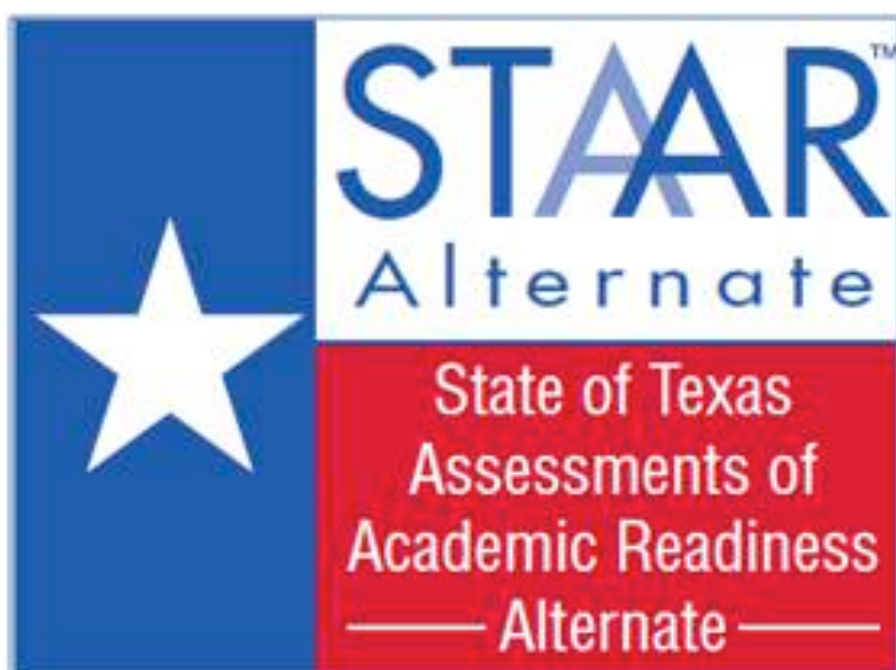


**Alignment to
Texas Essential Knowledge and Skills (TEKS)
State of Texas Assessment of Academic Readiness
(STAAR) Alternate**





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State of Texas Assessments of Academic Readiness - Alternate
Mathematics: Number, Operation, and Quantitative Reasoning

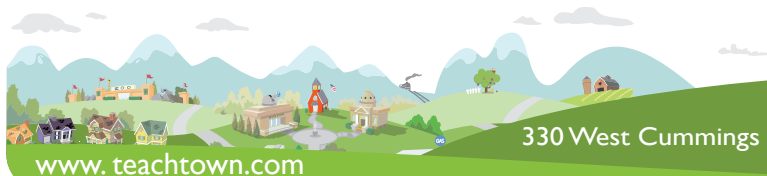
Counting skills. The student shows basic counting readiness and counting by using nonverbal and verbal means.

Number, operation, and quantitative reasoning. The student uses numbers to name quantities. The student describes order of events or objects. The student uses whole numbers to describe and compare quantities. The student understands how place value is used to represent whole numbers. The student adds and subtracts whole numbers to solve problems.

The student is expected to...

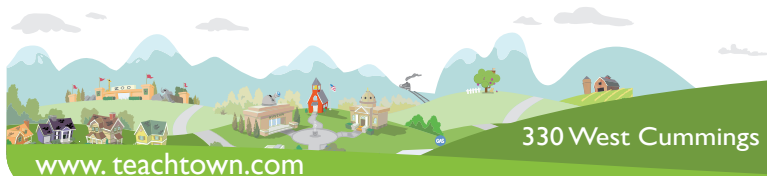
Place Value and Equivalent Forms of Numbers

- Know that objects, or parts of an object, can be counted (Pre-K)
- Use words to rote count from 1 to 30 (Pre-K)
- Count 1-10 items, with one count per item (Pre-K)
- Demonstrate that the order of the counting sequence is always the same, regardless of what is counted (Pre-K)
- Count up to 10 items, and demonstrate that the last count indicates how many items were counted (Pre-K)
- Demonstrate understanding that when counting, the items can be chosen in any order (Pre-K)
- Use the verbal ordinal terms (Pre-K)
- Verbally identify, without counting, the number of objects from 1 to 5 (Pre-K)
- Recognize one-digit numerals, 0-9 (Pre-K)
- Use one-to-one correspondence and language such as more than, same number as, or two less than to describe relative sizes of sets of concrete objects (K)
- Use sets of concrete objects to represent quantities given in verbal or written form (through 20) (K)
- Use numbers to describe how many objects are in a set (through 20) using verbal and symbolic descriptions (K)
- Use language such as before or after to describe relative position in a sequence of events or objects (K)
- Name the ordinal positions in a sequence such as first, second, third, etc. (K)
- Compare and order whole numbers up to 99 (less than, greater than, or equal to) using sets of concrete objects and pictorial models (1)
- Create sets of tens and ones using concrete objects to describe, compare, and order whole numbers (1)
- Identify individual coins by name and value and describe relationships among them (1)



- Read and write numbers to 99 to describe sets of concrete objects (1)
- Use concrete models of hundreds, tens, and ones to represent a given whole number (up to 999) in various ways (2)
- Use place value to read, write, and describe the value of whole numbers to 999 (2)
- Use place value to compare and order whole numbers to 999 and record the comparisons using numbers and symbols ($<$, $=$, $>$) (2)
- Determine the value of a collection of coins up to one dollar (2)
- Describe how the cent symbol, dollar symbol, and the decimal point are used to name the value of a collection of coins (2)

On-Computer Lessons	Generalization Lessons	Social Skills
Numbers 1, Numbers 2, Numbers 3, Numbers 4, Numbers 5, Numbers 6, Numbers 7, Numbers 8, Most or Fewest 1, Most or Fewest 2, Most or Fewest 3, Match: Number to Quantity 1, Match: Number to Quantity 2, Match: Number to Quantity 3, Math Symbols, Money 1, Money 2, Money 3, Money 4, Money 5, Money 6, Money 7, Money 8, Money 9	Parking Spaces, Duck Duck Five, All Aboard! Number Relay, Number Puzzles, Number Shaker, Placemats, Timber! Number Lines, Marching Band Numbers, Number Collage, What's in the Hat? Egg Cartons, Balloon Toss, Beanbag Hoops, Number Jump, Sandwich Bags, Cake Walk, Chicka Numbers, Hopscotch, Dot-to-Dot, Towers, Stacking, Pizza Toppings, Apples On Top, Flap Book, Snack Bags, Class Graphs, Rice Hunt, Bean Books, Number Sticks, Matching Coins, Buying a Snack, Money Store, Money War	



State of Texas Assessments of Academic Readiness - Alternate
Mathematics: Number, Operation, and Quantitative Reasoning

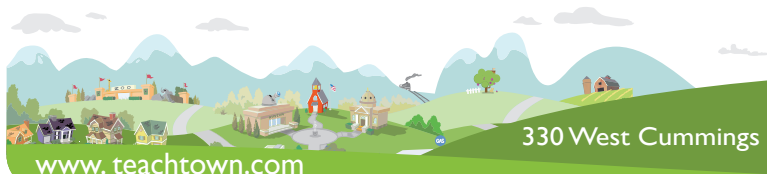
Number, operation, and quantitative reasoning. The student recognizes that there are quantities less than a whole. The student uses pairs of whole numbers to describe fractional parts of whole objects or sets of objects. The student describes how fractions are used to name parts of whole objects or sets of objects.

The student is expected to...

Fractions

- Share a whole by separating it into two equal parts (K)
- Explain why a given part is half of the whole (K)
- Separate a whole into two, three, or four equal parts and use appropriate language to describe the parts such as three out of four equal parts (1)
- Use appropriate language to describe part of a set such as three out of the eight crayons are red (1)
- Use concrete models to represent and name fractional parts of a whole object (with denominators of 12 or less) (2)
- Use concrete models to represent and name fractional parts of a set of objects (with denominators of 12 or less) (2)
- Use concrete models to determine if a fractional part of a whole is closer to 0, $\frac{1}{2}$, or 1 (2)

On-Computer Lessons	Generalization Lessons	Social Skills
Fractions 1, Fractions 2, Fractions 3	Graph It! Fraction Measuring, Splitting Snack	



State of Texas Assessments of Academic Readiness - Alternate

Mathematics: Number, Operation, and Quantitative Reasoning

Adding to/taking away skills. The student uses informal and formal strategies to make a collection larger or smaller.

Number, operation, and quantitative reasoning. The student models addition (joining) and subtraction (separating). The student recognizes and solves problems in addition and subtraction situations. The student adds and subtracts whole numbers to solve problems. The student models multiplication and division.

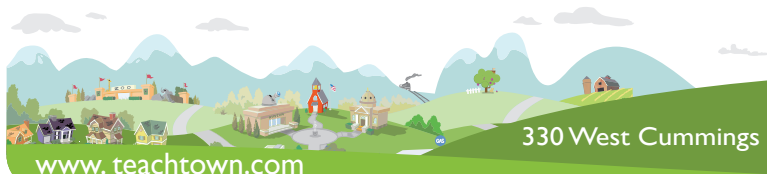
Foundations for functions. The student understands the importance of the skills required to manipulate symbols in order to solve problems and uses the necessary algebraic skills required to simplify algebraic expressions and solve equations and inequalities in problem situations

The student is expected to...

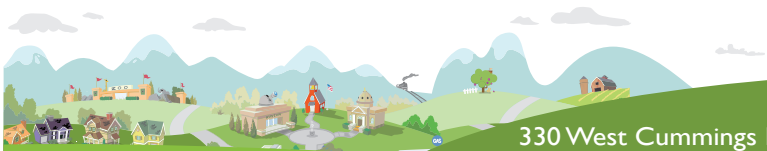
Operations and Reasoning: Addition and Subtraction

- Use concrete models or make a verbal word problem for adding up to 5 objects (Pre-K)
- Use concrete models or make a verbal word problem for subtracting 1–5 objects from a set (Pre-K)
- Model and create addition and subtraction problems in real situations with concrete objects (K)
- Model and create addition and subtraction problem situations with concrete objects and write corresponding number sentences (1)
- Use concrete and pictorial models to apply basic addition and subtraction facts (up to $9 + 9 = 18$ and $18 - 9 = 9$) (1)
- Recall and apply basic addition and subtraction facts (to 18) (2)
- Model addition and subtraction of two-digit numbers with objects, pictures, words, and numbers (2)
- Select addition or subtraction to solve problems using two-digit numbers, whether or not regrouping is necessary (2)

On-Computer Lessons	Generalization Lessons	Social Skills
Addition 1, Addition 2, Addition 3, Addition 4, Addition 5, Addition 6, Addition 7, Addition 8, Addition 9, Addition 10, Addition 11, Addition 12, Addition 13, Addition 14, Addition 15, Addition 16, Addition 17, Addition 18, Addition 19, Addition 20, Subtraction 1, Subtraction 2, Subtraction 3, Subtraction 4	Addition Race, Addition Dice, Adding More, Addition Bags, Reward Tickets, Ways to Twenty, Equation Hunting, Take Away Plays	



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State of Texas Assessments of Academic Readiness - Alternate Mathematics: Patterns, Relationships, and Algebraic Thinking

Classification and patterns skills. The student sorts and classifies objects using one or more attributes and uses attributes of objects to duplicate and create patterns.

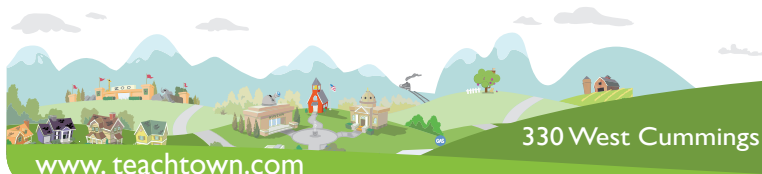
Patterns, relationships, and algebraic thinking. The student identifies, extends, and creates patterns. The student uses patterns to make predictions. The student uses repeating patterns and additive patterns to make predictions. The student recognizes patterns in numbers and operations. The student uses patterns in numbers and operations. The student uses patterns to describe relationships and make predictions.

The student is expected to...

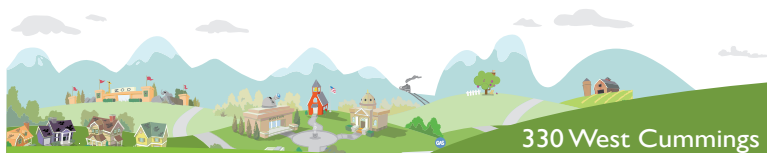
Patterns

- Recognize and create patterns (Pre-K)
- Identify, extend, and create patterns of sounds, physical movement, and concrete objects (K)
- Use patterns to predict what comes next, including cause-and-effect relationships (K)
- Count by ones to 100 (K)
- Identify, describe, and extend concrete and pictorial patterns in order to make predictions and solve problems (1)
- Use patterns to skip count by twos, fives, and tens (1)
- Find patterns in numbers, including odd and even (1)
- Compare and order whole numbers using place value (1)
- Use patterns to develop strategies to solve basic addition and basic subtraction problems (1)
- Identify patterns in related addition and subtraction sentences (fact families for sums to 18) such as $2 + 3 = 5$, $3 + 2 = 5$, $5 - 2 = 3$, and $5 - 3 = 2$ (1)
- Find patterns in numbers such as in a 100s chart (2)
- Use patterns in place value to compare and order whole numbers through 999 (2)
- Use patterns and relationships to develop strategies to remember basic addition and subtraction facts. Determine patterns in related addition and subtraction number sentences (including fact families) such as $8 + 9 = 17$, $9 + 8 = 17$, $17 - 8 = 9$, and $17 - 9 = 8$ (2)
- Generate a list of paired numbers based on a real-life situation such as number of tricycles related to number of wheels (2)

On-Computer Lessons	Generalization Lessons	Social Skills
Patterns 1, Missing Numbers 1, Missing Numbers 2, Missing Numbers 3, Missing Numbers 4,	Flower Pots, Jewelry Sets, Number Parade, Fill It In! Number Order, Dot-to-Dot, Towers, Chicka	



Missing Numbers 5, Missing Numbers 6	Numbers	
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State of Texas Assessments of Academic Readiness - Alternate

Mathematics: Geometry and Spatial Reasoning

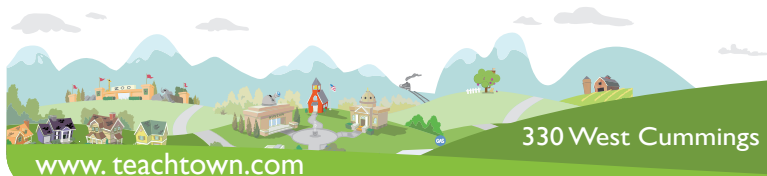
Geometry and spatial sense skills. The student recognizes, describes, and names attributes of shapes.

