Texas Essential Knowledge and Skills for Grade 1

(v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends;

(vi) manipulating phonemes within base words; and

(vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends;

(B) demonstrate and apply phonetic knowledge by:

(i) decoding words in isolation and in context by applying common letter sound correspondences;

(ii) decoding words with initial and final consonant blends, digraphs, and trigraphs;

(iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables;

(iv) using knowledge of base words to decode common compound words and contractions;

(v) decoding words with inflectional endings, including -ed, -s, and -es; and

(vi) identifying and reading at least 100 high-frequency words from a research-based list;

(C) demonstrate and apply spelling knowledge by:

(i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables;

(ii) spelling words with initial and final consonant blends, digraphs, and trigraphs;

(iii) spelling words using sound-spelling patterns; and

(iv) spelling high-frequency words from a research-based list;

(D) demonstrate print awareness by identifying the information that different parts of a book provide;

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

(F) develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.

(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

(A) use a resource such as a picture dictionary or digital resource to find words;

(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings;

(C) identify the meaning of words with the affixes -s, -ed, and -ing; and

(D) identify and use words that name actions, directions, positions,

student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.

(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

(A) establish purpose for reading assigned and self-selected texts with adult assistance;

(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;

(C) make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance;

(D) create mental images to deepen understanding with adult assistance;

(E) make connections to personal experiences, ideas in other texts, and society with adult assistance;

(F) make inferences and use evidence to support understanding with adult assistance;

(G) evaluate details to determine what is most important with adult assistance;

(H) synthesize information to create new understanding with adult assistance; and

(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.

(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

(A) describe personal connections to a variety of sources;

(B) write brief comments on literary or informational texts;

(C) use text evidence to support an appropriate response;

(D) retell texts in ways that maintain meaning;

(E) interact with sources in meaningful ways such as illustrating or writing; and

(F)

(D) describe the setting.

(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

(A) demonstrate knowledge of distinguishing characteristics of well-known children's

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(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;

(E) create and use representations to organize, record, and communicate mathematical ideas;

(F) analyze mathematical relationships to connect and communicate mathematical ideas; and

(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

(2) Number and operations. The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value. The student is expected to:

(A) recognize instantly the quantity of structured arrangements;

(B) use concrete and pictorial models to compose and decompose numbers up to 120 in more than one way as so many hundreds, so many tens, and so many ones;

(C) use objects, pictures, and expanded and standard forms to represent numbers up to 120;

(D) generate a number that is greater than or less than a given whole number up to 120;

(E) use place value to compare whole numbers up to 120 using comparative language;

(F) order whole numbers up to 120 using place value and open number lines; and

(G) represent the comparison of two numbers to 100 using the symbols >, <, or =.

(3) Number and operations. The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems. The student is expected to:

(A) use concrete and pictorial models to determine the sum of a multiple of 10 and a one-digit number in problems up to 99;

(B) use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 20 and unknowns as any one of the terms in the problem such as 2 + 4 = [ ]; 3 + [ ] = 7; and 5 = [ ] - 3;

(C) compose 10 with two or more addends with and without concrete objects;

(D) apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10;

(E) explain strategies used to solve addition and subtraction problems up to 20 using spoken

(5) Algebraic reasoning. The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships. The student is expected to:

(A) recite numbers forward and backward from any given number between 1 and 120;

(B) skip count by twos, fives, and tens to determine the total number of objects up to 120 in a set;

(C) use relationships to determine the number that is 10 more and 10 less than a given number up to 120;

(D) represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences;

(C) measure the same object/distance with units of two different lengths and describe how and why the measurements differ;

(D) describe a length to the nearest whole unit using a number and a unit; and

(E) tell time to the hour and half hour using analog and digital clocks.

(8) Data analysis. The student applies mathematical process standards to organize data to make it useful for interpreting information and solving problems. The student is expected to:

(A) collect, sort, and organize data in up to three categories using models/representations such as tally marks or T-charts;

(B) use data to create picture and bar-type graphs; and

(C) draw conclusions and generate and answer questions using information from picture and bar-type graphs.

(9) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(A) define money earned as income;

(B) identify income as a means of obtaining goods and services, oftentimes making choices between wants and needs;

(C) distinguish between spending and saving; and

(D) consider charitable giving.

