



## Texas Science Standards

### K-2:

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|----------------|---|
| SCIENCE.K.11   | Observe and generate examples of practical uses for rocks, soil and water.  |
| SCIENCE.K.12.A | Observe and identify the dependence of plants on air, sunlight, water, nutrients in the soil and space to grow.   |
| SCIENCE.K.12.B | Observe and identify the dependence of animals on air, water, food, space and shelter.  |
| SCIENCE.1.10.C | Compare the properties of puddles, ponds, streams, rivers, lakes, and oceans, including color, clarity, size, shape and whether it is freshwater or saltwater.        |
| SCIENCE.1.11.A | Identify and describe how plants, animals and humans use rocks, soil and water.   |
| SCIENCE.1.11.B | Explain why water conservation is important.  |
| SCIENCE 1.11.C | Describe ways to conserve water such as turning off the faucet when brushing teeth and protect natural sources of water such as keeping trash out of bodies of water. |
| SCIENCE.2.12.A | Describe how the physical characteristics of environments, including the amount of rainfall, support plants and animals within an ecosystem.                          |

### 3-5:

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|----------------|---|
| SCIENCE.3.11.A | Explore and explain how humans use natural resources such as in construction, in agriculture, in transportation and to make products.   |
| SCIENCE.3.11.B | Explain why the conservation of natural resources is important.   |
| SCIENCE.3.11.C | Identify ways to conserve natural resources through reducing, reusing or recycling.   |
| SCIENCE.4.10.A | Describe and illustrate the continuous movement of water above and on the surface of Earth through the water cycle and explain the role of the Sun as a major source of energy in this process.   |
| SCIENCE.4.11.A | Identify and explain advantages and disadvantages of using Earth's renewable and nonrenewable natural resources such as wind, water, sunlight, plants, animals, coal, oil and natural gas.  |
| SCIENCE.4.11.B | Explain the critical role of energy resources to modern life and how conservation, disposal and recycling of natural resources impact the environment.  |
| SCIENCE.5.11   | Earth and space. The student understands how natural resources are important and can be managed. The student is expected to design and explain solutions such as conservation, recycling or proper disposal to minimize environmental impact of the use of natural resources. |
| SCIENCE.5.12.C | Describe a healthy ecosystem and how human activities can be beneficial or harmful to an ecosystem.   |

# Texas Social Studies Standards

## K-2:

- SS.K.4.A Identify the physical characteristics of place such as landforms, bodies of water, Earth's resources, and weather.
- SS.K.5.A Identify basic human needs of food, clothing and shelter.
- SS.1.5.A Identify and describe the physical characteristics of place such as landforms, bodies of water, Earth's resources, and weather.
- SS.2.4.A Identify major landforms and bodies of water, including each of the seven continents and each of the oceans, on maps and globes.
- SS.2.5.B Identify consequences of human modification of the physical environment.
- SS.2.5.C Identify ways people can conserve and replenish Earth's resources.

## 3-5:

- SS.3.3.B Identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands and plains.
- SS.3.3.C Describe the effects of human processes such as building new homes, conservation and pollution in shaping the landscape.
- SS.4.8.A Describe similarities and differences in the physical environment, including climate, landforms, natural resources and natural hazards.
- SS.4.8.B Identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands and plains.
- SS.4.8.C Describe the effects of human processes such as building new homes, conservation and pollution in shaping the landscape.
- SS.5.8.A Describe how and why people have adapted to and modified their environment in the United States such as the use of human resources to meet basic needs.
- SS.5.8.B Analyze the positive and negative consequences of human modification of the environment in the United States.

# Texas ELA Standards

## K-2:

- 110.2.K.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:
- (A) describe personal connections to a variety of sources;
  - (B) provide an oral, pictorial, or written response to a text;
  - (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) respond using newly acquired vocabulary as appropriate.
- 110.2.K.7 Multiple genres: listening, speaking, reading, writing and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical and diverse literary texts. The student is expected to:
- (A) discuss topics and determine the basic theme using text evidence with adult assistance;
  - (B) identify and describe the main character(s);
  - (C) describe the elements of plot development, including the main events, the problem and the resolution for texts read aloud with adult assistance; and
  - (D) describe the setting.
- 110.2.K.8 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 literature such as folktales, fables, fairy tales, and nursery rhymes;
  - (B) discuss rhyme and rhythm in nursery rhymes and a variety of poems;
  - (C) discuss main characters in drama;
  - (D) recognize characteristics and structures of informational text, including:
    - (i) the central idea and supporting evidence with adult assistance;

## K-2 (cont.):

(E) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do.