Geometry and spatial reasoning. The student uses attributes to determine how objects are alike and different. The student recognizes attributes of two- and three-dimensional geometric figures. The student uses attributes to identify two- and three-dimensional geometric figures. The student compares and contrasts two- and three-dimensional geometric figures or both.

The student is expected to...

Attributes of Geometric Figures

- Name common shapes (Pre-K)
- Create shapes (Pre-K)
- Describe and identify an object by its attributes using informal language (K)
- Compare two objects based on their attributes (K)
- Sort a variety of objects including two- and three-dimensional geometric figures according to their attributes and describe how the objects are sorted (K)
- Describe and compare the attributes of real-life objects such as balls, boxes, cans, and cones or models of three-dimensional geometric figures (K)
- Recognize shapes in real-life three-dimensional geometric figures or models of three-dimensional geometric figures (K)
- Describe, identify, and compare circles, triangles, rectangles, and squares (a special type of rectangle) (K)
- Describe and identify two-dimensional geometric figures, including circles, triangles, rectangles, and squares (a special type of rectangle) (1)
- Describe and identify three-dimensional geometric figures, including spheres, rectangular prisms (including cubes), cylinders, and cones (1)
- 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)
- Use concrete models to combine two-dimensional geometric figures to make new geometric figures (1)
- Describe attributes (the number of vertices, faces, edges, sides) of two- and three-dimensional geometric figures such as circles, polygons, spheres, cones, cylinders, prisms, and pyramids, etc. (2)
- Use attributes to describe how 2 two-dimensional figures or 2 three-dimensional geometric figures are alike or different (2)
- Cut two-dimensional geometric figures apart and identify the new geometric figures formed (2)



On-Computer Lessons	Generalization Lessons	Social Skills
Shapes 1, Shapes 2, MC: Color-Shape 1, MC: Color-Shape 2, MC: Color-Shape 3, MC: Color-Shape 4, MC: Color-Shape 5	Cookie Cutters, Seal It, Shape Box, Making Pictures, Ice Cream Cones, Shape Baskets, Shape Actions, Dough Shapes, Shape Art	



State of Texas Assessments of Academic Readiness - Alternate

Mathematics: Geometry and Spatial Reasoning

Geometry and spatial sense skills. The student recognizes, describes, and names attributes of shapes.
Geometry and spatial reasoning. The student describes the relative positions of objects.

The student is expected to...

Symmetry and Transformations

- Demonstrate use of location words (such as “over,” “under,” “above,” “on,” “beside,” “next to,” “between,” “in front of,” “near,” “far,” etc.) (Pre-K)
- Slide, flip, and turn shapes to demonstrate that the shapes remain the same (Pre-K)
- Describe one object in relation to another using informal language such as over, under, above, and below (K)
- Place an object in a specified position (K)

On-Computer Lessons	Generalization Lessons	Social Skills
Comparisons 1, Comparisons 2, Comparison 3, Prepositions 1, Prepositions 2, Prepositions 3	Glass Half Full, Box, Comparison Game, Lets Make Comparisons, Looking for Animals, Play With Animals, Where Has It Gone?	



State of Texas Assessments of Academic Readiness - Alternate

Mathematics: Geometry and Spatial Reasoning

Geometry and spatial reasoning. The student recognizes that a line can be used to represent a set of numbers and its properties.

The student is expected to...

Working with Coordinate Planes

- Use whole numbers to locate and name points on a number line (2)

On-Computer Lessons

Generalization Lessons

Social Skills



State of Texas Assessments of Academic Readiness - Alternate

Mathematics: Measurement

Measurement skills. The student verbally describes or demonstrates attributes of persons or objects, such as length, area, capacity, or weight.

Measurement. The student directly compares the attributes of length, area, weight/mass, capacity, and/or relative temperature. The student uses comparative language to solve problems and answer questions. The student directly compares the attributes of length, area, weight/mass, capacity, and temperature. The student uses comparative language to solve problems and answer questions. The student selects and uses nonstandard units to describe length. The student directly compares the attributes of length, area, weight/mass, and capacity, and uses comparative language to solve problems and answer questions. The student selects and uses nonstandard units to describe length, area, capacity, and weight/mass. The student recognizes and uses models that approximate standard units (from both SI, also known as metric, and customary systems) of length, weight/mass, capacity, and time.

The student is expected to...

Comparisons

- Recognize and compare heights or lengths of people or objects (Pre-K)
- Informally recognize and compare weights of objects or people (Pre-K)
- Compare and order two or three concrete objects according to length (longer/shorter than, or the same) (K)
- Compare the areas of two flat surfaces of two-dimensional figures (covers more, covers less, or covers the same) (K)
- Compare two containers according to capacity (holds more, holds less, or holds the same) (K)
- Compare two objects according to weight/mass (heavier than, lighter than or equal to) (K)
- Compare and order two or more concrete objects according to length (from longest to shortest) (I)
- Describe the relationship between the size of the unit and the number of units needed to measure the length of an object (I)
- Compare and order the area of two or more two-dimensional surfaces (from covers the most to covers the least) (I)
- Compare and order two or more containers according to capacity (from holds the most to holds the least) (I)
- Compare and order two or more objects according to weight/mass (from heaviest to lightest) (I)

On-Computer Lessons

Comparisons 1, Comparisons 2,
Comparison 3, Seriation 1,

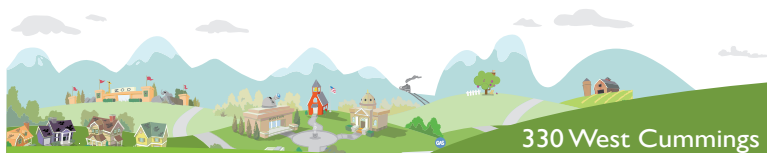
Generalization Lessons

Glass Half Full, Box, Comparison
Game, Lets Make Comparisons,

Social Skills



Seriation 2, Most or Fewest 1, Most or Fewest 2, Most or Fewest 3	Putting Things In Order, Picture Rummy, Class Graphs, Rice Hunt, Stacking, Pizza Toppings	
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State of Texas Assessments of Academic Readiness - Alternate

Mathematics: Measurement

The student is expected to...

Using Models

- Recognize how much can be placed within an object (Pre-K)
- Estimate and measure length using nonstandard units such as paper clips or sides of color tiles (1)
- Identify concrete models that approximate standard units of length and use them to measure length (2)
- Select a non-standard unit of measure such as square tiles to determine the area of a two-dimensional surface (2)
- Select a non-standard unit of measure such as a bathroom cup or a jar to determine the capacity of a given container (2)
- Select a non-standard unit of measure such as beans or marbles to determine the weight/mass of a given object (2)

On-Computer Lessons

Concepts 1, Concepts 2, Concepts 3, Concepts 4, Concepts 5, Concepts 6

Generalization Lessons

Outdoor Adventure, Comparing Objects, Tell Me More

Social Skills



State of Texas Assessments of Academic Readiness - Alternate

Mathematics: Measurement

Measurement skills. The student verbally describes or demonstrates attributes of persons or objects, such as length, area, capacity, or weight.

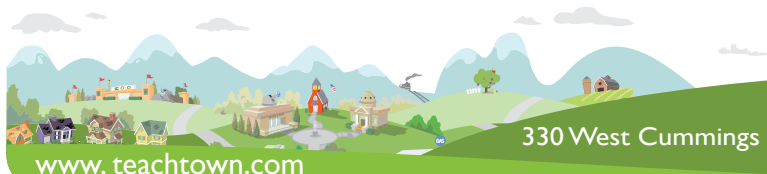
Measurement. The student directly compares the attributes of length, area, weight/mass, capacity, and/or relative temperature. The student uses comparative language to solve problems and answer questions. The student uses time to describe, compare and order events, and situations. The student directly compares the attributes of length, area, weight/mass, capacity, and temperature. The student uses comparative language to solve problems and answer questions. The student selects and uses nonstandard units to describe length. The student understands that time can be measured. The student uses time to describe and compare situations. The student uses standard tools to estimate and measure time and temperature (in degrees Fahrenheit).

The student is expected to...

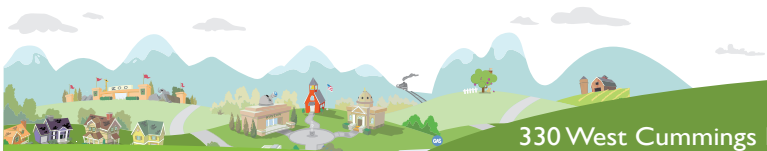
Time and Temperature

- Use language to describe concepts associated with the passing of time (Pre-K)
- Compare situations or objects according to relative temperature (hotter/colder than, or the same as) (K)
- Compare events according to duration such as more time than or less time than (K)
- Sequence events (up to three) (K)
- Read a calendar using days, weeks, and months (K)
- Compare and order two or more objects according to relative temperature (from hottest to coldest) (I)
- Order three or more events according to duration (I)
- Read time to the hour and half-hour using analog and digital clocks (I)
- Read a thermometer to gather data (2)
- Read and write times shown on analog and digital clocks using five-minute increments (2)
- Describe activities that take approximately one second, one minute, and one hour (2)

On-Computer Lessons	Generalization Lessons	Social Skills
Calendar 1, Calendar 2, Calendar 3, Calendar 4, When, Measurement Tools, Time 1, Time 2, Time 3, Time 4, Time 5, Seriation 1, Seriation 2	Days of the Week, What Day is Today? Calendar Hop, Getting to Know You, Beat the Clock, Television Guide, It's That Time Again! Conversion Clocks, Go Get A Watch, Putting Things in Order, Picture Rummy	



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State of Texas Assessments of Academic Readiness - Alternate

Mathematics: Probability and Statistics

Classification and patterns skills. The student sorts and classifies objects using one or more attributes and uses attributes of objects to duplicate and create patterns.

Probability and statistics. The student constructs and uses graphs of real objects or pictures to answer questions. The student displays data in an organized form. The student uses information from organized data. The student organizes data to make it useful for interpreting information.

The student is expected to...

Working with Data

- Sort objects that are the same and different into groups and use language to describe how the groups are similar and different (Pre-K)
- Collect data and organize it in a graphic representation (Pre-K)
- Construct graphs using real objects or pictures in order to answer questions (K)
- Use information from a graph of real objects or pictures in order to answer questions (K)
- Collect and sort data (1)
- Use organized data to construct real-object graphs, picture graphs, and bar-type graphs (1)
- Draw conclusions and answer questions using information organized in real-object graphs, picture graphs, and bar-type graphs (1)
- Identify events as certain or impossible such as drawing a red crayon from a bag of green crayons (1)
- Construct picture graphs and bar-type graphs (2)
- Draw conclusions and answer questions based on picture graphs and bar-type graphs (2)
- Use data to describe events as more likely or less likely such as drawing a certain color crayon from a bag of seven red crayons and three green crayons (2)

On-Computer Lessons

Same and Different 1, Same and Different 2, Categories 1, Categories 2, Categories 3, Categories 4, Categories 5, Categories 6, Categories 7, Fact Questions 1, Fact Questions 3

Generalization Lessons

Same and Different Sort, Direction by Category, Categories in Action, Category Spin, Found It! Musical Yes or No, Yes and No Signs

Social Skills



State of Texas Assessments of Academic Readiness - Alternate
Mathematics: Underlying Processes and Mathematical Tools

Underlying processes and mathematical tools. The student applies mathematics to solve problems connected to everyday experiences and activities in and outside of school.

The student is expected to...

Solving Problems

- Select or develop an appropriate problem-solving strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem (K)
- Solve problems with guidance that incorporates the processes of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness (K-2)
- Identify mathematics in everyday situations (K-5)
- Use tools such as real objects, manipulatives, and technology to solve problems (K-5)
- Select or develop an appropriate problem-solving plan or strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem (1-2)

On-Computer Lessons

Generalization Lessons

Social Skills

All Mathematics Generalization Lessons



State of Texas Assessments of Academic Readiness - Alternate

Mathematics: Underlying Processes and Mathematical Tools

Underlying processes and mathematical tools. The student communicates about mathematics using informal language.

The student is expected to...

Mathematics and Symbols

- Communicate mathematical ideas using objects, words, pictures, numbers, and technology (K)
- Relate everyday language to mathematical language and symbols (K)
- Explain and record observations using objects, words, pictures, numbers, and technology (1-5)
- Relate informal language to mathematical language and symbols (1-5)

On-Computer Lessons	Generalization Lessons	Social Skills
Math Symbols	Bean Books	



State of Texas Assessments of Academic Readiness - Alternate
Mathematics: Underlying Processes and Mathematical Tools

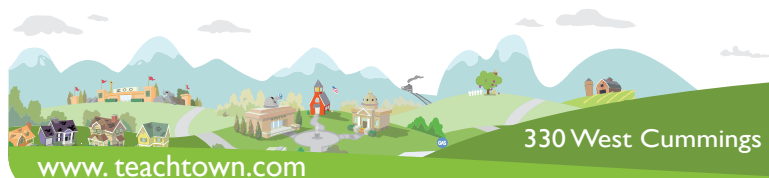
Underlying processes and mathematical tools. The student uses logical reasoning.

The student is expected to...

Mathematical Reasoning

- Justify his or her thinking using objects, words, pictures, numbers, and technology (K-2)

On-Computer Lessons	Generalization Lessons	Social Skills
<i>All Mathematics On-Computer Lessons</i>	<i>All Mathematics Generalization Lessons</i>	



State of Texas Assessments of Academic Readiness – Alternate
Mathematics: Number, Operation, and Quantitative Reasoning

Classification and patterns skills. The student sorts and classifies objects using one or more attributes and uses attributes of objects to duplicate and create patterns.

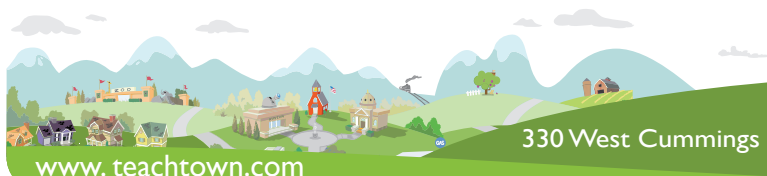
Patterns, relationships, and algebraic thinking. The student identifies, extends, and creates patterns. The student uses patterns to make predictions. The student uses repeating patterns and additive patterns to make predictions. The student recognizes patterns in numbers and operations. The student uses patterns in numbers and operations. The student uses patterns to describe relationships and make predictions.

