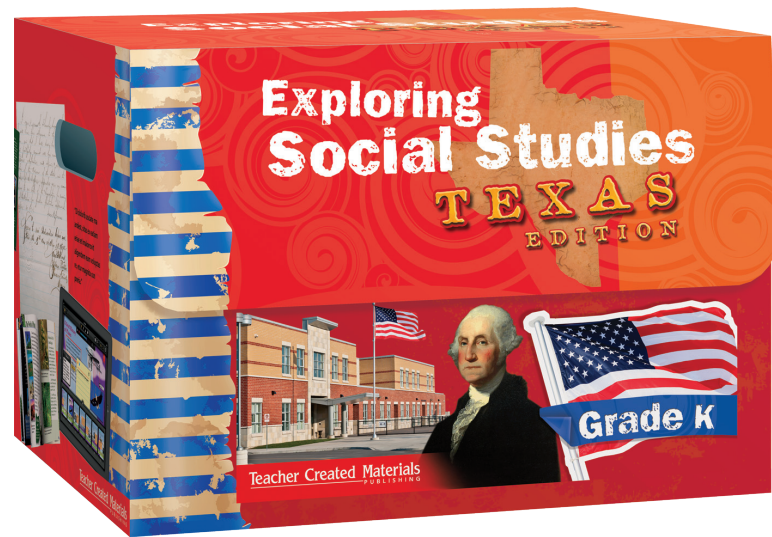
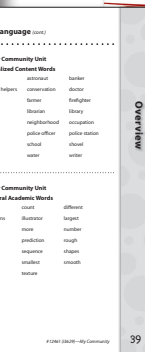
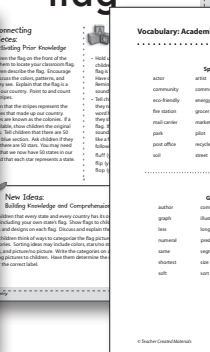
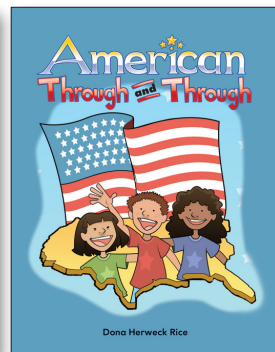


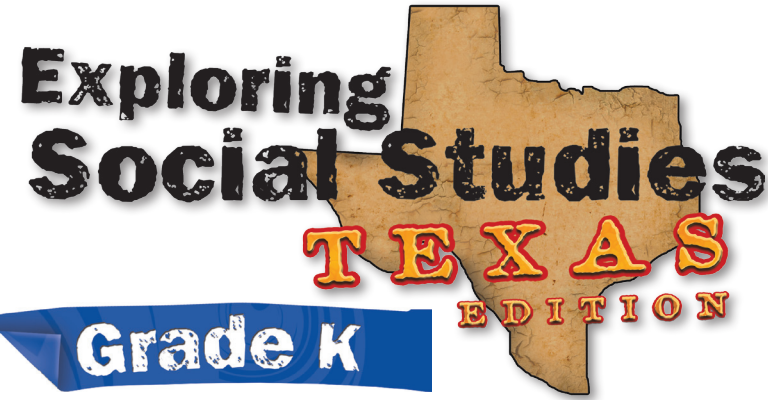
Exploring Social Studies TEXAS EDITION

Grade K

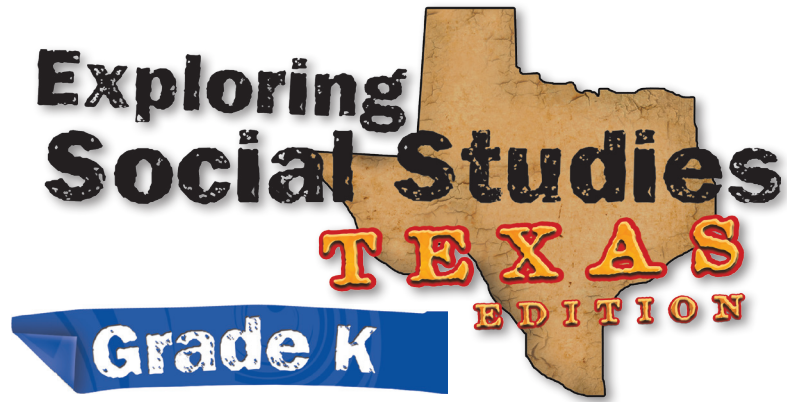
Correlation to the Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS)