110.2.K.9 Author's purpose and craft: listening, speaking, reading, writing and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

- (A) discuss with adult assistance the author's purpose for writing text;
- (B) discuss with adult assistance how the use of text structure contributes to the author's purpose;
- (C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;
- (D) discuss with adult assistance how the author uses words that help the reader visualize.

110.3.1.6 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;
- (D) create mental images to deepen understanding 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.

110.3.1.7 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;
- (C) use text evidence to support an appropriate response;
- (D) retell texts in ways that maintain meaning;
- (F) respond using newly acquired vocabulary as appropriate.

## K-2 (cont.):

- 110.3.1.8 Multiple genres: listening, speaking, reading, writing and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical and diverse literary texts. The student is expected to:
- (A) discuss topics and determine theme using text evidence with adult assistance;
  - (B) describe the main character(s) and the reason(s) for their actions;
  - (C) describe plot elements, including the main events, the problem and the resolution, for texts read aloud and independently; and
  - (D) describe the setting.
- 110.3.1.9 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 literature such as folktales, fables, fairy tales, and nursery rhymes;
  - (B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems;
  - (C) discuss elements of drama such as characters and setting;
  - (D) recognize characteristics and structures of informational text, including:
    - (i) the central idea and supporting evidence with adult assistance;
  - (E) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do.
- 110.3.1.10 Author's purpose and craft: listening, speaking, reading, writing and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
- (A) discuss the author's purpose for writing text;
  - (B) discuss how the use of text structure contributes to the author's purpose;
  - (C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;
  - (D) discuss how the author uses words that help the reader visualize.

## K-2 (cont.):

- 110.4.2.6 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;
  - (D) create mental images to deepen understanding;
  - (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
  - (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues and asking questions when understanding breaks down.
- 110.4.2.7 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;
  - (C) use text evidence to support an appropriate response;
  - (D) retell and paraphrase texts in ways that maintain meaning and logical order;
  - (E) interact with sources in meaningful ways such as illustrating or writing; and
  - (F) respond using newly acquired vocabulary as appropriate.
- 110.4.2.8 Multiple genres: listening, speaking, reading, writing and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical and diverse literary texts. The student is expected to:
- (A) discuss topics and determine theme using text evidence with adult assistance;
  - (B) describe the main character's (characters') internal and external traits;
  - (C) describe and understand plot elements, including the main events, the conflict and the resolution, for texts read aloud and independently; and
  - (D) describe the importance of the setting.



## K-2 (cont.):

- 110.4.2.9 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 literature such as folktales, fables, and fairy tales;
  - (B) explain visual patterns and structures in a variety of poems;
  - (C) discuss elements of drama such as characters, dialogue, and setting;
  - (D) recognize characteristics and structures of informational text, including:
    - (i) the central idea and supporting evidence with adult assistance;
  - (E) recognize characteristics of persuasive text, including:
    - (i) stating what the author is trying to persuade the reader to think or do; and
    - (ii) distinguishing facts from opinion.
- 110.4.2.10 Author's purpose and craft: listening, speaking, reading, writing and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
- (A) discuss the author's purpose for writing text;
  - (B) discuss how the use of text structure contributes to the author's purpose;
  - (C) discuss the author's use of print and graphic features to achieve specific purposes;
  - (D) discuss the use of descriptive, literal, and figurative language;
  - (F) identify and explain the use of repetition.

## 3-5:

- 110.5.3.6 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;
  - (D) create mental images to deepen understanding;



### 3-5(cont.):

- (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.

- 110.5.3.7 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;
  - (C) use text evidence to support an appropriate response;
  - (D) retell and paraphrase texts in ways that maintain meaning and logical order;
  - (F) respond using newly acquired vocabulary as appropriate; and
  - (G) discuss specific ideas in the text that are important to the meaning.
- 110.5.3.8 Multiple genres: listening, speaking, reading, writing and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical and diverse literary texts. The student is expected to:
- (A) infer the theme of a work, distinguishing theme from topic;
  - (B) explain the relationships among the major and minor characters;
  - (C) analyze plot elements, including the sequence of events, the conflict and the resolution; and
  - (D) explain the influence of the setting on the plot.
- 110.5.3.9 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 literature such as folktales, fables, fairy tales, legends, and myths;
  - (B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems;
  - (C) discuss elements of drama such as characters, dialogue, setting, and acts;
  - (D) recognize characteristics and structures of informational text, including:
    - (i) the central idea with supporting evidence;

### 3-5(cont.):

(E) recognize characteristics and structures of argumentative text by:

- (i) identifying the claim;
- (ii) distinguishing facts from opinion; and
- (iii) identifying the intended audience or reader.