The student is expected to...

Operations and Reasoning: Multiplication and Division

- Use informal strategies to share or divide up to 10 items equally (Pre-K)
- Model, create, and describe multiplication situations in which equivalent sets of concrete objects are joined (2)
- Model, create, and describe division situations in which a set of concrete objects is separated into equivalent sets (2)

On-Computer Lessons	Generalization Lessons	Social Skills
Fractions 1, Fractions 2, Fractions 3	Graph It! Fraction Measuring	



State of Texas Assessments of Academic Readiness - Alternate

Reading

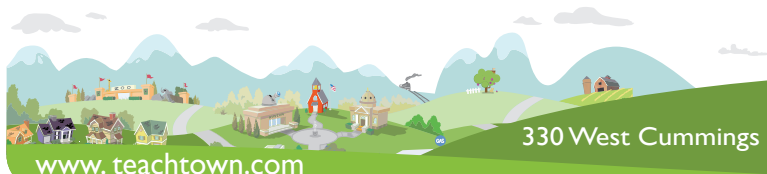
Listening Comprehension Skills. Students comprehend with increasing accuracy what they hear in conversations and in stories read aloud.

Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity.

The student is expected to...

- Show understanding by responding appropriately (Pre-K)
- Show understanding by following two-step oral directions and usually follow three-step directions (Pre-K)
- Show understanding of the new language being spoken by English-speaking teachers and peers (ELL) (Pre-K)
- Listen attentively by facing speakers and asking questions to clarify information (K)
- Follow oral directions that involve a short related sequence of actions (K)
- Listen attentively to speakers and ask relevant questions to clarify information (1-2)
- Follow, restate, and give oral instructions that involve a short related sequence of actions (1-2)

On-Computer Lessons	Generalization Lessons	Social Skills
	<i>All Generalization Lessons</i>	Volume 1: Following the Rules Volume 2: Interpersonal Skills Volume 3: Coping and Self-Regulation Volume 4: Good Communication Volume 5: Friendship



State of Texas Assessments of Academic Readiness - Alternate

Reading

Speaking (Conversation) Skills. Students become increasingly able to describe wants and needs, carry on a conversation with others, and share information with both peers and adults.

Speech Production Skills. Students must learn to vocalize, pronounce, and discriminate among the sounds of the alphabet and words of language.

Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity.

The student is expected to...

- Use language for different purposes (Pre-K)
- Engage in conversations in appropriate ways (Pre-K)
- Provide appropriate information for various situations (Pre-K)
- Demonstrate knowledge of verbal conversational rules (Pre-K)
- Demonstrate knowledge of nonverbal conversational rules (Pre-K)
- Match language to social contexts (Pre-K)
- Investigate and demonstrate growing understanding of the sounds and intonation of the English language (ELL) (Pre-K)
- Share information and ideas by speaking audibly and clearly using the conventions of language (K)
- Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language (1)
- Share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language (2)

On-Computer Lessons	Generalization Lessons	Social Skills
	<i>All Generalization Lessons</i>	Volume 1: Following the Rules Volume 2: Interpersonal Skills Volume 3: Coping and Self-Regulation Volume 4: Good Communication Volume 5: Friendship



State of Texas Assessments of Academic Readiness - Alternate

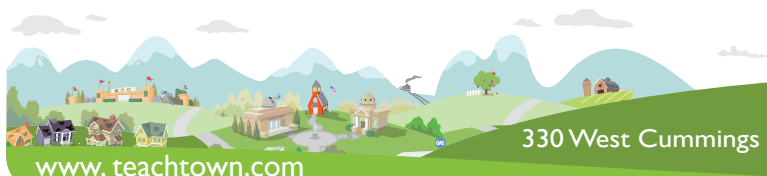
Reading

Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity.

The student is expected to...

- Follow agreed-upon rules for discussion, including taking turns and speaking one at a time (K)
- Follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions (1-2)

On-Computer Lessons	Generalization Lessons	Social Skills
	<i>All Generalization Lessons</i>	Volume 1: Following the Rules Volume 2: Interpersonal Skills Volume 3: Coping and Self-Regulation Volume 4: Good Communication Volume 5: Friendship



State of Texas Assessments of Academic Readiness - Alternate

Reading

Phonological Awareness Skills. Students understand the sounds of spoken words.

Alphabet Knowledge Skills. Students know how letters function in writing and how these letters connect to sounds.

Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness.

Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.

The student is expected to...

Phonological Awareness at the Word Level

- Separate a normally spoken four-word sentence into individual words (Pre-K)
- Combine words to make a compound word (Pre-K)
- Delete a word from a compound word (Pre-K)
- Combine syllables into words (Pre-K)
- Delete a syllable from a word (Pre-K)
- Produce a word that rhymes with a given word (Pre-K)
- Produce a word that begins with the same sound as a given pair of words (Pre-K)
- Combine onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with pictorial support (Pre-K)
- Combine onset and rime to form familiar one-syllable words without pictorial support (Pre-K)
- Recognize and blend two phonemes into real words with pictorial support (Pre-K)
- Identify a sentence made up of a group of words (K)
- Identify syllables in spoken words (K)
- Orally generate rhymes in response to spoken words (e.g., "What rhymes with hat?") (K)
- Distinguish orally presented rhyming pairs of words from non-rhyming pairs (K)
- Recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound (e.g., "baby boy bounces the ball") (K)
- Blend spoken onsets and rimes to form simple words (e.g., onset/c/ and rime/at/ make cat) (K)
- Blend spoken phonemes to form one-syllable words (e.g., /m/ .../a/ .../n/ says man) (K)
- Isolate the initial sound in one-syllable spoken words (K)
- Segment spoken one-syllable words into two to three phonemes (e.g., dog:/d/ .../o/ .../g/) (K)
- Orally generate a series of original rhyming words using a variety of phonograms (e.g., -ake, -ant, -ain) and consonant blends (e.g., bl, st, tr) (I)



- Distinguish between long- and short-vowel sounds in spoken one-syllable words (e.g., bit/bite) (1)
- Recognize the change in a spoken word when a specified phoneme is added, changed, or removed (e.g., /b/l/o/w/ to /g/l/o/w/) (1)
- Blend spoken phonemes to form one- and two-syllable words, including consonant blends (e.g., spr) (1)
- Isolate initial, medial, and final sounds in one-syllable spoken words (1)
- Segment spoken one-syllable words of three to five phonemes into individual phonemes (e.g., splat = /s/p/l/a/t/) (1)

On-Computer Lessons	Generalization Lessons	Social Skills
Phonic Starts 1, Phonic Starts 2, Phonic Starts 3, Phonic Starts 4, Phonic Starts 5, Phonic Starts 6, Phonic Starts 7, Phonic Starts 8, Plurals 1, Plurals 2, Plurals 3, Plurals 4, Plurals 5, Match: Letter to Pic 1, Match: Letter to Pic 2, Match: Letter to Pic 3, Match: Letter to Pic 4, Match: Letter to Pic 5, Match: Letter to Pic 6, Contractions 1, Contractions 2, Contractions 3, Contractions 4, Contractions 5, Missing Vowel 1, Missing Vowel 2, Missing Vowel 3, Missing Vowel 4	Box Top Match, Ride and Read, More is Better! Mystery Box, Sound Books, Textured Name Tags, Story Album, Story Potluck, Starts With... Beach Ball Questions, Rubber Band Words, Contraction Cube, Thought Bubbles, Pen Pals	



State of Texas Assessments of Academic Readiness - Alternate

Reading

The student is expected to...

Sound-Symbol Relationships

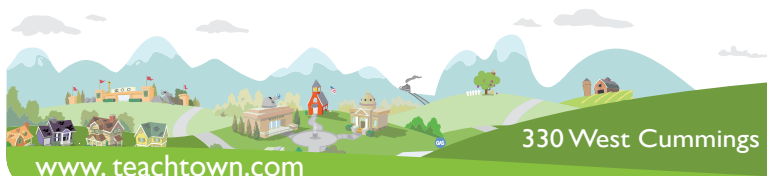
- Recognize at least 20 letter sounds (Pre-K)
- Produce the correct sounds for at least 10 letters (Pre-K)
- Identify the common sounds that letters represent (K)
- Use knowledge of letter-sound relationships to decode regular words in text and independent of content (e.g., VC, CVC, CCVC, and CVCC words) (K)
- Recognize that new words are created when letters are changed, added, or deleted (K)
- Decode words in context and in isolation by applying common letter-sound correspondences, including:
 - (i) Single letters (consonants) including b, c=/k/, c=/s/, d, f, g=/g/ (hard), g=/j/ (soft), h, j, k, l, m, n, p, qu=/kw/, r, s=/s/, s=/z/, t, v, w, x=/ks/, y, and z;
 - (ii) Single letters (vowels) including short a, short e, short i, short o, short u, long a (a-e), long e (e), long i (i-e), long o (o-e), long u (u-e), y=long e, and y=long i;
 - (iii) Consonant blends (e.g., bl, st);
 - (iv) Consonant digraphs including ch, tch, sh, th=as in thing, wh, ng, ck, kn, -dge, and ph;
 - (v) Vowel digraphs including oo as in foot, oo as in moon, ea as in eat, ea as in bread, ee,ow as in how, ow as in snow, ou as in out, ay, ai, aw, au, ew, oa, ie as in chief, ie as in pie, and -igh; and
 - (vi) Vowel diphthongs including oy, oi, ou, and ow (l)
- Combine sounds from letters and common spelling patterns (e.g., consonant blends, long- and short-vowel patterns) to create recognizable words (l)
- Use common syllabication patterns to decode words, including:
 - (i) Closed syllable (CVC) (e.g., mat, rab-bit);
 - (ii) Open syllable (CV) (e.g., he, ba-by);
 - (iii) Final stable syllable (e.g., ap-ple, a-ble);
 - (iv) Vowel-consonant-silent "e" words (VCe) (e.g., kite, hide);
 - (v) Vowel digraphs and diphthongs (e.g., boy-hood, oat-meal); and (vi) r-controlled vowel sounds (e.g., tar); including er, ir, ur, ar, and or (l)
- Decode words with common spelling patterns (e.g., -ink, -onk, -ick) (l)
- Monitor accuracy of decoding (l–3)
- Decode multisyllabic words in context and independent of context by applying common letter-sound correspondences including: single letters (consonants and vowels); consonant blends (e.g., thr, spl); consonant digraphs (e.g., ng, ck, ph); and vowel digraphs (e.g., ie, ue, ew) and diphthongs (e.g., oi, ou) (2)
- Use common syllabication patterns to decode words including: closed syllable (CVC) (e.g., pic-nic,



mon-ster); open syllable (CV) (e.g., ti-ger); final stable syllable (e.g., sta-tion, tum-ble); vowel-consonant-silent "e" words (VCe) (e.g., in-vite, cape); r-controlled vowels (e.g., per-fect, cor-ner); and vowel digraphs and diphthongs (e.g., boy-hood, oat-meal) (2)

- Decode words by applying knowledge of common spelling patterns (e.g., -ight, -ant) (2)

On-Computer Lessons	Generalization Lessons	Social Skills
First Sound Matching 1, First Sound Matching 2, First Sound Matching 3, First Sound Matching 4, First Sound Matching 5, Phonic Starts 1, Phonic Starts 2, Phonic Starts 3, Phonic Starts 4, Phonic Starts 5, Phonic Starts 6, Phonic Starts 7, Phonic Starts 8, Plurals 1, Plurals 2, Plurals 3, Plurals 4, Plurals 5, Match: Letter to Pic 1, Match: Letter to Pic 2, Match: Letter to Pic 3, Match: Letter to Pic 4, Match: Letter to Pic 5, Match: Letter to Pic 6, Contractions 1, Contractions 2, Contractions 3, Contractions 4, Contractions 5, Missing Vowel 1, Missing Vowel 2, Missing Vowel 3, Missing Vowel 4	Box Top Match, Ride and Read, More is Better! Mystery Box, Sound Books, Textured Name Tags, Story Album, Story Potluck, Starts With... Beach Ball Questions, Rubber Band Words, Contraction Cube, Thought Bubbles, Pen Pals, Alphabet Photo Shoot, Carnival Toss, Stand Up Sit Down	



State of Texas Assessments of Academic Readiness - Alternate

Reading

The student is expected to...

Working with Words

- Identify and read at least 25 high-frequency words from a commonly used list (K)
- Read base words with inflectional endings (e.g., plurals, past tenses) (1)
- Use knowledge of the meaning of base words to identify and read common compound words (e.g., football, popcorn, daydream) (1)
- Identify and read contractions (e.g., isn't, can't) (1)
- Identify and read at least 100 high-frequency words from a commonly used list (1)
- Read words with common prefixes (e.g., un-, dis-) and suffixes (e.g., -ly, -less, -ful) (2) Identify and read abbreviations (e.g., Mr., Ave.) (2)
- Identify and read contractions (e.g., haven't, it's) (2)
- Identify and read at least 300 high-frequency words from a commonly used list (2)

On-Computer Lessons

Contractions 1, Contractions 2, Contractions 3, Contractions 4, Contractions 5, Sight Words 1, Sight Words 2, Sight Words 3, Sight Words 4, Sight Words 5, Sight Words 6, Sight Words 7, Sight Words 8, Sight Words 9, Sight Words 10, Sight Words 11, Sight Words 12, Sight Words 13, Sight Words 14, Sight Words 15, Sight Words 16, Sight Words 17, Sight Words 18, Sight Words 19, Sight Words 20, Sight Words 21, Sight Words 22

Generalization Lessons

Beach Ball Questions, Contraction Cube, Thought Bubbles, Word Puzzles, Blindfolded Words, Pass the Box, Fishing For Colors, Sticky Words, Sight Words and Sounds, Circle Spelling, Ship Wreck Sight Words, Story Play

Social Skills



State of Texas Assessments of Academic Readiness - Alternate

Reading

Motivation to Read Skills. Students are motivated to work toward learning to read and write.

Alphabet Knowledge Skills. Students know how letters function in writing and how these letters connect to sounds.

Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed.

The student is expected to...

