

**TEKS PK-5:** <http://ritter.tea.state.tx.us/rules/tac/chapter112/ch112a.html>

# TABLE OF CONTENTS

[English Language Arts and Reading.....](#)

[Math.....](#)

[Science.....](#)

[Social Studies.....](#)

# English Language Arts and Reading

## §110.2. English Language Arts and Reading, Kindergarten, Adopted 2017.

(b) Knowledge and skills.

(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking -- beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

(A) demonstrate phonological awareness by:

(iii) identifying the individual words in a spoken sentence;

<https://ashaware.com/subjects/Alphabet/Learning.html>

(D) demonstrate print awareness by:

(v) identifying all uppercase and lowercase letters;

<https://ashaware.com/subjects/Alphabet/alphabet-details.html>

(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; and

<https://ashaware.com/subjects/Alphabet/Learning.html>

(4) 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.

<https://ashaware.com/subjects/Alphabet/Learning.html>

(5) 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;

<https://ashaware.com/subjects/Alphabet/Learning.html>

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

<https://ashaware.com/subjects/Alphabet/Learning.html>

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

<https://ashaware.com/subjects/Alphabet/Learning.html>

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

<https://ashaware.com/subjects/Alphabet/Learning.html>

(6) 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: \*\*Verify match

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

(B) provide an oral, pictorial, or written response to a text;

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

(F) respond using newly acquired vocabulary as appropriate.

<https://ashaware.com/subjects/Alphabet/alphabet-details.html>

(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

(C) gather information from a variety of sources with adult assistance;

(D) demonstrate understanding of information gathered with adult assistance; and

<https://ashaware.com/subjects/Alphabet/Learning.html>

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### **§110.3. English Language Arts and Reading, Grade 1, Adopted 2017.**

(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;

<https://ashaware.com/subjects/Alphabet/Learning.html>

(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

<https://ashaware.com/subjects/Alphabet/Learning.html>

(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.

<https://ashaware.com/subjects/Alphabet/Learning.html>

(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;

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

<https://ashaware.com/subjects/Alphabet/Learning.html>

(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;

<https://ashaware.com/subjects/Alphabet/Learning.html>

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**§110.6. English Language Arts and Reading, Grade 4, Adopted 2017.**

**(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 read independently for a sustained period of time.**

<https://ashaware.com/subjects.html>

**(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;**

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

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

**(F) make inferences and use evidence to support understanding;**

**(G) evaluate details read to determine key ideas;**

**(H) synthesize information to create new understanding; and**

<https://ashaware.com/subjects.html>

**(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, including self-selected texts;**

**(B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;**

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

**(D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;**

**(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;**

<https://ashaware.com/subjects.html>

**(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:**

**(C) identify and gather relevant information from a variety of sources;**

**(D) identify primary and secondary sources;**

**(E) demonstrate understanding of information gathered;**

**(G) develop a bibliography;**

<https://ashaware.com/subjects.html>

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**§110.7. English Language Arts and Reading, Grade 5, Adopted 2017.**

**(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 read independently for a sustained period of time.**

<https://ashaware.com/subjects.html>

**(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;**

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

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

**(F) make inferences and use evidence to support understanding;**

**(G) evaluate details read to determine key ideas;**

**(H) synthesize information to create new understanding; and**

<https://ashaware.com/subjects.html>

**(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, including self-selected texts;**

**(B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;**

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

**(D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;**

**(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;**

<https://ashaware.com/subjects.html>

**(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:**

**(A) generate and clarify questions on a topic for formal and informal inquiry;**

**(C) identify and gather relevant information from a variety of sources;**

**(E) demonstrate understanding of information gathered;**

**(G) develop a bibliography; and**

<https://ashaware.com/subjects.html>

# Math

## §111.1. Implementation of Texas Essential Knowledge and Skills for Mathematics, Elementary, Adopted 2012.

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### §111.2. Kindergarten, Adopted 2012.