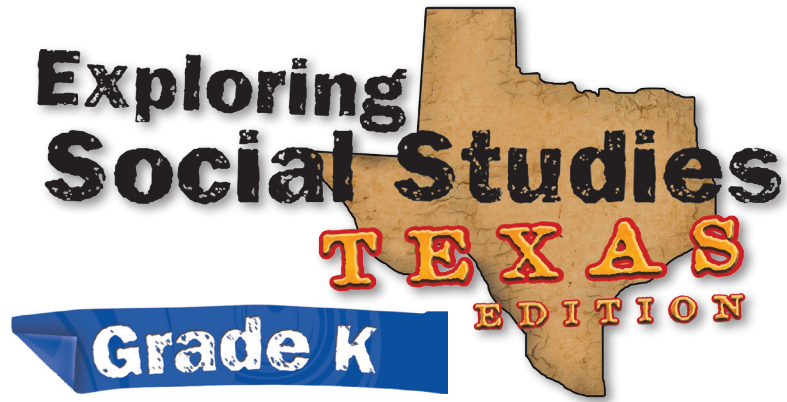
		Leveled Readers and Lesson Plans																	Primary Sources	Vocabulary Concept Cards			Digital Resources						
		Primary Source Readers: Life at Home	Primary Source Readers: We Go to School	Primary Source Readers: Giving Thanks	Primary Source Readers: Rules at Home	Primary Source Readers: Rules 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)
TEKS	K.1.A			✓																			✓				✓		
	K.1.B			✓														✓						✓			✓		
	K.2.A														✓	✓													
	K.2.B						✓																	✓		✓	✓		✓
	K.3.A	✓	✓																										
K.3.B	✓	✓																				✓							



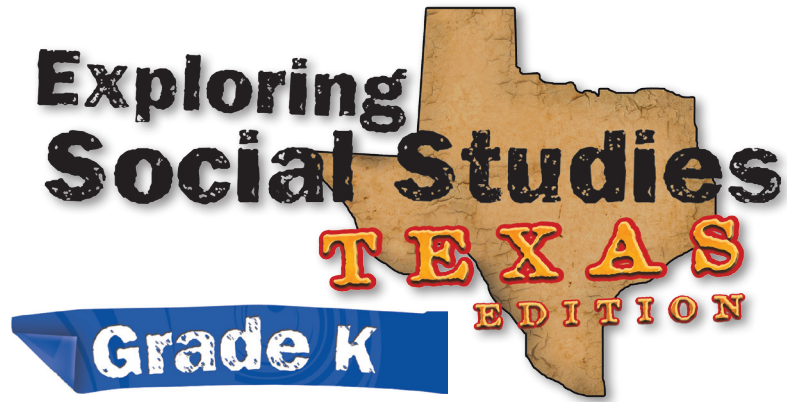
		Leveled Readers and Lesson Plans															Primary Sources	Vocabulary Concept Cards			Digital Resources									
		Primary Source Readers: Life at Home	Primary Source Readers: We Go to School	Primary Source Readers: Giving Thanks	Primary Source Readers: Rules at Home	Primary Source Readers: Rules 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)	
TEKS	K.4.A	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.								✓																				
	K.4.B	The student understands the concept of location. The student is expected to locate places on the school campus and describe their relative locations.							✓																		✓			✓
	K.4.C	The student understands the concept of location. The student is expected to identify tools that aid in determining location, including maps and globes.							✓	✓													✓			✓	✓			
	K.5.A	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.																		✓	✓							✓		
	K.5.B	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.																												✓
	K.6.A	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.										✓																	✓	
	K.6.B	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.										✓																		
	K.6.C	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.									✓	✓														✓	✓			✓
	K.7.A	The student understands the value of jobs. The student is expected to identify jobs in the home, school, and community.												✓	✓			✓						✓						✓
	K.7.B	The student understands the value of jobs. The student is expected to explain why people have jobs.										✓												✓						
K.8.A	The student understands the purpose of rules. The student is expected to identify purposes for having rules.			✓	✓																		✓				✓	✓		



		Leveled Readers and Lesson Plans																Primary Sources	Vocabulary Concept Cards			Digital Resources								
		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)	
TEKS	K.8.B	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.				✓	✓																✓				✓			
	K.9.A	The student understands the role of authority figures. The student is expected to identify authority figures in the home, school, and community.				✓	✓												✓							✓		✓	✓	
	K.9.B	The student understands the role of authority figures. The student is expected to explain how authority figures make and enforce rules.																								✓			✓	
	K.10.A	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.																							✓			✓		
	K.10.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 recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag.																							✓			✓		
	K.10.C	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.																												
	K.10.D	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.																							✓			✓		
	K.11.A	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.																		✓				✓						
	K.11.B	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.																						✓				✓		
	K.12.A	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.	✓																					✓						
K.12.B	The student understands the importance of family customs and traditions. The student is expected to compare family customs and traditions.	✓																					✓							



		Leveled Readers and Lesson Plans																	Primary Sources	Vocabulary Concept Cards			Digital Resources							
		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)	
TEKS	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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	K.15.B	The student communicates in oral and visual forms. The student is expected to create and interpret visuals, including pictures and maps.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	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.																					✓	✓							



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