- Engage in pre-reading and reading-related activities (Pre-K)
- Use books and other written materials to engage in pre-reading behaviors (Pre-K)
- Ask to be read to or ask the meaning of written text (Pre-K)
- Name at least 20 upper and at least 20 lower case letters (Pre-K)
- Recognize that spoken words can be represented by print for communication (K)
- Demonstrate the one-to-one correspondence between a spoken word and a printed word in text (K)
- Recognize the difference between a letter and a printed word (K)
- Recognize that sentences are comprised of words separated by spaces and demonstrate the awareness of word boundaries (e.g., through kinesthetic or tactile actions such as clapping and jumping) (K)
- Hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right (K)
- Identify different parts of a book (e.g., front and back covers, title page) (K)
- Identify upper- and lower-case letters (K–I)
- Recognize that spoken words are represented in written English by specific sequences of letters (I)
- Sequence the letters of the alphabet (I)
- Recognize the distinguishing features of a sentence (e.g., capitalization of first word, ending punctuation) (I)
- Read texts by moving from top to bottom of the page and tracking words from left to right with return sweep (I)
- Identify the information that different parts of a book provide (e.g., title, author, illustrator, table of contents) (I)
- Distinguish features of a sentence (e.g., capitalization of first word, ending punctuation, commas, quotation marks) (2)

On-Computer Lessons	Generalization Lessons	Social Skills
Letters 1, Letters 2, Letters 3, Letters 4, Letters 5, Letters 6,	Backwards Chalkboards, Name Puzzles, Letter Acting, Scribble	Volume 1: Following the Rules Volume 2: Interpersonal Skills





TEACHTOWN®

Exceptional Solutions for Exceptional Students

Letters 7, Letters 8, Letters 9, Letters 10, Letters 11, Letters 12, Match: Letter Case 1, Match: Letter Case 2, Match: Letter Case 3, Match: Letter Case 4, Match: Letter Case 5, Match: Letter Case 6	Stations, Clay-phabet, Letter Freeze, Chalk Walk, Book Look	Volume 3: Coping and Self- Regulation Volume 4: Good Communication Volume 5: Friendship
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State of Texas Assessments of Academic Readiness - Alternate

Reading

Reading/Fluency. Students read grade-level text with fluency and comprehension.

The student is expected to...

- Read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension (1-3)

On-Computer Lessons	Generalization Lessons	Social Skills
	<i>All Generalization Lessons</i>	Volume 1: Following the Rules Volume 2: Interpersonal Skills Volume 3: Coping and Self-Regulation Volume 4: Good Communication Volume 5: Friendship



State of Texas Assessments of Academic Readiness - Alternate

Reading

Vocabulary Skills. Students develop concepts, acquire new words, and increasingly refine their understanding of words they already know.

Sentences and Structure Skills. Students use their knowledge of vocabulary, grammar, and sense of audience to convey meaning.

Reading/Vocabulary Development. Students understand new vocabulary and use it correctly when reading and writing. Students understand new vocabulary and use it when reading and writing.

The student is expected to...

- Demonstrate understanding of terms used in the instructional language of the classroom (Pre-K)
- Demonstrate understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words, many more than he or she uses (Pre-K)
- Use a large speaking vocabulary, adding several new words daily (Pre-K)
- Increase listening vocabulary and begin to develop vocabulary of object names and common phrases in English (ELL) (Pre-K)
- Use single words and simple phrases to communicate meaning in social situations (ELL) (Pre-K)
- Attempt to use new vocabulary and grammar in speech (ELL) (Pre-K)
- Identify and use words that name actions, directions, positions, sequences, and locations (K)
- Recognize that compound words are made up of shorter words (K)
- Identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures) (K)
- Use a picture dictionary to find words (K)
- Identify words that name actions (verbs) and words that name persons, places, or things (nouns) (1)
- Determine the meaning of compound words using knowledge of the meaning of their individual component words (e.g., lunchtime) (1)
- Determine what words mean from how they are used in a sentence, either heard or read (1)
- Identify and sort words into conceptual categories (e.g., opposites, living things) (1)
- Alphabetize a series of words to the first or second letter and use a dictionary to find words (1)
- Use prefixes and suffixes to determine the meaning of words (e.g., allow/disallow) (2)
- Use context to determine the relevant meaning of unfamiliar words or multiple-meaning words (2)
- Identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning (2)
- Alphabetize a series of words and use a dictionary or a glossary to find words (2)

On-Computer Lessons

Actions 1, Actions 2, Actions 3,
Actions 4, Actions 5, Actions 6,

Generalization Lessons

What Am I Doing? On the Road,
In the Air, Am I Coloring?

Social Skills

Volume 1: Following the Rules
Volume 2: Interpersonal Skills



<p>Actions 7, Actions 8, Actions 9, Actions 10, Actions 11, Actions 12, Actions 13, Actions 14, Actions 15, Actions 16, Actions 17, Actions 18, Categories 1, Categories 2, Categories 3, Categories 4, Categories 5, Categories 6, Categories 7, Comparisons 1, Comparisons 2, Comparisons 3</p> <p><i>All On-Computer Lessons Address Receptive Language</i></p>	<p>Direction by Category, Categories in Action, Category Spin, Found It, Comparison Game, Lets Make Comparisons, Glass Half Full</p> <p><i>All Off-Computer Lessons Address Receptive and Expressive Language</i></p>	<p>Volume 3: Coping and Self-Regulation Volume 4: Good Communication Volume 5: Friendship</p>
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State of Texas Assessments of Academic Readiness - Alternate

Reading

Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.

The student is expected to...

- Identify elements of a story including setting, character, and key events (K)
- Discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience (K)
- Recognize sensory details (K)
- Recognize recurring phrases and characters in traditional fairy tales, lullabies, and folktales from various cultures (K)
- Connect the meaning of a well-known story or fable to personal experiences (1)
- Explain the function of recurring phrases (e.g., "Once upon a time" or "They lived happily ever after") in traditional folk- and fairy tales (1)
- Identify moral lessons as themes in well-known fables, legends, myths, or stories (2)
- Compare different versions of the same story in traditional and contemporary folktales with respect to their characters, settings, and plot (2)

On-Computer Lessons

Story Characters 1, Story Characters 2, Story Characters 3

Generalization Lessons

Real and Pretend Fishing

Social Skills

Volume 1: Following the Rules
Volume 2: Interpersonal Skills
Volume 3: Coping and Self-Regulation
Volume 4: Good Communication
Volume 5: Friendship



State of Texas Assessments of Academic Readiness - Alternate

Reading

Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.

The student is expected to...

- Respond to rhythm and rhyme in poetry through identifying a regular beat and similarities in word sounds (K)
- Respond to and use rhythm and alliteration in poetry (1)
- Describe how rhyme and repetition interact to create images in poetry (2)

On-Computer Lessons

Rhyming 1, Rhyming 2, Rhyming 3, Rhyming 4

Generalization Lessons

Rhyme Detectives, Rhyming Basket, Rhyme Trips, Rhyming Houses

Social Skills

Volume 1: Following the Rules
Volume 2: Interpersonal Skills
Volume 3: Coping and Self-Regulation
Volume 4: Good Communication
Volume 5: Friendship



State of Texas Assessments of Academic Readiness - Alternate

Reading

Dramatic Expression Skills. Students demonstrate their unique interpretation of music, songs, and stories through movement and dramatic experiences.

Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.

The student is expected to...

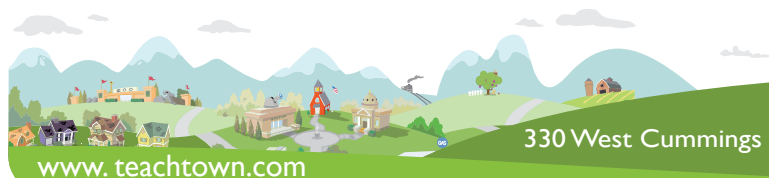
- Create or recreate stories, moods, or experiences through dramatic representations (Pre-K)
- Identify the elements of dialogue and use them in informal plays (2)

On-Computer Lessons

Generalization Lessons

Social Skills

Volume 1: Following the Rules
Volume 2: Interpersonal Skills
Volume 3: Coping and Self-Regulation
Volume 4: Good Communication
Volume 5: Friendship



State of Texas Assessments of Academic Readiness - Alternate

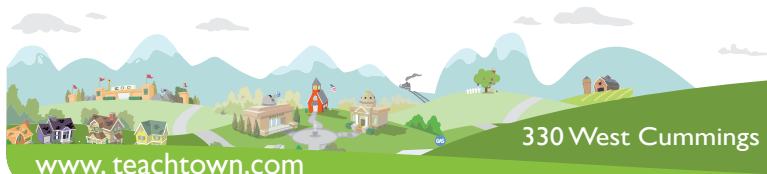
Reading

Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.

The student is expected to...

- Retell a main event from a story read aloud (K)
- Describe characters in a story and the reasons for their actions (K)
- Describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events (1)
- Describe characters in a story and the reasons for their actions and feelings (1)
- Describe similarities and differences in the plots and settings of several works by the same author (2)
- Describe main characters in works of fiction, including their traits, motivations, and feelings (2)

On-Computer Lessons	Generalization Lessons	Social Skills
Emotions 1, Emotions 2, Emotions 3, Emotion Causes 1, Emotion Causes 2, Emotion Causes 3, Emotion Causes 4, Emotion Causes 5, Emotion Causes 6	Dance the Feeling, Find the Feeling, Silly Faces, Emotion Painting, Crystal Ball, Feeling Thermometer, Friendship Stories	Volume 1: Following the Rules Volume 2: Interpersonal Skills Volume 3: Coping and Self-Regulation Volume 4: Good Communication Volume 5: Friendship



State of Texas Assessments of Academic Readiness - Alternate

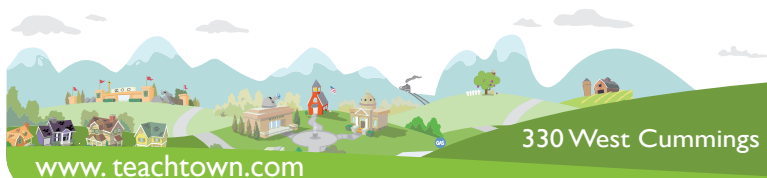
Reading

Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding.

The student is expected to...

- Determine whether a story is true or a fantasy and explain why (1)
- Distinguish between fiction and nonfiction (2)

On-Computer Lessons	Generalization Lessons	Social Skills
Fact Questions 1, Fact Questions 3	20 Questions, Musical Yes or No	



State of Texas Assessments of Academic Readiness - Alternate

Reading

Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding.

The student is expected to...

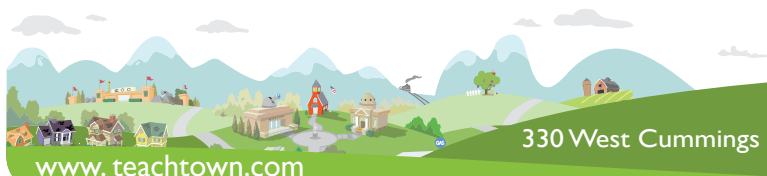
- Recognize sensory details in literary text (1)
- Recognize that some words and phrases have literal and non-literal meanings (e.g., take steps) (2)

On-Computer Lessons

Generalization Lessons

Social Skills

Volume 1: Following the Rules
Volume 2: Interpersonal Skills
Volume 3: Coping and Self-Regulation
Volume 4: Good Communication
Volume 5: Friendship



State of Texas Assessments of Academic Readiness - Alternate

Reading

Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading.

The student is expected to...

- Read independently for a sustained period of time (1)
- Read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning (2)

On-Computer Lessons

Generalization Lessons

Social Skills



State of Texas Assessments of Academic Readiness - Alternate

Reading

Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.

The student is expected to...

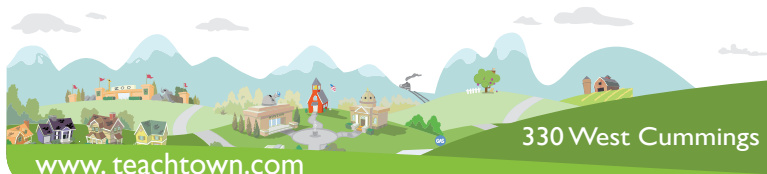
- Identify the topic of an informational text heard (K)
- Identify the topic and explain the author's purpose in writing about the text (1)
- Identify the topic and explain the author's purpose in writing the text (2)

On-Computer Lessons

Generalization Lessons

Social Skills

Volume 1: Following the Rules
Volume 2: Interpersonal Skills
Volume 3: Coping and Self-Regulation
Volume 4: Good Communication
Volume 5: Friendship



State of Texas Assessments of Academic Readiness - Alternate

Reading

Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text, and provide evidence from text to support their understanding. Students analyze, make inferences and draw conclusions about and understand expository text and provide evidence from text to support their understanding.

The student is expected to...

- Identify the topic and details in expository text heard or read, referring to the words and/or illustrations (K)
- Retell important facts in a text, heard or read (K)
- Discuss the ways authors group information in text (K)
- Use titles and illustrations to make predictions about text (K)
- Restate the main idea, heard or read (1)
- Identify important facts or details in text, heard or read (1)
- Retell the order of events in a text by referring to the words and/or illustrations (1)
- Use text features (e.g., title, tables of contents, illustrations) to locate specific information in text (1)
- Identify the main idea in a text and distinguish it from the topic (2)
- Locate the facts that are clearly stated in a text (2)
- Describe the order of events or ideas in a text (2)
- Use text features (e.g., table of contents, index, headings) to locate specific information in text (2)

On-Computer Lessons

Generalization Lessons

Social Skills

Volume 1: Following the Rules
Volume 2: Interpersonal Skills
Volume 3: Coping and Self-Regulation
Volume 4: Good Communication
Volume 5: Friendship



State of Texas Assessments of Academic Readiness - Alternate

Reading

Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents.

The student is expected to...

- Follow pictorial directions (e.g., recipes, science experiments) (K)
- Identify the meaning of specific signs (e.g., traffic signs, warning signs) (K)
- Follow written multi-step directions with picture cues to assist with understanding (1)
- Explain the meaning of specific signs and symbols (e.g., map features) (1)
- Follow written multi-step directions (2)
- Use common graphic features to assist in the interpretation of text (e.g., captions, illustrations) (2)

On-Computer Lessons	Generalization Lessons	Social Skills
Community Signs 1, Community Signs 2, Community Signs 3, Community Signs 4	Safety Signs, Following Signs	



State of Texas Assessments of Academic Readiness - Alternate

Reading

Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts.

The student is expected to...

- Identify different forms of media (e.g., advertisements, newspapers, radio programs) (K)
- Identify techniques used in media (e.g., sound, movement) (K–I)
- Recognize different purposes of media (e.g., informational, entertainment) (with adult assistance) (I)
- Recognize different purposes of media (e.g., informational, entertainment) (2)
- Describe techniques used to create media messages (e.g., sound, graphics) (2)
- Identify various written conventions for using digital media (e.g., e-mail, website, video game) (2)

On-Computer Lessons

Generalization Lessons

Social Skills



State of Texas Assessments of Academic Readiness - Alternate

Reading

Comprehension of Text Read Aloud Skills. Students become familiar with the language of books and story forms.

Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed.

Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed critical readers.

The student is expected to...

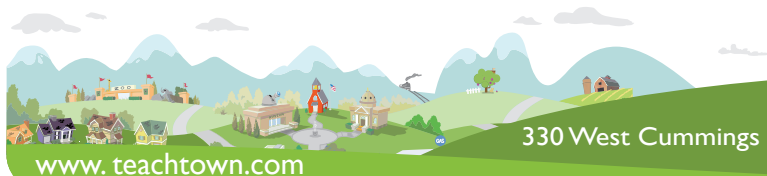
- Retell or re-enact a story after it is read aloud (Pre-K)
- Use information learned from books by describing, relating, categorizing, or comparing and contrasting (Pre-K)
- Ask and answer appropriate questions about the book (Pre-K)
- Predict what might happen next in text based on the cover, title, and illustrations (K)
- Ask and respond to questions about texts read aloud (K)
- Discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language) (K)
- Ask and respond to questions about text (K)
- Make inferences based on the cover, title, illustrations, and plot (K)
- Retell or act out important events in stories (K)
- Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud) (K-1)
- Make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence (K-2)
- Confirm predictions about what will happen next in text by "reading the part that tells" (1)
- Ask relevant questions, seek clarification, and locate facts and details about stories and other texts (1)
- Establish purposes for reading selected texts based upon desired outcome to enhance comprehension (1)
- Retell or act out important events in stories in logical order (1)
- Ask literal questions of text (1-2)
- Establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud) (1-3)
- Make inferences about text and use textual evidence to support understanding (1-6)
- Use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and



confirm predictions (2)

- Establish purposes for reading selected texts based upon content to enhance comprehension (2)
- Retell important events in stories in logical order (2)
- Ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text (2-3)
- Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions) (2-6)

On-Computer Lessons	Generalization Lessons	Social Skills
	<i>All Generalization Lessons</i>	Volume 1: Following the Rules Volume 2: Interpersonal Skills Volume 3: Coping and Self-Regulation Volume 4: Good Communication Volume 5: Friendship



State of Texas Assessments of Academic Readiness - Alternate

Writing

Motivation to Write Skills. Students develop the understanding that print conveys meaning.

Independently Conveys Meaning Skills. Students engage in using print in ways to convey their meanings in different situations.

Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.

Students are expected to...

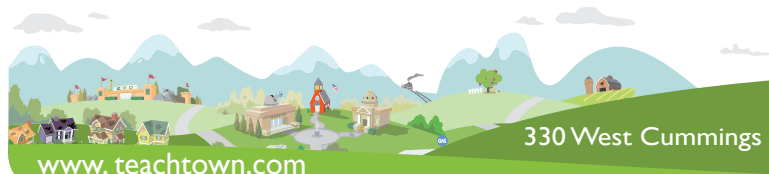
- Use scribbles/writing to convey meaning (Pre-K)
- Use letters or symbols to make words or parts of words (Pre-K)
- Plan a first draft by generating ideas for writing through class discussion (K)
- Develop drafts by sequencing the action or details in the story (K)
- Revise drafts by adding details or sentences (K)
- Edit drafts by leaving spaces between letters and words (K)
- Share writing with others (K)
- Revise drafts by adding or deleting a word, phrase, or sentence (1)
- Plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas) (1–2)
- Develop drafts by sequencing ideas through writing sentences (1–2)
- Edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric (1–2)
- Publish and share writing with others (1–2)
- Revise drafts by adding or deleting words, phrases, or sentences (2)

On-Computer Lessons

Generalization Lessons

Social Skills

Volume 1: Following the Rules
Volume 2: Interpersonal Skills
Volume 3: Coping and Self-Regulation
Volume 4: Good Communication
Volume 5: Friendship



State of Texas Assessments of Academic Readiness - Alternate

Writing

Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing.

Students are expected to...

- Dictate or write sentences to tell a story and put the sentences in chronological sequence (K)
- Write short poems (K)
- Write brief stories that include a beginning, middle, and end (1–2)
- Write short poems that convey sensory details (1–2)
- Write imaginative stories that build the plot to a climax a

On-Computer Lessons

Generalization Lessons

Social Skills

Volume 1: Following the Rules
Volume 2: Interpersonal Skills
Volume 3: Coping and Self-Regulation
Volume 4: Good Communication
Volume 5: Friendship



State of Texas Assessments of Academic Readiness - Alternate

Writing

Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.

Students are expected to...

- Dictate or write information for lists, captions, or invitations (K)
- Write brief compositions about topics of interest to the student (1-2)
- Write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing) (1-2)
- Write brief comments on literary or information texts (1-2)

On-Computer Lessons

Generalization Lessons

Social Skills

Volume 1: Following the Rules
Volume 2: Interpersonal Skills
Volume 3: Coping and Self-Regulation
Volume 4: Good Communication
Volume 5: Friendship



State of Texas Assessments of Academic Readiness - Alternate

Writing

Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues.

Students are expected to...

- Write persuasive statements about issues that are important to the student for the appropriate audience in the school, home, or local community (2)

On-Computer Lessons

Generalization Lessons

Social Skills



State of Texas Assessments of Academic Readiness - Alternate

Writing

Technology and Devices Skills. Students develop techniques for handling and controlling various devices, becoming increasingly confident and independent users of age-appropriate technologies.

Writing. Students write about their own experiences.

Students are expected to...

- Use software applications to create and express own ideas (Pre-K)

On-Computer Lessons

Generalization Lessons

Social Skills



State of Texas Assessments of Academic Readiness - Alternate

Writing

Forms Letters Skills. Students move through the stages from scribbles to convey meaning, to letter-like shapes, with perhaps some conventional letters.

Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.

Writing/Conventions of Language/Handwriting. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students will continue to apply earlier standards with greater complexity.

Students are expected to...

- Write some letters on request (not necessarily well-formed) (Pre-K)
- Form upper- and lower-case letters legibly using the basic conventions of print (left-to-right and top-to-bottom progression) (K)
- Capitalize the first letter in a sentence (K)
- Use punctuation at the end of a sentence (K)
- Form upper- and lower-case letters legibly in text, using the basic conventions of print (left-to-right and top-to-bottom progression), including spacing between words and sentences (1)
- Recognize and use basic capitalization for:
 - (i) The beginning of sentences;
 - (ii) The pronoun "I"; and
 - (iii) Names of people (1)
- Recognize and use punctuation marks at the end of declarative, exclamatory, and interrogative sentences (1)
- Write legibly leaving appropriate margins for readability (2)
- Use capitalization for:
 - (i) Proper nouns;
 - (ii) Months and days of the week; and
 - (iii) The salutation and closing of a letter (2)
- Recognize and use punctuation marks, including:
 - (i) Ending punctuation in sentences;
 - (ii) Apostrophes and contractions; and
 - (iii) Apostrophes and possessives (2)

On-Computer Lessons

Generalization Lessons

Social Skills

Punctuation, Pronouns 1,
Contractions 1, Contractions 2,

Red Light Grammar Light, Where
is He or She? Contraction Cube,





TEACHTOWN®

Exceptional Solutions for Exceptional Students

Contractions 3, Contractions 4, Contractions 5	Beach Ball Questions	
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State of Texas Assessments of Academic Readiness - Alternate

Writing

Speech Production Skills. Students must learn to vocalize, pronounce, and discriminate among the sounds of the alphabet and words of language.

Independently Conveys Meaning Skills. Students engage in using print in ways to convey their meanings in different situations.

Oral and Written Conventions/Spelling. Students spell correctly.

Students are expected to...

- Perceive differences between similar sounding words (Pre-K)
- Write own name (first name or frequent nickname), not necessarily with full correct spelling or well-formed letters (Pre-K)
- Use phonological knowledge to match sounds to letters (K)
- Use letter-sound correspondences to spell consonant-vowel-consonant (CVC) words
- Write one's own name (K)
- Use phonological knowledge to match sounds to letters to construct known words (1)
- Use letter-sound patterns to spell:
 - (i) Consonant-vowel-consonant (CVC) words;
 - (ii) Consonant-vowel-consonant-silent e (CVCe) words (e.g., "hope"); and
 - (iii) One-syllable words with consonant blends (e.g., "drop") (1)
- Spell base words with inflectional endings (e.g., adding "s" to make words plurals) (1)
- Spell high-frequency words from a commonly used list (1–2)
- Use resources to find correct spellings (1–2)
- Use phonological knowledge to match sounds to letters to construct unknown words (2)
- Spell words with common orthographic patterns and rules:
 - (i) complex consonants (e.g., hard and soft c and g, ck);
 - (ii) r-controlled vowels;
 - (iii) long vowels (e.g., VCe-hope); and
 - (iv) vowel digraphs (e.g., oo-book, fool, ee-feet), diphthongs (e.g., ou-out, ow-cow, oi-coil, oy-toy) (2)
- Spell base words with inflectional endings (e.g., -ing and -ed) (2)
- Spell simple contractions (e.g., isn't, aren't, can't) (2)

On-Computer Lessons

Phonic Starts 1, Phonic Starts 2,
Phonic Starts 3, Phonic Starts 4,
Phonic Starts 5, Phonic Starts 6,

Generalization Lessons

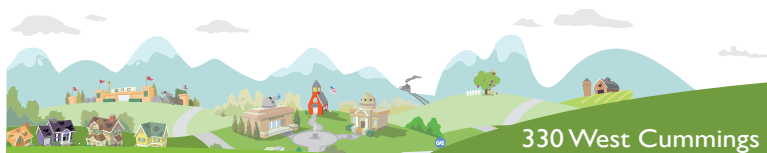
Box Top Match, Ride and Read,
Mystery Box, Sound Books, Beach
Ball Questions, Contraction Cube,

Social Skills

Volume 1: Following the Rules
Volume 2: Interpersonal Skills
Volume 3: Coping and Self-



Phonic Starts 7, Phonic Starts 8, Contractions 1, Contractions 2, Contractions 3, Contractions 4, Contractions 5, Missing Vowel 1, Missing Vowel 2, Missing Vowel 3, Missing Vowel 4	Thought Bubbles, Rubber Band Words, Pen Pals,	Regulation Volume 4: Good Communication Volume 5: Friendship
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State of Texas Assessments of Academic Readiness - Alternate

Writing

Vocabulary Skills. Students develop concepts, acquire new words, and increasingly refine their understanding of words they already know.

Sentences and Structure Skills. Students use their knowledge of vocabulary, grammar, and sense of audience to convey meaning.

Concepts about Print Skills. Students become more proficient at conveying their thoughts and actions as they learn specific rules that govern how to record thoughts in writing.

Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity.

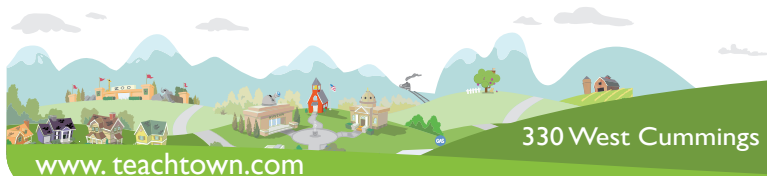
Students are expected to...

- Use a wide variety of words to label and describe people, places, things, and actions (Pre-K)
- Use category labels to understand how the words/objects relate to each other (Pre-K)
- Use complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order (Pre-K)
- Use regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement (Pre-K)
- Use sentences with more than one phrase (Pre-K)
- Combine more than one idea using complex sentences (Pre-K)
- Combine sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning (Pre-K)
- Use some appropriate writing conventions when writing or giving dictation (Pre-K)
- Understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance):
 - (i) Past and future tenses when speaking;
 - (ii) Nouns (singular/plural);
 - (iii) Descriptive words;
 - (iv) Prepositions and simple prepositional phrases appropriately when speaking or writing (e.g., in, on, under, over); and
 - (v) Pronouns (e.g., I, me) (K)
- Speak in complete sentences to communicate (K)
- Use complete simple sentences (K)
- Understand and use the following parts of speech in the context of reading, writing, and speaking:
 - (i) Verbs (past, present, and future);
 - (ii) Nouns (singular/plural, common/proper);
 - (iii) Adjectives (e.g., descriptive: green, tall);



- (iv) Adverbs (e.g., time: before, next);
- (v) Prepositions and prepositional phrases;
- (vi) Pronouns (e.g., I, me); and
- (vii) Time-order transition words (1)
- Speak in complete sentences with correct subject-verb agreement (1)
- Ask questions with appropriate subject-verb inversion (1)
- Understand and use the following parts of speech in the context of reading, writing, and speaking:
 - (i) Verbs (past, present, and future);
 - (ii) Nouns (singular/plural, common/proper);
 - (iii) Adjectives (e.g., descriptive: old, wonderful; articles: a, an, the);
 - (iv) Adverbs (e.g., time: before, next; manner: carefully, beautifully);
 - (v) Prepositions and prepositional phrases;
 - (vi) Pronouns (e.g., he, him); and
 - (vii) Time-order transition words (2)
- Use complete sentences with correct subject-verb agreement (2)
- Distinguish among declarative and interrogative sentences (2)

On-Computer Lessons	Generalization Lessons	Social Skills
People 1, People 2, People 3, Community Places 1, Community Places 2, Community Places 3, Community Places 4, Community Places 5, Community Places 6, Community Places 7, Community Places 8, Adverbs 1, Related Questions, Visual Comprehension 1, Visual Comprehension 2, Clues 1, Clues 2, Prepositions 1, Prepositions 2, Prepositions 3, Pronouns, Categories 1, Categories 2, Categories 3, Categories 4, Categories 5, Categories 6, Categories 7	Howdy Do, Play Dough Families, Princess and the Frog, Taxi, Around Town, Community Sorting, Adverb Acting, Yes and No Signs, Sharing Writing, Tell Me About It, Definitions, Sandy Seashore, 20 Questions, Play With Prepositions, Where Has It Gone, Where is He or She? Looking for Animals, Direction by Category, Categories in Action, Category Spin, Found It	Volume 1: Following the Rules Volume 2: Interpersonal Skills Volume 3: Coping and Self- Regulation Volume 4: Good Communication Volume 5: Friendship



State of Texas Assessments of Academic Readiness - Alternate

Writing

Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them.

Students are expected to...

