

1st Grade Language Arts

TEKS Mapping

TEKS Standards

Internet Resources

TEKS	Library	Links	The student is expected to:
(1.1) Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences.	L		1.1(A) determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate (K-3);
	L		1.1(B) respond appropriately and courteously to directions and questions (K-3);
	L		1.1(C) participate in rhymes, songs, conversations, and discussions (K-3);
	L		1.1(D) listen critically to interpret and evaluate (K-3);
	L		1.1(E) listen responsively to stories and other texts read aloud, including selections from classic and contemporary works (K-3);
	L		1.1(F) identify the musical elements of literary language such as its rhymes or repeated sounds (K-1)
(1.2) Listening/speaking/culture. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures.	L		1.2(B) compare language and oral traditions (family stories) that reflect customs, regions, and cultures (K-3).
(1.3) Listening/speaking/audiences/oral grammar. The student speaks appropriately to	L		1.3(C) ask and answer relevant questions and make contributions in small or large group discussions (K-3);
(1.5) Reading/print awareness. The student demonstrates knowledge of concepts of print.	L		1.5(I) recognize that different parts of a book such as cover, title page, and table of contents offer information (K-1);
(1.9) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels.	L		1.9(D) self-select independent level reading such as by drawing on personal interest, by relying on knowledge of authors and different types of texts, and/or by estimating text difficulty (1-3).
(1.10) Reading/variety of texts. The student reads widely for different purposes in varied sources.	L		1.10(A) read fiction, nonfiction, and poetry, including classic and contemporary works, for pleasure and/or information (1);
(1.11) Reading/vocabulary development. The student develops an extensive vocabulary.	L		1.11(B) develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud (K-3);

(1.13) Reading/literary response. The student responds to various texts.	L	1.13(A) listen to stories being read aloud (K-1);
	L	1.13(B) participate actively (react, speculate, join in, read along) when predictable and patterned selections are read aloud (K-1);
	L	1.13(D) connect ideas and themes across texts (1-3);
	L	1.13(E) describe how illustrations contribute to the text (K-1).
(1.14) Reading/text structures/literary concepts. The student recognizes characteristics of various types of texts.	L	1.14(B) understand simple story structure (K-1);
	L	1.14(C) distinguish fiction from nonfiction, including fact and fantasy (K-3);
	L	1.14(D) recognize the distinguishing features of familiar genres, including stories, poems, and informational texts (1-3);
	L	1.14(E) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, and information books (K-2);
	L	1.14(F) understand literary terms by distinguishing between the roles of the author and illustrator such as the author writes the story and the illustrator draws the pictures (K-1);
	L	1.14(H) identify the importance of the setting to a story's meaning (1-3);
(1.15) Reading/inquiry/research. The student generates questions and conducts research about topics using information from a variety of sources including selections read aloud.	L	1.14(I) recognize the story problem(s) or plot (1-3).
	L	1.15(A) identify relevant questions for inquiry such as "What do pill bugs eat?" (K-3);
	L	1.15(B) use pictures, print, and people to gather information and answer questions (K-1);
	L	1.15(C) draw conclusions from information gathered (K-3);
	L	1.15(D) use alphabetical order to locate information (1-3);
	L	1.15(E) recognize and use parts of a book to locate information, including table of contents, chapter titles, guide words, and indices (1-3);
(1.16) Reading/culture. The student reads or listens to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures.	L	1.15(F) locate important areas of the library/media center (K-1).
	L	1.16(A) connect his/her own experiences with the life experiences, languages, customs, and culture of others (K-3);
(1.23) Writing/inquiry/research. The student uses writing as a tool for learning and research.	L	1.16(B) compare experiences of characters across cultures (K-3).
	L	1.23(A) record or dictate questions for investigating (K-1);
	L	1.23(B) record or dictate his/her own knowledge of a topic in various ways such as by drawing pictures, making lists, and showing connections among ideas (K-3).

1st Grade Science

[TAKS Standards](#)

[Science Tool Kit](#)

[TEKS Mapping](#)

[NEISD Science Standards and Resources](#)

TEKS	Library	Links	The student is expected to:
(1.2) Scientific processes. The student develops abilities necessary to do scientific inquiry in the field and the classroom.	R		1.2(A) ask questions about organisms, objects, and events;
	R		1.2(B) plan and conduct simple descriptive investigations;
			1.2(C) gather information using simple equipment and tools to extend the senses;
	R		1.2(D) construct reasonable explanations and draw conclusions;
	L		1.2(E) communicate explanations about investigations.
(1.3) Scientific processes. The student knows that information and critical thinking are used in making decisions.	L		1.3(A) make decisions using information;
	L		1.3(B) discuss and justify the merits of decisions;
	L		1.3(C) explain a problem in his/her own words and identify a task and solution related to the problem.

1st Grade Social Studies

[TAKS Standards](#)

[TEKS Mapping](#)

[Social Studies Tool Kit](#)

TEKS	Library	Links	The student is expected to:
(1.17) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.	L		1.17(A) obtain information about a topic using a variety of oral sources such as conversations, interviews, and music;
	L		1.17(B) obtain information about a topic using a variety of visual sources such as pictures, graphics, television, maps, computer images, literature, and artifacts;
	L		1.17(C) sequence and categorize information; and
	L		1.17(D) identify main ideas from oral, visual, and print sources.
(1.18) Social studies skills. The student communicates in written, oral, and visual forms.	L		1.18(A) express ideas orally based on knowledge and experiences;
	L		1.18(B) create visual and written material including pictures, maps, timelines, and graphs.
(1.19) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.	L		1.19(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;
	L		1.19(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.

1st Grade Technology

TEKS Mapping

[TAKS Standards](#)

[NEISD TEKS Matrix](#)

TEKS	Library	Links	The student is expected to:	Introduction Acquisition Mastery
(4) Information acquisition. The student uses a variety of strategies to acquire information from electronic resources, with appropriate supervision.	L		(A) apply keyword searches to acquire information;	I
	L		(B) select appropriate strategies to navigate and access information for research and resource sharing.	I
(5) Information acquisition. The student acquires electronic information in a variety of formats, with appropriate supervision.	L		(A) acquire information including text, audio, video, and graphics;	A
(6) Information acquisition. The student evaluates the acquired electronic information.	L		(A) determine the success of strategies used to acquire electronic information; and	I
	L		(B) determine the usefulness and appropriateness of digital information.	I
(8) Solving problems. The student uses research skills and electronic communication, with appropriate supervision, to create new knowledge.	L		(A) use communication tools to participate in group projects;	A
	L		(B) use electronic tools and research skills to build a knowledge base regarding a topic, task, or assignment.	A
(11) Communication. The student delivers the product electronically in a variety of media, with appropriate supervision.	L		(A) publish information in a variety of media including, but not limited to, printed copy or monitor display;	A
	L		(B) publish information in a variety of media including, but not limited to, stored files or video.	A