PROJECT LEARNING TREE
1st grade Language Arts
Correlation to the Texas Essential Knowledge and Skills

Correlation/TEKS Language Arts Students are expected to:	Activity
1.4A confirm predictions about what will happen next in text by "reading the part that tells"	87
1.4B ask relevant questions, seek clarification, and locate facts and details about stories and other texts	4, 87
1.6A identify words that name actions (verbs) and words that name persons, places, or things (nouns)	1, 55
1.6D identify and sort words into conceptual categories (e.g., opposites, living things)	1, 13, 62
1.7A connect the meaning of a well-known story or fable to personal experiences	4, 8, 18, 36
1.7B explain the function of recurring phrases (e.g., "Once upon a time" or "They lived happily ever after") in traditional folk and fairy tales	18
1.8A respond to and use rhythm, rhyme, and alliteration in poetry	49
1.9A describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events	18
1.9B describe characters in a story and the reasons for their actions and feelings	8, 18, 36, 87
1.10A determine whether a story is true or a fantasy and explain why	8, 18, 31, 87
1.11A recognize sensory details in literary text	8
1.14B identify important facts or details in text, heard or read	8
1.15A follow written multi-step directions with picture cues to assist with understanding	51, 77
1.15B explain the meaning of specific signs and symbols (e.g., map features)	87
1.17E publish and share writing with others	24
1.18A write brief stories that include a beginning, middle, and end	4, 21, 24, 46, 78, 79
1.18B write short poems that convey sensory details	21, 54
1.24C record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams)	95
1.26A create a visual display or dramatization to convey the results of the research	95
1.27A listen attentively to speakers and ask relevant questions to clarify information	13

PROJECT LEARNING TREE
1st grade Math
Correlation to the Texas Essential Knowledge and Skills

Correlation/TEKS Math Students are expected to:	Activity
1.6A describe and identify two-dimensional geometric figures, including circles, triangles, rectangles, and squares (a special type of rectangle)	1
1.6C describe and identify two- and three-dimensional geometric figures in order to sort them according to a given attribute using informal and formal language	1
1.7A estimate and measure length using nonstandard units such as paper clips or sides of color tiles	41, 64, 65, 67, 70, 77
1.7B compare and order two or more concrete objects according to length (from longest to shortest	41, 64
1.7G compare and order two or more objects according to relative temperature (from hottest to coldest)	48
1.9A collect and sort data	1, 6, 16, 25, 27, 36 41, 48, 64, 65, 67, 70, 77
1.9B use organized data to construct real-object graphs, picture graphs, and bar-type graphs	1, 22, 25, 27, 36 41, 48, 64, 77
1.10A draw conclusions and answer questions using information organized in real-object graphs, picture graphs, and bar-type graphs	1, 22, 25, 27, 41, 48, 64, 77
1.11A identify mathematics in everyday situations	4, 16
1.12A explain and record observations using objects, words, pictures, numbers, and technology	1, 4, 16, 21, 25, 27, 49, 64, 65, 67, 70, 77

PROJECT LEARNING TREE
1st grade Science
Correlation to the Texas Essential Knowledge and Skills