- Ask questions about topics of class-wide interest (K)
- Decide what sources or people in the classroom, school, library, or home can answer questions about topics of class-wide interest (K)
- Generate a list of topics about a class-wide interest and formulate open-ended questions about one or two of the topics (1-2)
- Decide what sources of information might be relevant to answer open-ended questions about one or two topics of class-wide interest (1-2)

On-Computer Lessons

Generalization Lessons

Social Skills

Volume 1: Following the Rules
Volume 2: Interpersonal Skills
Volume 3: Coping and Self-Regulation
Volume 4: Good Communication
Volume 5: Friendship



State of Texas Assessments of Academic Readiness - Alternate

Writing

Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather.

Students are expected to...

- Gather evidence from provided text sources (K)
- Use pictures in conjunction with writing when documenting research (K)
- Use text features (e.g., table of contents, alphabetized index) in age-appropriate reference works (e.g., picture dictionaries) to locate information (1)
- Record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams) (1)
- Gather evidence from available sources (natural and personal) as well as from interviews with local experts (1-2)
- Use text features (e.g., table of contents, alphabetized index, headings) in age-appropriate reference works (e.g., picture dictionaries) to locate information (2)
- Record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams)

On-Computer Lessons

Generalization Lessons

Social Skills



State of Texas Assessments of Academic Readiness - Alternate

Writing

Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information.

Students are expected to...

- Revise the topic as a result of answers to initial research questions (1-2)

On-Computer Lessons

Generalization Lessons

Social Skills



State of Texas Assessments of Academic Readiness - Alternate

Writing

Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience.

Students are expected to...

- Create a visual display or dramatization to convey the results of the research (1-2)

On-Computer Lessons

Generalization Lessons

Social Skills



State of Texas Assessments of Academic Readiness - Alternate

Social Studies

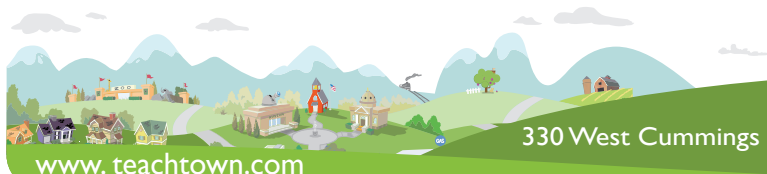
History. The student understands that holidays are celebrations of special events. The student understands the origins of customs, holidays, and celebrations. The student understands the historical significance of landmarks and celebrations in the community, state, and nation.

Students are expected to...

Historical Significance of Patriotic Celebrations and National Landmarks

- Explain the reasons for national patriotic holidays such as Presidents' Day, Veterans Day, and Independence Day (K)
- Identify customs associated with national patriotic holidays such as parades and fireworks on Independence Day (K)
- Describe the origins of customs, holidays, and celebrations of the community, state, and nation such as San Jacinto Day, Independence Day, and Veterans' Day (I)
- Compare the observance of holidays and celebrations, past and present (I)
- Explain the significance of various community, state, and national celebrations such as Veterans Day, Memorial Day, Independence Day, and Thanksgiving (2)
- Identify and explain the significance of various community, state, and national landmarks such as monuments and government buildings (2)

On-Computer Lessons	Generalization Lessons	Social Skills
Community Places 1, Community Places 2, Community Places 3, Community Places 4, Community Places 5, Community Places 6, Community Places 7, Community Places 8 Community Associations I	Taxi, Around Town, Milk Carton Town, Community Sorting	



State of Texas Assessments of Academic Readiness - Alternate

Social Studies

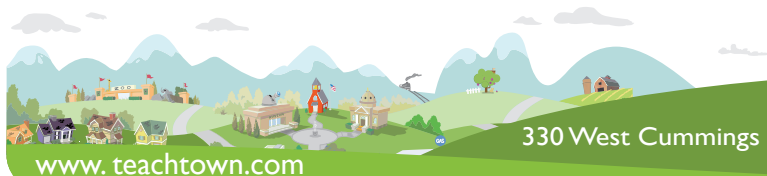
History. The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation.

The student is expected to...

Individuals and Groups Shaping History

- Identify contributions of historical figures, including Stephen F. Austin, George Washington, Christopher Columbus, and Jose Antonio Navarro, who helped to shape the state and nation (K)
- Identify contributions of patriots and good citizens who have shaped the community (K)
- Identify contributions of historical figures, including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr., who have influenced the community, state, and nation (I)
- Identify historical figures such as Alexander Graham Bell, Thomas Edison, Garrett Morgan, and Richard Allen, and other individuals who have exhibited individualism and inventiveness (I)
- Compare the similarities and differences among the lives and activities of historical figures and other individuals who have influenced the community, state, and nation (I)
- Identify contributions of historical figures, including Thurgood Marshall, Irma Rangel, John Hancock, and Theodore Roosevelt, who have influenced the community, state, and nation (2)
- Identify historical figures such as Amelia Earhart, W. E. B. DuBois, Robert Fulton, and George Washington Carver who have exhibited individualism and inventiveness (2)
- Explain how people and events have influenced local community history (2)

On-Computer Lessons	Generalization Lessons	Social Skills
Community Helpers 1, Community Helpers 2, Community Helpers 3	Lunch Bag Puppets, Helper Puzzles, Name the Helper	



State of Texas Assessments of Academic Readiness - Alternate

Social Studies

People, past and present skills. The student begins to understand past events and how these events relate to present and future activities, demonstrating evidence of their growing understanding of time, change, and continuity.

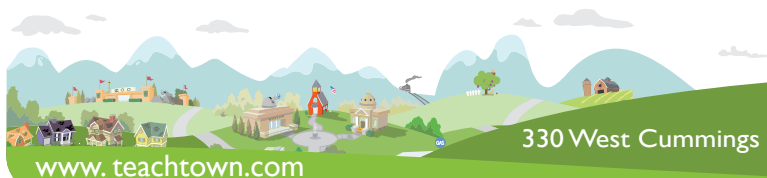
History. The student understands the concept of chronology. The student understands the concepts of time and chronology. The student understands how various sources provide information about the past and present.

The student is expected to...

Concepts of Time and Chronology

- Organize their life around events, time, and routines (Pre-K)
- Place events in chronological order (K)
- Use vocabulary related to time and chronology, including before, after, next, first, last, yesterday, today, and tomorrow (K)
- Distinguish among past, present, and future (1)
- Describe and measure calendar time by days, weeks, months, and years (1)
- Create a calendar and simple timeline (1)
- Describe the order of events by using designations of time periods such as historical and present times (2)
- Apply vocabulary related to chronology, including past, present, and future (2)
- Create and interpret timelines for events in the past and present (2)
- Identify several sources of information about a given period or event such as reference materials, biographies, newspapers, and electronic sources (2)
- Describe various evidence of the same time period using primary sources such as photographs, journals, and interviews (2)

On-Computer Lessons	Generalization Lessons	Social Skills
Calendar 1, Calendar 2, Calendar 3, When	Days of the Week, What Day Is Today? Calendar Hop, Getting to Know You	



State of Texas Assessments of Academic Readiness – Alternate

Social Studies

Geography Skills. The student uses directions to locate their relative position in space and to locate their home and school in their community.

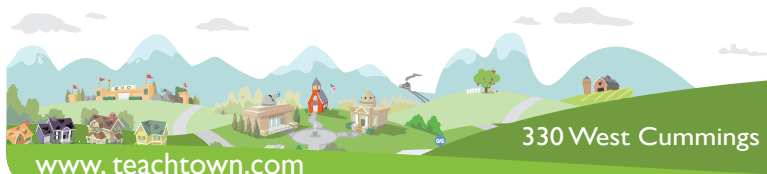
Geography. The student understands the concept of location. The student understands the relative location of places. The student understands the purpose of maps and globes. The student uses simple geographic tools such as maps and globes. The student understands the concepts of location, distance, and direction on maps and globes.

The student is expected to...

Geographic Location Using Tools

- Identify and create common features in his/her immediate environment (Pre-K)
- Use terms, including over, under, near, far, left, and right, to describe relative location (K)
- Locate places on the school campus and describe their relative locations (K)
- Identify tools that aid in determining location, including maps and globes (K)
- Locate places using the four cardinal directions (I)
- Describe the location of self and objects relative to other locations in the classroom and school (I)
- Create and use simple maps such as maps of the home, classroom, school, and community (I)
- Locate the community, Texas, and the United States on maps and globes (I)
- Interpret information on maps and globes using basic map elements such as title, orientation (north, south, east, west), and legend/map keys (2)
- Create maps to show places and routes within the home, school, and community (2)

On-Computer Lessons	Generalization Lessons	Social Skills
Comparisons 1, Comparisons 2, Comparisons 3, Prepositions 1, Prepositions 2, Prepositions 3	Glass Half Full, Comparison Box, Comparison Game, Lets Make Comparisons, Looking for Animals, Play with Prepositions, Where Has It Gone	



State of Texas Assessments of Academic Readiness – Alternate
Social Studies

Geography. The student understands how humans use and modify the physical environment.

The student is expected to...

Relationship between People and Physical Environment

- Identify ways in which people have modified the physical environment such as building roads, clearing land for urban development and agricultural use, and drilling for oil (2)
- Identify positive and negative consequences of human modification of the physical environment such as the use of irrigation in improve crop yields (2)
- Identify ways people can conserve and replenish natural resources (2)

On-Computer Lessons

Generalization Lessons

Social Skills



State of Texas Assessments of Academic Readiness - Alternate

Social Studies

Geography. The student understands how physical characteristics of places and regions affect people's activities and settlement patterns.

The student is expected to...

Population and Settlement Patterns

- Describe how weather patterns and seasonal patterns affect activities and settlement patterns (2)
- Describe how natural resources and natural hazards affect activities and settlement patterns (2)
- Explain how people depend on the physical environment and natural resources to meet basic needs (2)
- Identify the characteristics of different communities, including urban, suburban, and rural, and how they affect activities and settlement patterns (2)

On-Computer Lessons

Weather 1, Weather 2, Seasons, Natural or Man-Made I

Generalization Lessons

Weather Channel, Summer and Winter, Where Did This Come From?

Social Skills



State of Texas Assessments of Academic Readiness - Alternate

Social Studies

Geography. The student understands physical and human characteristics of place. The student understands various physical and human characteristics. The student understands the locations and characteristics of places and regions in the community, state, and nation.

The student is expected to...

Characteristics of Places and Regions

- Identify the physical characteristics of place such as landforms, bodies of water, natural resources, and weather (K)
- 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)
- Identify and describe the physical characteristics of place such as landforms, bodies of water, natural resources, and weather (1)
- Identify examples of and uses for natural resources in the community, state, and nation (1)
- Identify and describe how the human characteristics of place such as shelter, clothing, food, and activities are based upon geographic location (1)
- Identify major landforms and bodies of water, including each of the continents and each of the oceans, on maps and globes (2)
- Locate places of significance, including the local community, Texas, the state capital, the U.S. capital, major cities in Texas, the coast of Texas, Canada, Mexico, and the United States on maps and globes (2)
- Examine information from various sources about places and regions (2)

On-Computer Lessons

Generalization Lessons

Social Skills



State of Texas Assessments of Academic Readiness - Alternate

Social Studies

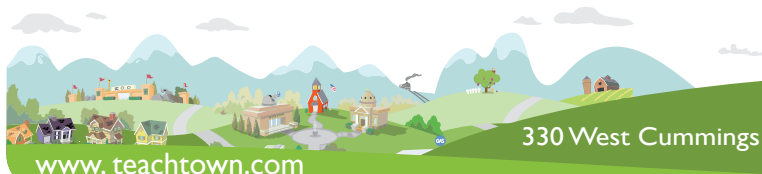
Economic skills. The student learns that their community benefits from many different people working in many different ways.

Economics. The student understands that basic human needs and wants are met in many ways. The student understands the value of jobs. The student understands how families meet basic human needs. The student understands the concepts of goods and services. The student understands the condition of not being able to have all the goods and services one wants. The student understands the value of work. The student understands the roles of producers and consumers in the production of goods and services.

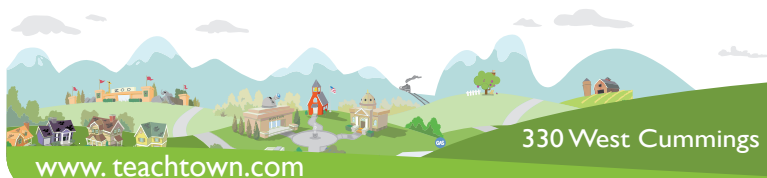
The student is expected to...

Evolution of Economic Systems Based on Human Need

- Demonstrate that all people need food, clothing, and shelter (Pre-K)
- Participate in activities to help them become aware of what it means to be a consumer (Pre-K)
- Discuss the roles and responsibilities of community workers (Pre-K)
- Identify basic human needs of food, clothing, and shelter (K)
- Explain the difference between needs and wants (K)
- Explain how basic human needs can be met such as through self-producing, purchasing, and trading (K)
- Identify jobs in the home, school, and community (K)
- Explain why people have jobs (K)
- Describe ways that families meet basic human needs (1)
- Describe similarities and differences in ways families meet basic human needs (1)
- Identify examples of goods and services in the home, school, and community (1)
- Identify ways people exchange goods and services (1)
- Identify the role of markets in the exchange of goods and services (1)
- Identify examples of people wanting more than they can have (1)
- Explain why wanting more than they can have requires that people make choices (1)
- Identify examples of choices families make when buying goods and services (1)
- Describe the components of various jobs and the characteristics of a job well-performed (1)
- Describe how specialized jobs contribute to the production of goods and services (1)
- Explain how work provides income to purchase goods and services (2)
- Explain the choices people in the U.S. free enterprise system can make about earning, spending, and saving money and where to live and work (2)
- Distinguish between producing and consuming (2)
- Identify ways in which people are both producers and consumers (2)
- Examine the development of a product from a natural resource to a finished product (2)



On-Computer Lessons	Generalization Lessons	Social Skills
Occupations 1, Occupations 2, Occupations 3, Occupations 4, Community Helpers 1, Community Helpers 2, Community Helpers 3	Occupation Relay, What's the Role? Lunch Bag Puppets, Helper Puzzles, Name the Helper	



State of Texas Assessments of Academic Readiness - Alternate

Social Studies

Social-Competence Skills. The student begins to develop special friendships with particular peers, which increase their feelings of comfort, pleasure, and confidence in their social world.