#### (b) Knowledge and skills.

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

- (A) count forward and backward to at least 20 with and without objects;**
- (B) read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures;**
- (C) count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order;**
- (D) recognize instantly the quantity of a small group of objects in organized and random arrangements;**
- (E) generate a set using concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20;**
- (F) generate a number that is one more than or one less than another number up to at least 20;**

**(3) Number and operations.** The student applies mathematical process standards to develop an understanding of addition and subtraction situations in order to solve problems. The student is expected to:

- (B) solve word problems using objects and drawings to find sums up to 10 and differences within 10; and**

**(C) explain the strategies used to solve problems involving adding and subtracting within 10 using spoken words, concrete and pictorial models, and number sentences.**

<https://ashaware.com/subjects/Numbers/numbers-details.html>

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**§111.3. Grade 1, Adopted 2012.**

**(b) Knowledge and skills.**

**(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:**

**(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  $5 = [ ] - 3$ ;**  
<https://ashaware.com/subjects/Numbers/numbers-details.html>

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

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**§111.6. Grade 4, Adopted 2012.**

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**§111.7. Grade 5, Adopted 2012.**

**(b) Knowledge and skills.**

**(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:**

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

## Science

§112.13. Science, Grade 2, Adopted 2017.

(b) Knowledge and skills.

(3) Scientific investigation and reasoning. The student knows that information and critical thinking, scientific problem solving, and the contributions of scientists are used in making decisions. The student is expected to:

(C) identify what a scientist is and explore what different scientists do.

<https://ashaware.com/subjects/Science/science-details.html>

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§112.14. Science, Grade 3, Adopted 2017. Verify grade-level appropriateness

(b) Knowledge and skills.

(3) Scientific investigation and reasoning. The student knows that information, critical thinking, scientific problem solving, and the contributions of scientists are used in making decisions. The student is expected to:

(C) connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists.

<https://ashaware.com/subjects/Science/science-details.html>

<https://www.ashaware.com/subjects/Careers/careers-details.html>

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§112.15. Science, Grade 4, Adopted 2017.

(b) Knowledge and skills.

(3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:

(C) connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists.

<https://ashaware.com/subjects/Science/science-details.html>

<https://www.ashaware.com/subjects/Careers/careers-details.html>

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**§112.16. Science, Grade 5, Adopted 2017.**

**(b) Knowledge and skills.**

**(3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:**

**(C) connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists:**

<https://ashaware.com/subjects/Science/science-details.html>

<https://www.ashaware.com/subjects/Careers/careers-details.html>

## **Social Studies**

**§113.10. Implementation of Texas Essential Knowledge and Skills for Social Studies, Elementary, Adopted 2018.**

**§113.11. Social Studies, Kindergarten, Adopted 2018.**

**(b) Knowledge and skills.**

**(2) History.** The student understands how historical figures helped shape the state and nation. The student is expected to identify contributions of historical figures, including Stephen F. Austin, George Washington, Christopher Columbus, and José Antonio Navarro, who helped to shape the state and nation. **Add African Americans eg Harriet Tubman, Frederick Douglass, Martin Luther King Jr., Barack Obama**

**(3) Geography.** The student understands the concept of location. The student is expected to:

**(C) identify and use geographic tools that aid in determining location, including maps and globes.**

**(6) Economics.** The student understands the value of jobs. The student is expected to:

**(A) identify jobs in the home, school, and community; and**

**(B) explain why people have jobs.**

<https://www.ashaware.com/Alphabet.html>

**(10) Culture.** The student understands similarities and differences among individuals. The student is expected to identify similarities and differences among individuals such as kinship and religion.

**(12) Science, technology, and society.** The student understands ways technology is used in the home and school and how technology affects people's lives. The student is expected to:

**(A) identify examples of technology used in the home and school;**

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

**(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.**

**(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 place such as shelter, clothing, food, and activities.**

**(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.**

**(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. Add African Americans eg. Benjamin Banneker, Frederick Douglass, Harriet Tubman, Martin Luther King Jr.**

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

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

**(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, Add African Americans eg. Elijah McCoy, Granville T. Woods,**

**(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;**

Reference: <http://ritter.tea.state.tx.us/rules/tac/chapter112/ch112a.html>