110.5.3.10 Author's purpose and craft: listening, speaking, reading, writing and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

- (A) explain the author's purpose and message within a text;
- (B) explain how the use of text structure contributes to the author's purpose;
- (C) explain the author's use of print and graphic features to achieve specific purposes;
- (D) describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes;
- (E) identify the use of literary devices, including first- or third-person point of view;
- (F) discuss how the author's use of language contributes to voice; and
- (G) identify and explain the use of hyperbole.

110.6.4.6 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;
- (D) create mental images to deepen understanding;
- (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
- (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions and annotating when understanding breaks down.

### 3-5(cont.):

- 110.6.4.7 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;
  - (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;
  - (F) respond using newly acquired vocabulary as appropriate; and
  - (G) discuss specific ideas in the text that are important to the meaning.
- 110.6.4.8 Multiple genres: listening, speaking, reading, writing and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical and diverse literary texts. The student is expected to:
- (A) infer basic themes supported by text evidence;
  - (B) explain the interactions of the characters and the changes they undergo;
  - (C) analyze plot elements, including the rising action, climax, falling action, and resolution; and
  - (D) explain the influence of the setting, including historical and cultural settings, on the plot.
- 110.6.4.9 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 literature such as folktales, fables, legends, myths, and tall tales;
  - (B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images;
  - (C) explain structure in drama such as character tags, acts, scenes, and stage directions;
  - (D) recognize characteristics and structures of informational text, including:
    - (i) the central idea with supporting evidence;
  - (E) recognize characteristics and structures of argumentative text by:
    - (i) identifying the claim;

### 3-5(cont.):

- (ii) explaining how the author has used facts for an argument; and
- (iii) identifying the intended audience or reader.

- 110.6.4.10 Author's purpose and craft: listening, speaking, reading, writing and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
- (A) explain the author's purpose and message within a text;
  - (C) analyze the author's use of print and graphic features to achieve specific purposes;
  - (D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes;
  - (E) identify and understand the use of literary devices, including first- or third-person point of view;
  - (F) discuss how the author's use of language contributes to voice; and
  - (G) identify and explain the use of anecdote.
- 110.7.5.6 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;
  - (D) create mental images to deepen understanding;
  - (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
  - (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions and annotating when understanding breaks down.
- 110.7.5.7 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;

### 3-5(cont.):

- (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;
- (F) respond using newly acquired vocabulary as appropriate; and
- (G) discuss specific ideas in the text that are important to the meaning.

110.7.5.8 Multiple genres: listening, speaking, reading, writing and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical and diverse literary texts. The student is expected to:

- (A) infer multiple themes within a text using text evidence;
- (B) analyze the relationships of and conflicts among the characters;
- (C) analyze plot elements, including rising action, climax, falling action, and resolution; and
- (D) analyze the influence of the setting, including historical and cultural settings, on the plot.

110.7.5.9 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 literature such as folktales, fables, legends, myths, and tall tales;
- (B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms;
- (C) explain structure in drama such as character tags, acts, scenes, and stage directions;
- (D) recognize characteristics and structures of informational text, including:
  - (i) the central idea with supporting evidence;
- (E) recognize characteristics and structures of argumentative text by:
  - (i) identifying the claim;
  - (ii) explaining how the author has used facts for or against an argument; and
  - (iii) identifying the intended audience or reader.

### 3-5(cont.):

110.7.5.10 Author's purpose and craft: listening, speaking, reading, writing and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

- (A) explain the author's purpose and message within a text;
- (B) analyze how the use of text structure contributes to the author's purpose;
- (C) analyze the author's use of print and graphic features to achieve specific purposes;
- (D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes;
- (E) identify and understand the use of literary devices, including first- or third-person point of view;
- (F) examine how the author's use of language contributes to voice; and
- (G) explain the purpose of hyperbole, stereotyping and anecdote.