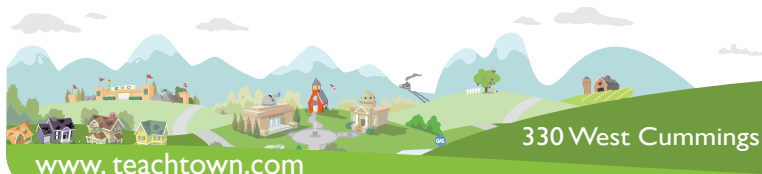
Government. The student understands the purpose of rules. The student understands the role of authority figures. The student understands the purpose of rules and laws. The student understands the role of authority figures, public officials, and citizens. The student understands the purpose of governments. The student understands the role of public officials.

The student is expected to...

Structure and Functions of Government

- Assume various roles and responsibilities as part of a classroom community (Pre-K)
- Identify purposes for having rules (K)
- Identify rules that provide order, security, and safety in the home and school (K)
- Identify authority figures in the home, school, and community (K)
- Explain how authority figures make and enforce rules (K)
- Explain the purpose for rules and laws in the home, school, and community (1)
- Identify rules and laws that establish order, provide security, and manage conflict (1)
- Identify the responsibilities of authority figures in the home, school, and community (1)
- Identify and describe the roles of public officials in the community, state, and nation (1)
- Identify and describe the role of a good citizen in maintaining a constitutional republic (1)
- Identify functions of governments such as establishing order, providing security, and managing conflict (2)
- Identify governmental services in the community such as police and fire protection, libraries, schools, and parks and explain their value to the community (2)
- Describe how governments tax citizens to pay for services (2)
- Name current public officials, including mayor, governor, and president (2)
- Compare the roles of public officials, including mayor, governor, and president (2)
- Identify ways that public officials are selected, including election and appointment to office (2)
- Identify how citizens participate in their own governance through staying informed of what public officials are doing, providing input to them, and volunteering to participate in government functions (2)

On-Computer Lessons	Generalization Lessons	Social Skills
Occupations 1, Occupations 2, Occupations 3, Occupations 4,	Occupation Relay, What's the Role? Lunch Bag Puppets, Helper	

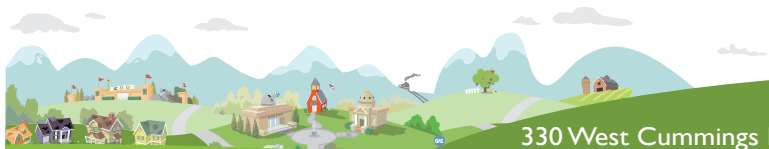




TEACHTOWN®

Exceptional Solutions for Exceptional Students

Community Helpers 1, Community Helpers 2, Community Helpers 3	Puzzles, Name the Helper	
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State of Texas Assessments of Academic Readiness - Alternate

Social Studies

Citizenship skills. The student begins to understand important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity.

Citizenship. The student understands important symbols, customs, and responsibilities that represent American beliefs and principles and contribute to our national identity. The student understands important symbols, customs, and celebrations that represent American beliefs and principles and contribute to our national identity. The student identifies customs, symbols, and celebrations that represent American beliefs and principles that contribute to our national identity.

The student is expected to...

Symbols, Customs, and Celebrations Contributing to National Identity

- Identify flags of the United States and Texas (Pre-K)
- Recite the Pledge of Allegiance to the United States flag and the state flag and observe a moment of silence (Pre-K)
- Engage in voting as a method for group decision-making (Pre-K)
- Identify the flags of the United States and Texas (K)
- Use voting as a method for group decision making (K)
- Identify Constitution Day as a celebration of American freedom (K–I)
- Recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag (K, 2)
- Explain state and national patriotic symbols, including the United States and Texas flags, the Liberty Bell, the Statue of Liberty, and the Alamo (I)
- Recite and explain the meaning of the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag (I)
- Identify anthems and mottoes of Texas and the United States (I)
- Explain and practice voting as a way of making choices and decisions (I)
- Explain how patriotic customs and celebrations reflect American individualism and freedom (I)
- Identify selected patriotic songs, including “The Star Spangled Banner” and “America the Beautiful” (2)
- Identify selected symbols such as state and national birds and flowers and patriotic symbols such as the U.S. and Texas flags and Uncle Sam (2)
- Identify how selected customs, symbols, and celebrations reflect an American love of individualism, inventiveness, and freedom (2)

On-Computer Lessons

Generalization Lessons

Social Skills



State of Texas Assessments of Academic Readiness - Alternate
Social Studies

Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals.

The student is expected to...

Roles, Responsibilities and Rights of Citizens

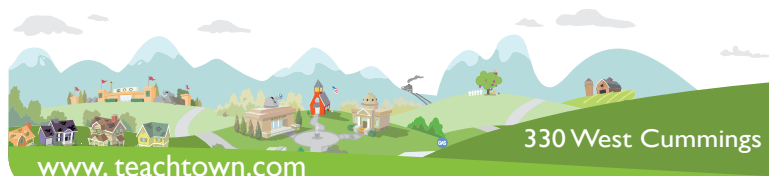
- Identify historical figures such as Benjamin Franklin, Francis Scott Key, and Eleanor Roosevelt who have exemplified good citizenship (1)
- Identify other individuals who exemplify good citizenship (1–2)
- Identify characteristics of good citizenship, including truthfulness, justice, equality, respect 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 (1-3)
- Identify historical figures such as Paul Revere, Abigail Adams, World War II Women Airforce Service Pilots (WASPs) and Navajo Code Talkers, and Sojourner Truth who have exemplified good citizenship (2)
- Identify ways to actively practice good citizenship, including involvement in community service (2)

On-Computer Lessons

Generalization Lessons

Social Skills

Volume 1: Following the Rules
Volume 2: Interpersonal Skills
Volume 3: Coping and Self-Regulation
Volume 4: Good Communication
Volume 5: Friendship



State of Texas Assessments of Academic Readiness - Alternate

Social Studies

Self-Concept Skills. The student begins to generate multiple answers to the question “Who am I?” which is an essential aspect of becoming competent in related areas such as self-control and social/friendship skills.

Social awareness skills. The student will begin to learn with adult guidance how to operate socially with others.

People, past and present skills. The student begins to understand past events and how these events relate to present and future activities, demonstrating evidence of their growing understanding of time, change, and continuity.

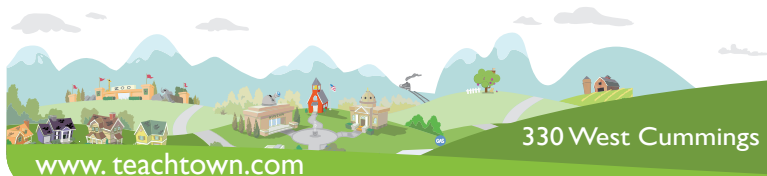
Citizenship skills. The student begins to understand important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity.

Culture. The student understands similarities and differences among people. The student understands the importance of family customs and traditions. The student understands the importance of family and community beliefs, customs, language, and traditions. The student understands ethnic and/or cultural celebrations.

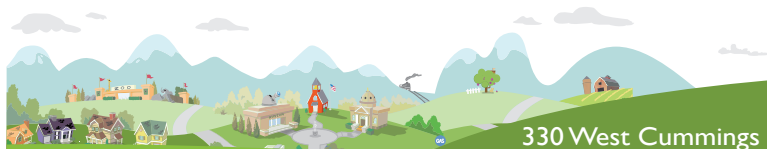
The student is expected to...

Impact of Diversity

- Show awareness of areas of competence and describe self positively in what he/she is able to do (Pre-K)
- Demonstrate an understanding that others have specific characteristics (Pre-K)
- Demonstrate an understanding that others have perspectives and feelings that are different from his/her own (Pre-K)
- Identify similarities and differences in characteristics of people (Pre-K)
- Identify similarities and differences in characteristics of families (Pre-K)
- Identify similarities among people like himself/herself and classmates as well as among himself/herself and people from other cultures (Pre-K)
- Identify similarities and differences among people such as kinship, laws, and religion (K)
- Identify similarities and differences among people such as music, clothing, and food (K)
- Describe and explain the importance of family customs and traditions (K)
- Compare family customs and traditions (K)
- Describe and explain the importance of various beliefs, customs, language, and traditions of families and communities (1)
- Explain the way folktales and legends such as Aesop’s fables reflect beliefs, customs, language, and traditions of communities (1)
- Identify the significance of various ethnic and/or cultural celebrations (2)
- Compare ethnic and/or cultural celebrations (2)



On-Computer Lessons	Generalization Lessons	Social Skills
People 1, People 2, People 3, Comparisons 1, Comparisons 2, Comparisons 3	Howdy Do, Play Dough Families, Princess and the Frog, Glass Half Full, Comparison Box, Comparison Game	Volume 1: Following the Rules Volume 2: Interpersonal Skills Volume 3: Coping and Self- Regulation Volume 4: Good Communication Volume 5: Friendship



State of Texas Assessments of Academic Readiness - Alternate
Social Studies

Culture. The student understands the significance of works of art in the local community.

The student is expected to...

The Arts in Society

- Identify selected stories, poems, statues, paintings, and other examples of the local cultural heritage (2)
- Explain the significance of selected stories, poems, statues, paintings, and other examples of the local cultural heritage (2)

On-Computer Lessons

Generalization Lessons

Social Skills



State of Texas Assessments of Academic Readiness - Alternate

Social Studies

Science, technology, and society. The student understands why technology is used in the home and school and how technology affects peoples lives. The student understands how technology affects daily life, past and present. The student understands how science and technology have affected life, past and present.

The student is expected to...

Impact of Science and Technology on Society

- Identify examples of technology used in the home and school (K)
- Describe how technology helps accomplish specific tasks and meet people's needs (K)
- Describe how his or her life might be different without modern technology (K)
- Describe how technology changes the ways families live (I)
- Describe how technology changes communication, transportation, and recreation (I)
- Describe how technology changes the way people work (I)
- Describe how science and technology change communication, transportation, and recreation (2)
- Explain how science and technology change the ways in which people meet basic needs (2)

On-Computer Lessons

Generalization Lessons

Social Skills



State of Texas Assessments of Academic Readiness - Alternate

Social Studies

Technology and devices skills. The student will develop techniques for handling and controlling various devices, becoming increasingly confident and independent users of age-appropriate technologies.

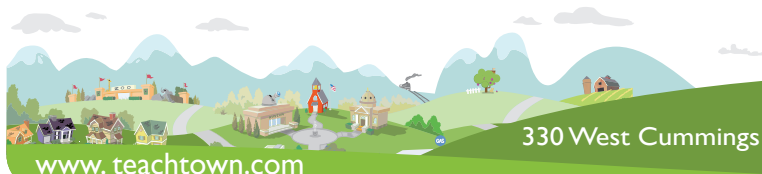
Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology.

The student is expected to...

Acquisition of Information Through a Variety of Sources

- Open and navigate through software programs to enhance development of appropriate concepts (Pre-K)
- Use and name a variety of computer input devices, such as a mouse, keyboard, voice/sound recorder, touch screen, CD-ROM (Pre-K)
- Operate voice/sound recorders and touch screens (Pre-K)
- Recognize that information is accessible through the use of technology (Pre-K)
- Obtain information about a topic using a variety of valid and visual sources such as pictures, symbols, electronic media, print material, and artifacts (K)
- Obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music (K-2)
- Sequence and categorize information (K-3)
- Obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, maps, literature, and artifacts (1)
- Obtain information about a topic using a variety of valid visual sources such as pictures, maps, electronic sources, literature, reference sources, and artifacts (2)
- Interpret oral, visual, and print materials by identifying the main idea, predicting, and comparing and contrasting (2)
- Use various parts of a source, including the table of contents, glossary, and index, as well as keyword Internet searches to locate information (2-3)

On-Computer Lessons	Generalization Lessons	Social Skills
All TeachTown On-Computer Lessons		



State of Texas Assessments of Academic Readiness - Alternate

Social Studies

Social studies skills. The student communicates in oral and visual forms. The student communicates in oral, visual, and written forms. The student communicates in written, oral, and visual forms.

The student is expected to...

Communication in a Variety of Forms

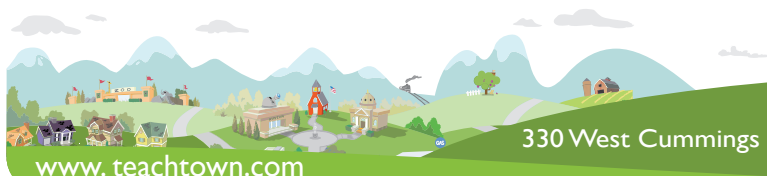
- Create and interpret visuals, including pictures and maps (K)
- Express ideas orally based on knowledge and experiences (K-3)
- Create and interpret visual and written material (1)
- Create written and visual material such as stories, poems, maps, and graphic organizers to
- Express ideas (2)

On-Computer Lessons

Generalization Lessons

Social Skills

Volume 1: Following the Rules
Volume 2: Interpersonal Skills
Volume 3: Coping and Self-Regulation
Volume 4: Good Communication
Volume 5: Friendship



State of Texas Assessments of Academic Readiness - Alternate

Social Studies

Social Studies Skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.

The student is expected to...

Problem Solving, Decision-Making, and Independent Thinking Skills

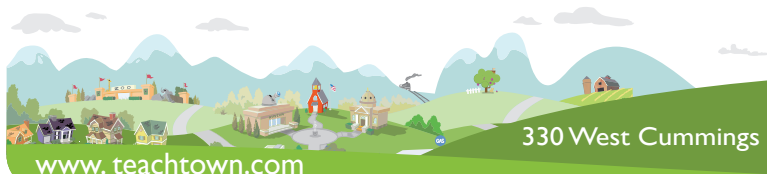
- Use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of the decision (K)
- Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution (K-8)
- 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 (1-2)

On-Computer Lessons

Generalization Lessons

Social Skills

Volume 1: Following the Rules
Volume 2: Interpersonal Skills
Volume 3: Coping and Self-Regulation
Volume 4: Good Communication
Volume 5: Friendship



State of Texas Assessments of Academic Readiness - Alternate

Science: Matter and Energy

Physical science skills. The student learns to explore properties of materials, positions, and motion of objects through investigations, which allow him or her to notice the attributes.

Matter and energy. The student knows that objects have properties and patterns. The student knows that matter has physical properties and those properties determine how it is described, classified, changed, and used.

The student is expected to...