(C) gather evidence of interdependence among living organisms such as energy transfer through food chains or animals using plants for shelter.

(10) Organisms and environments. The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments. The student is expected to:

(A) investigate how the external characteristics of an animal are related to where it lives, how it moves, and what it eats;

(B) identify and compare the parts of plants;

(C) compare ways that young animals resemble their parents; and

(D) observe and record life cycles of animals such as a chicken, frog, or fish.

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§113.12. Social Studies, Grade 1, Adopted 2018.

(a) Introduction.

(1) In Grade 1, students study their relationship to the classroom, school, and community to establish the foundation for responsible citizenship in society. Students develop concepts of time and chronology by distinguishing among past, present, and future events. Students identify anthems and mottoes of the United States and Texas. Students create simple maps to identify the location of places in the classroom, school, and community. Students explore the concepts of goods and services and the value of work. Students identify individuals 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. Students practice problem-

(7) Students must demonstrate learning performance related to any federal and state mandates regarding classroom instruction. Although Grade 1 is not required to participate in Celebrate Freedom Week, according to the TEC, §29.907, primary grades lay the foundation for subsequent learning. As a result, Grade 1 Texas essential knowledge and skills include standards related to this patriotic observance.

(8) Students discuss how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved the ideals espoused in the founding documents.

(b) Knowledge and skills.

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

(A) describe the origins of customs, holidays, and celebrations of the community, state, and nation such as Constitution Day, Independence Day, and Veterans Day; and

(B) compare the observance of holidays and celebrations.

(2) History. The student understands how historical figures helped shape the state and nation. The student is expected to:

(A) identify contributions of historical figures, including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr., who have influenced the state and nation; and

(B) compare the lives of historical figures who have influenced the state and nation.

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

(A) describe the location of self and objects relative to other locations in the classroom and school using spatial terms; and

(B) locate places using the four cardinal directions.

(4) Geography. The student understands the purpose of geographic tools, including maps and globes. The student is expected to:

(A) create and use simple maps such as maps of the home, classroom, school, and community; and

(B) locate and explore the community, Texas, and the United States on maps and globes.

(5) Geography. The student understands physical and human characteristics of place to better understand their community and the world around them. The student is expected to:

(A) identify and describe the physical characteristics of place such as landforms, bodies of water, Earth's resources, and weather; and

(B) identify and describe how geographic location influences the human characteristics of

(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 tools of various jobs and the characteristics of a job well performed; and

(B) describe how various 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 purpose for rules and laws in the home, school, and community; and

(B) identify rules and 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 the responsibilities of authority figures in the home, school, and community; and

(B) identify and describe the roles of public officials in the community, state, and nation.

(12) Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to:

(A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting; and

(B) identify historical figures and other individuals who have exemplified good citizenship such as Benjamin Franklin and Eleanor Roosevelt.

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

(A) explain state and national patriotic symbols, including the United States and Texas flags, the Liberty Bell, the Statue of Liberty, and the Alamo;

(B) recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag;

(C) identify anthems and mottoes of Texas and the United States;

(D) explain and practice voting as a way of making choices and decisions; and

(E) explain how patriotic customs and celebrations reflect American individualism and freedom.

(14)

(A) describe and explain the importance of beliefs, language, and traditions of families and communities; and

(B) explain the way folktales and legends reflect beliefs, language, and traditions of communities.

(15) Science, technology, and society. The student identifies individuals who created or invented new technology and understands how technology affects daily life, past and present. The student is expected to:

(A) describe how technology has affected the ways families live;

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

(C) identify the contributions of scientists and inventors such as Alexander Graham Bell, Thomas Edison, and Garrett Morgan.

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

(A) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance; and

(B) sequence and categorize information.

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

(A) use a simple timeline to distinguish among past, present, and future;

(B) use a calendar to describe and measure time in days, weeks, months, and years;

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

(D) create and interpret visual and written material; and

(E) use social studies terminology correctly.

(18) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes 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.

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§114.4. Languages Other Than English, Elementary, Adopted 2014.

