C) dramatize limited-action stories; and

(D) dramatize poems and songs.

(3) Creative expression/performance. The student applies design, directing, and theatre production concepts and skills. The student is expected to:

(A) select aspects of the environment for use in dramatic play;

(B) adapt the environment for dramatic play, using simple materials;

(C) plan dramatic play; and

(D) cooperate with others in dramatic play.

(4) Historical/cultural heritage. The student relates theatre to history, society, and culture. The student is expected to:

(A) imitate life experiences from various historical periods in dramatic play; and

(B) identify diverse cultural dimensions in dramatic play.

(5) Response/evaluation. The student responds to and evaluates theatre and theatrical performances. The student is expected to:

(A) identify appropriate audience behavior;

(B) respond to and begin to evaluate dramatic activities;

(C) identify the use of music, creative movement, and visual components in dramatic play; and

(D) observe the performance of artists and identify theatrical vocations.