Correlation/TEKS Science Students are expected to:	Activity
1.1B recognize the importance of safe practices to keep self and others safe and healthy	87
1.1C identify and learn how to use natural resources and materials, including conservation and reuse or recycling of paper, plastic, and metals	13, 30, 31, 32, 36, 51
1.2A ask questions about organisms, objects, and events during observations and investigations	1, 3, 20, 22, 41, 43, 48, 64, 76-78
1.2B plan and conduct simple descriptive investigations such as ways objects move	77
1.2C collect data from observations using simple equipment such as hand lenses, primary balances, thermometers, and non-standard measurement tools	1, 22, 25, 41, 43, 46-48, 61, 65, 67, 70, 77
1.2D record and organize data using pictures, numbers, and words	1, 21, 24, 25, 41, 43, 46, 47, 53, 61, 65, 67, 70, 77, 78
1.2E communicate observations and provide reasons for explanations using student-generated data from simple descriptive investigations	24
1.3A identify and explain a problem such as finding a home for a classroom pet and propose a solution in his/her own words	31, 47
1.3B make predictions based on observable patterns	1, 64
1.3C describe what scientists do	24, 67
1.4A collect, record, and compare information using tools, including computers, hand lenses, primary balances, cups, bowls, magnets, collecting nets, notebooks, and safety goggles; timing devices, including clocks and timers; non-standard measuring items such as paper clips and clothespins; weather instruments such as classroom demonstration thermometers and wind socks; and materials to support observations of habitats of organisms such as aquariums and terrariums	1, 21, 46, 76
1.4B measure and compare organisms and objects using non-standard unit	21, 61, 64, 67, 77
1.5A classify objects by observable properties of the materials from which they are made such as larger and smaller, heavier and lighter, shape, color, and texture	1, 2
1.6A identify and discuss how different forms of energy such as light, heat, and sound are important to everyday life	4, 39
1.7A observe, compare, describe, and sort components of soil by size, texture, and color	41, 48, 70
1.8A record weather information, including relative temperature, such as hot or cold, clear or cloudy, calm or windy, and rainy or icy	48

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1.8C identify characteristics of the seasons of the year and day and night	78
1.8D demonstrate that air is all around us and observe that wind is moving air	48
1.9A sort and classify living and nonliving things based upon whether or not they have basic needs and produce offspring	21, 27, 41, 48, 63, 79
1.9B analyze and record examples of interdependence found in various situations such as terrariums and aquariums or pet and caregiver	8, 22
1.9C gather evidence of interdependence among living organisms such as energy transfer through food chains and animals using plants for shelter	6, 8, 18, 21, 22, 24, 25, 46
1.10A investigate how the external characteristics of an animal are related to where it lives, how it moves, and what it eats	6, 25
1.10B identify and compare the parts of plants	2, 16, 41, 43, 61-63, 65

PROJECT LEARNING TREE
1st grade Social Studies
Correlation to the Texas Essential Knowledge and Skills

Correlation/TEKS Social Studies Students are expected to:	Activity
1.3A distinguish among past, present, and future	95
1.3C create a calendar and simple timeline	76, 95
1.5A create and use simple maps such as maps of the home, classroom, school, and community	30, 74
1.6A identify and describe the physical characteristics of place such as landforms, bodies of water, natural resources, and weather	20, 55, 61
1.6B identify examples of and uses for natural resources in the community, state, and nation	13, 20, 30
1.7A describe ways that families meet basic human needs	55
1.7B describe similarities and differences in ways families meet basic human needs	20, 55
1.8A identify examples of goods and services in the home, school, and community	13
1.10B describe how specialized jobs contribute to the production of goods and services	13
1.11A explain the purpose for rules and laws in the home, school, and community	74, 87
1.11B identify rules and laws that establish order, provide security, and manage conflict	74, 87
1.12A identify the responsibilities of authority figures in the home, school, and community	74
1.12B identify and describe the roles of public officials in the community, state, and nation	74
1.12C identify and describe the role of a good citizen in maintaining a constitutional republic	74
1.13A 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	36, 74
1.13C identify other individuals who exemplify good citizenship	74
1.15A describe and explain the importance of various beliefs, customs, language, and traditions of families and communities	18, 74
1.15B explain the way folktales and legends such as Aesop's fables reflect beliefs, customs, language, and traditions of communities	18
1.16A describe how technology changes the ways families live	53, 9 5
1.16B describe how technology changes communication, transportation, and recreation	53, 95
1.16C describe how technology changes the way people work	95
1.17A obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music	54, 81, 95

1.17B obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, maps, literature, and artifacts	39, 49, 53, 81, 95
1.18A express ideas orally based on knowledge and experiences	21, 31, 39, 49, 53 74, 77, 81
1.18B create and interpret visual and written material	18, 21, 22, 31, 39, 49, 53-55, 74, 77, 81, 95
1.19A 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	4, 31, 49, 53, 54
1.19B 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 that decision	53

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