(a) According to the National Standards for Foreign Language Learning, advanced level language proficiency is necessary for college and career readiness. To that end, students should have uninterrupted, consistent access to early standards-based learning experiences in languages other than English. School districts are strongly encouraged to offer languages other than English in the elementary grades in immersion or Foreign Language in Elementary Schools (FLES) settings with consistent and frequent exposure. For districts that offer languages in elementary school, the expected student outcomes are the same as those designated at levels I-IV in Subchapter C of this chapter (relating to Texas Essential Knowledge and Skills for Languages Other Than English).

(b) Districts may offer a level of a language in a variety of scheduling arrangements that may extend or reduce the traditional schedule when careful consideration is given to the instructional time available on a campus and the language ability, access to programs, and motivation of students.

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§115.13. Health Education, Grade 1, Adopted 2020.

(a) Introduction.

(1) The goal of health education is to provide instruction that allows youth to develop and sustain health-promoting behaviors throughout their lives. The understanding and application of these standards will allow students the ability to gather, interpret, and understand health information; achieve health literacy; and adapt to the ever-evolving science of health. The health education knowledge and skills should be presented to students in a positive manner to support the development of a healthy self-concept and responsible decision making. The standards will help students reinforce, foster, and apply positive character traits.

(2)

(B) identify appropriate personal boundaries, privacy, and space; and

(C) recall parents'/caregivers' phone numbers as part of a personal safety plan.

(11) Injury and violence prevention and safety--healthy home, school, and community climate. The student understands that individual actions and awareness can impact safety, community, and environment. The student is expected to:

(A) describe the difference between safe and unsafe environments; and

(B) identify ways to avoid weapons and harming oneself or others by staying away from dangerous situations and reporting to a parent or another trusted adult.

(12) Injury and violence prevention and safety--digital citizenship and media. The student understands how to be a safe and responsible citizen in digital and online environments. The student is expected to demonstrate how to get help from a teacher, parent, or other trusted adult when made to feel bullied, uncomfortable, or unsafe in a digital or online environment.

(13) Injury and violence prevention and safety--interpersonal violence. The student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety. The student is expected to:

(A) describe consequences for both the victim and the bully and the impact of bullying on the victim;

(B) discuss ways of discouraging bullying;

(C) explain the differences between teasing, joking, and playing around and bullying; and

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

(14) Alcohol, tobacco, and other drugs--use, misuse, and physiological effects. The student understands the difference between the use and misuse of different substances and how the use and misuse of substances impacts health. The student is expected to:

(A) identify the difference between over-the-counter and prescription drugs; and

(B) identify and describe the harmful effects of alcohol, tobacco, other drugs, and dangerous substances such as inhalants, vaping products, and household products on physical health.

(15) Alcohol, tobacco, and other drugs--treatment. The student understands how to seek emergency help for self and others in poisoning and overdose situations. The student is expected to describe what poisoning or overdose could look like and identify how to respond, including who to contact for help.

(16) Alcohol, tobacco, and other drugs--risk and protective factors. The student understands how various factors can influence decisions regarding substance use and the resources available for

§116.13. Physical Education, Grade 1, Adopted 2020.

(a) Introduction.

(1) Physical education is the foundation of a well-balanced curriculum. "It is an academic subject with a planned and sequential K-12 curriculum based on the national standards for physical education. Physical education provides cognitive content and instruction designed to develop motor skills, knowledge, and behaviors for physical activity and physical fitness. Supporting schools to establish daily physical education can provide students with the ability and confidence to be physically active for a lifetime" (Centers for Disease Control and Prevention (CDC), CDC Healthy Schools, May 208gPc4-1.152 TD-1.9 (et)8.36 (y a)-10.9 (l)-1.7 4(783 (, M)8(t)6.3 (r)-4 (uc)9.2 (t)-4.6

(2)

including the relationship of music to other academic disciplines and the vocational possibilities offered. Through critical listening, students analyze, evaluate, and respond to music, developing criteria for making critical judgments and informed choices.

(3) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) Knowledge and skills.

(1) Foundations: music literacy. The student describes and analyzes musical sound and reads, writes, and reproduces music notation. The student is expected to:

(A) identify the known five voices and adult/children singing voices;

(B) identify visually and aurally the instrument families;

(C) use basic music terminology in describing changes in tempo, including allegro/largo, and dynamics, including forte/piano; and

(D) identify and label repetition and contrast in simple songs such as ab, aaba, or abac patterns.

(2) Foundations: music literacy. The student reads, writes, and reproduces music notation. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:

(A) read, write, and reproduce rhythmic patterns, including quarter note/paired eighth notes and quarter; and

(B) read, write, and reproduce melodic patterns, including three tones from the pentatonic scale.

(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:

(A) sing tunefully or play classroom instruments, including rhythmic and melodic patterns, independently or in g6.9 (e)-1.(l)-4.6 (a6 (e)9.22g6.9 (e)-1.(l)-lI0.9 (e)-)-4.6 (s)8.6 (4e)-wring ta6 (e)9

(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) create roles through imitation;

(C) dramatize simple stories; and

(D) dramatize poems and songs.

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

(A) discuss aspects of the environment for use in dramatic play such as location or climate;

(B) adapt the environment for dramatic play using common objects such as tables or chairs;

(C) rehearse dramatic play; and

(D) cooperate with others in dramatic play.

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

(A) imitate life experiences from school and community cultures in dramatic play; and

(B) explore diverse cultural and historical experiences through fables, myths, or fairytales in dramatic play.

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

(A) discuss, practice, and display appropriate audience behavior;

(B) discuss dramatic activities; and

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

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§126.6. Technology Applications, Kindergarten-Grade 2, Beginning with School Year 2012-2013.

(a) Introduction.

(1) The technology applications curriculum has six strands based on the National Educational Technology Standards for Students (NETS•S) and performance indicators developed by the International Society for Technology in Education (ISTE): creativity and innovation; communication and collaboration; research and information fluency; critical thinking, problem solving, and decision making; digital citizenship; and technology operations and concepts.

(2) Through the study of the six strands in technology applications, students use creative thinking and innovative processes to construct.9 (s)-2.7 (u9 (w)4.6 (i)-4.6 (t)l[(()-4s.7 (on2s)-2.3 (s)8.6 (t)-4.6 (u)10.9 3 (

technology tools and resources. Through the study of technology operations and concepts, students learn technology related terms, concepts, and data input strategies.

(3) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) Knowledge and skills.

(1) Creativity and innovation. The student uses creative thinking and innovative processes to construct knowledge and develop digital products. The student is expected to:

(A) apply prior knowledge to develop new ideas, products, and processes;

(B) create original products using a variety of resources;

(C) explore virtual environments, simulations, models, and programming languages to enhance learning;

(D) create and execute steps to accomplish a task; and

(E) evaluate and modify steps to accomplish a task.

(2) Communication and collaboration. The student collaborates and communicates both locally and globally using digital tools and resources to reinforce and promote learning. The student is expected to:

(A) use communication tools that allow for anytime, anywhere access to interact, collaborate, or publish with peers locally and globally;

(B) participate in digital environments to develop cultural understanding by interacting with learners of multiple cultures;

(C) format digital information, including font attributes, color, white space, graphics, and animation, for a defined audience and communication medium; and

(D) select, store, and deliver products using a variety of media, formats, devices, and virtual environments.

(3) Research and information fluency. The student acquires and evaluates digital content. The student is expected to:

(A) use search strategies to access information to guide inquiry;

(B) use research skills to build a knowledge base regarding a topic, task, or assignment; and

(C) evaluate the usefulness of acquired digital content.

(4) Critical thinking, problem solving, and decision making. The student applies critical-thinking skills to solve problems [illegible]

(A) adhere to acceptable use policies reflecting appropriate behavior in a digital environment;

(B) comply with acceptable digital safety rules, fair use guidelines, and copyright laws; and

(C) practice the responsible use of digital information regarding intellectual property, including software, text, images, audio, and video.

(6) Technology operations and concepts. The student demonstrates knowledge and appropriate use of technology systems, concepts, and operations. The student is expected to:

(A) use appropriate terminology regarding basic hardware, software applications, programs, networking, virtual environments, and emerging technologies;

(B) use appropriate digital tools and resources for storage, access, file management, collaboration, and designing solutions to problems;

(C) perform basic software application functions, including opening an application and creating, modifying, printing, and saving files;

(D) use a variety of input, output, and storage devices;

(E) use proper keyboarding techniques such as ergonomically correct hand and body