Characteristics and Properties of Matter

- Describe, observe, and investigate properties and characteristics of common objects (Pre-K)
- Observe and record properties of objects, including relative size and mass, such as bigger or smaller and heavier or lighter, shape, color, and texture (K)
- Observe, record, and discuss how materials can be changed by heating or cooling (K)
- 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)
- Predict and identify changes in materials caused by heating and cooling such as ice melting, water freezing, and water evaporating (1)
- Classify matter by physical properties, including shape, relative mass, relative temperature, texture, flexibility, and whether material is a solid or liquid (2)
- Compare changes in materials caused by heating and cooling (2)
- Demonstrate that things can be done to materials to change their physical properties such as cutting, folding, sanding, and melting (2)
- Combine materials that when put together can do things that they cannot do by themselves such as building a tower or a bridge and justify the selection of those materials based on their physical properties (2)

On-Computer Lessons

Comparisons 1, Comparisons 2, Comparisons 3, Concepts 1, Concepts 2, Concepts 3, Concepts 4, Concepts 5, Concepts 6

Generalization Lessons

Glass Half Full, Comparison Box, Comparison Game, Lets Make Comparisons, Outdoor Adventure, Comparing Objects, Tell Me More

Social Skills



State of Texas Assessments of Academic Readiness - Alternate

Science: Force, Motion, and Energy

Physical science skills. The student learns to explore properties of materials, positions, and motion of objects through investigations, which allow him or her to notice the attributes.

Force, motion, and energy. The student knows that force, motion and energy are related and are a part of everyday life. The student knows that forces cause change and that energy exists in many forms.

The student is expected to...

Force and Motion

- Investigate and describe position and motion of objects (Pre-K)
- Explore interactions between magnets and various materials (K)
- Observe and describe the location of an object in relation to another such as above, below, behind, in front of, and beside (K)
- Observe and describe the ways that objects can move such as in a straight line, zigzag, up and down, back and forth, round and round, and fast and slow (K)
- Predict and describe how a magnet can be used to push or pull an object (1)
- Describe the change in the location of an object such as closer to, nearer to, and farther from (1)
- Demonstrate and record the ways that objects can move such as in a straight line, zigzag, up and down, back and forth, round and round, and fast and slow (1)
- Observe and identify how magnets are used in everyday life (2)
- Trace the changes in the position of an object over time such as a cup rolling on the floor and a car rolling down a ramp (2)
- Compare patterns of movement of objects such as sliding, rolling, and spinning (2)

On-Computer Lessons

Comparisons 1, Comparisons 2, Comparisons 3, Concepts 1, Concepts 2, Concepts 3, Concepts 4, Concepts 5, Concepts 6, Prepositions 1, Prepositions 2, Prepositions 3

Generalization Lessons

Glass Half Full, Comparison Box, Comparison Game, Lets Make Comparisons, Outdoor Adventure, Comparing Objects, Tell Me More, Play With Prepositions, Looking for Animals

Social Skills



State of Texas Assessments of Academic Readiness - Alternate

Science: Force, Motion, and Energy

Physical science skills. The student learns to explore properties of materials, positions, and motion of objects through investigations, which allow him or her to notice the attributes.

Force, motion, and energy. The student knows that force, motion, and energy are related and are a part of everyday life. The student knows that forces cause change and that energy exists in many forms.

The student is expected to...

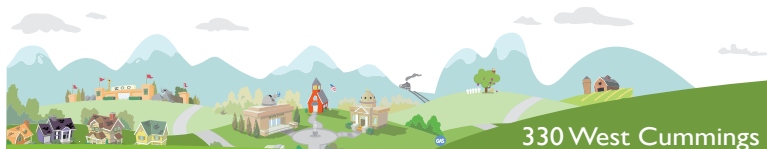
Energy in its Many Forms

- Investigate and describe sources of energy including light, heat, and electricity (Pre-K)
- Use the five senses to explore different forms of energy such as light, heat, and sound (K)
- Identify and discuss how different forms of energy such as light, heat, and sound are important to everyday life (1)
- Investigate the effects on an object by increasing or decreasing amounts of light, heat, and sound energy such as how the color of an object appears different in dimmer light or how heat melts butter (2)

On-Computer Lessons

Generalization Lessons

Social Skills



State of Texas Assessments of Academic Readiness - Alternate

Science: Earth and Space

Earth and space science skills. The student learns about earth and space.

Earth and space. The student knows that the natural world includes earth materials. The student knows that there are recognizable patterns in the natural world and among objects in the sky. The student knows that the natural world includes rocks, soil, and water that can be observed in cycles, patterns, and systems. The student knows that the natural world includes the air around us and objects in the sky.

The student is expected to...

Earth: Seasons, Climate, and Weather

- Observe and describe weather changes from day to day and over seasons (K)
- Identify events that have repeating patterns, including seasons of the year and day and night (K)
- Record weather information, including relative temperature, such as hot or cold, clear or cloudy, calm or windy, and rainy or icy (1)
- Identify characteristics of the seasons of the year and day and night (1)
- Demonstrate that air is all around us and observe that wind is moving air (1)
- Measure, record and graph weather information, including temperature, wind conditions, precipitation, and cloud coverage, in order to identify patterns in the data (2)
- Identify the importance of weather and seasonal information to make choices in clothing, activities, and transportation (2)
- Explore the processes in the water cycle, including evaporation, condensation, and precipitation, as connected to weather conditions (2)

On-Computer Lessons	Generalization Lessons	Social Skills
Seasons, Weather 1, Weather 2, Nature 1, Nature 2, Nature 3, Nature 4, Nature 5, Nature 6, Nature 7	Summer and Winter, Weather Channel, Nature Hop, Nature Stickers	



State of Texas Assessments of Academic Readiness - Alternate

Science: Earth and Space

The student is expected to...

Earth: Rock, Soil, and Water

- Identify, compare, discuss earth materials, and their properties and uses (Pre-K)
- Demonstrate the importance of caring for our environment and our planet (Pre-K)
- Observe, describe, compare, and sort rocks by size, shape, color, and texture (K)
- Observe and describe physical properties of natural sources of water, including color and clarity (K)
- Give examples of ways rocks, soil, and water are useful (K)
- Observe, compare, describe, and sort components of soil by size, texture, and color (1)
- Identify and describe a variety of natural sources of water, including streams, lakes, and oceans (1)
- Gather evidence of how rocks, soil, and water help to make useful products (1)
- Observe and describe rocks by size, texture, and color (2)
- Identify and compare the properties of natural sources of freshwater and saltwater (2)
- Distinguish between natural and manmade resources (2)

On-Computer Lessons

Natural or Man-Made 1, Nature 1,
Nature 2, Nature 3, Nature 4,
Nature 5, Nature 6, Nature 7

Generalization Lessons

Where Did This Come From?
Nature Hop, Nature Stickers,

Social Skills



State of Texas Assessments of Academic Readiness - Alternate

Science: Earth and Space

Earth and space science skills. The student learns about earth and space.

Earth and space. The student knows that there are recognizable patterns in the natural world and among objects in the sky. The student knows that the natural world includes the air around us and objects in the sky.

The student is expected to...

Space: The Solar System and the Universe

- Identify, observe, and discuss objects in the sky (Pre-K)
- Observe and describe what happens during changes in the earth and sky (Pre-K)
- Observe, describe, and illustrate objects in the sky such as the clouds, Moon, and stars, including the Sun (K)
- Observe and record changes in the appearance of objects in the sky such as clouds, the Moon, and stars, including the Sun (1)
- Observe, describe, and record patterns of objects in the sky, including the appearance of the Moon (2)

On-Computer Lessons

Nature 1, Nature 2, Nature 3,
Nature 4, Nature 5, Nature 6,
Nature 7

Generalization Lessons

Nature Hop, Nature Stickers

Social Skills



State of Texas Assessments of Academic Readiness - Alternate

Science: Organisms and Environments

Life sciences skills. The student understands differences in living and non-living things.

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...

Organisms: Life Cycles

- Describe life cycles of organisms (Pre-K)
- Observe changes that are part of a simple life cycle of a plant: seed, seedling, plant, flower, and fruit (K)
- Observe and record life cycles of animals such as a chicken, frog, or fish (1)
- Investigate and record some of the unique stages that insects undergo during their life cycle (2)

On-Computer Lessons

Generalization Lessons

Social Skills



State of Texas Assessments of Academic Readiness - Alternate

Science: Organisms and Environments

Life sciences skills. The student understands differences in living and non-living things.

Personal safety and health skills. The student demonstrates an understanding of health and safety issues as it relates to their daily routines and activities.

Organisms and environments. The student knows that plants and animals have basic needs and depend on the living and nonliving things around them for survival. The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments. The student knows that the living environment is composed of relationships between organisms and the life cycles that occur. The student knows that living organisms have basic needs that must be met for them to survive within their environment.

The student is expected to...

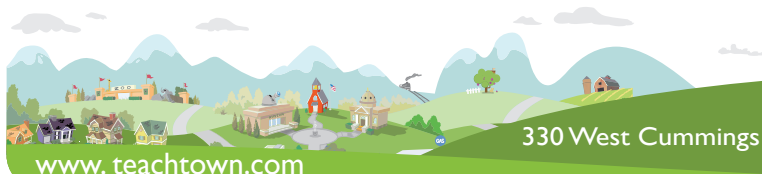
Environment: Identify How Organisms Meet Their Basic Needs

- Identify and describe the characteristics of organisms (Pre-K)
- Practice good habits of personal health and hygiene (Pre-K)
- Identify good habits of nutrition and exercise (Pre-K)
- Differentiate between living and nonliving things based upon whether they have basic needs and produce offspring (K)
- Examine evidence that living organisms have basic needs such as food, water, and shelter for animals and air, water, nutrients, sunlight, and space for plants (K)
- Sort plants and animals into groups based on physical characteristics such as color, size, body covering, or leaf shape (K)
- Identify parts of plants such as roots, stem and leaves and parts of animals such as head, eyes, and limbs (K)
- Sort and classify living and nonliving things based upon whether or not they have basic needs and produce offspring (1)
- Identify and compare the parts of plants (1)
- Identify the basic needs of plants and animals (2)
- Identify factors in the environment, including temperature and precipitation, that affect growth and behavior such as migration, hibernation, and dormancy of living things (2)
- Observe, record, and compare how the physical characteristics and behaviors of animals help them meet their basic needs such as fins help fish move and balance in the water (2)
- Observe, record, and compare how the physical characteristics of plants help them meet their basic needs such as stems carry water throughout the plant (2)

On-Computer Lessons

Generalization Lessons

Social Skills



Nature 1, Nature 2, Nature 3,
Nature 4, Nature 5, Nature 6,
Nature 7, Natural or Man-Made 1,
Features 1, Features 2, Features 3

Nature Hop, Nature Stickers,
Where Did This Come From?
Riddle Book, Guess My Animals



State of Texas Assessments of Academic Readiness - Alternate

Science: Organisms and Environments

The student is expected to...

Environment: How Organisms Depend on Each Other and Their Environment

- Recognize, observe, and discuss the relationship of organisms to their environments (Pre-K)
- Analyze and record examples of interdependence found in various situations such as terrariums and aquariums or pet and caregiver (1)
- Gather evidence of interdependence among living organisms such as energy transfer through food chains and animals using plants for shelter (1)
- Compare and give examples of the ways living organisms depend on each other and on their environments such as food chains within a garden, park, beach, lake, and wooded area (2)

On-Computer Lessons

Generalization Lessons

Social Skills



State of Texas Assessments of Academic Readiness - Alternate

Science: Organisms and Environments

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...

Environment: Adaptations and Biological Evolution

- Investigate how the external characteristics of an animal are related to where it lives, how it moves, and what it eats (I)

On-Computer Lessons

Generalization Lessons

Social Skills



State of Texas Assessments of Academic Readiness - Alternate

Science: Organisms and Environments

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...

Organisms: Inherited Traits and Learned Behaviors

- Identify ways that young plants resemble the parent plant (K)
- Compare ways that young animals resemble their parents (I)

On-Computer Lessons

Generalization Lessons

Social Skills



State of Texas Assessments of Academic Readiness - Alternate

Science: Scientific Investigation and Reasoning

Personal safety and health skills. The student demonstrates an understanding of health and safety issues as it relates to their daily routines and activities.

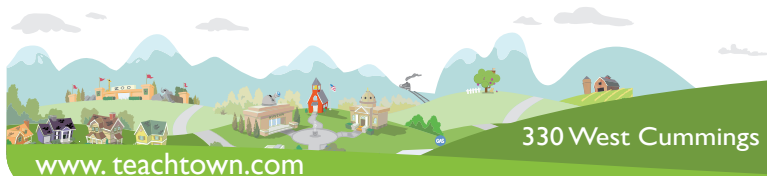
Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures and uses environmentally appropriate and responsible practices. The student conducts classroom and outdoor investigations following home and school safety procedures.

The student is expected to...

Demonstrate Home and School Safety Practices

- Practice good habits of personal safety (Pre-K)
- Discuss the importance of safe practices to keep self and others safe and healthy (K)
- Identify and demonstrate safe practices as described in the Texas Safety Standards during classroom and outdoor investigations, including wearing safety goggles, washing hands, and using materials appropriately (K, 2)
- Recognize and demonstrate safe practices as described in the Texas Safety Standards during classroom and outdoor investigations, including wearing safety goggles, washing hands, and using materials appropriately (1)
- Recognize the importance of safe practices to keep self and others safe and healthy (1)
- Describe the importance of safe practices (2)

On-Computer Lessons	Generalization Lessons	Social Skills
Community Signs 1, Community Signs 2, Safety 1	Safety Signs, Playing It Safe	Volume 1: Following the Rules Volume 2: Interpersonal Skills Volume 3: Coping and Self-Regulation Volume 4: Good Communication Volume 5: Friendship



State of Texas Assessments of Academic Readiness - Alternate

Science: Scientific Investigation and Reasoning

The student is expected to...

Use and Conservation of School Resources and Laboratory Materials

- Demonstrate how to use, conserve, and dispose of natural resources and materials such as conserving water and reusing or recycling paper, plastic, and metal (K)
- Identify and learn how to use natural resources and materials, including conservation and reuse or recycling of paper, plastic, and metals (1)
- Identify and demonstrate how to use, conserve, and dispose of natural resources and materials such as conserving water and reuse or recycling of paper, plastic, and metal (2)

On-Computer Lessons

Generalization Lessons

Social Skills



State of Texas Assessments of Academic Readiness - Alternate

Science: Scientific Investigation and Reasoning

Scientific investigation and reasoning. The student develops abilities to ask questions and seek answers in classroom and outdoor investigations. The student develops abilities necessary to do scientific inquiry in classroom and outdoor investigations.

The student is expected to...

Plan and Conduct Investigations

- Ask questions about organisms, objects, and events observed in the natural world (K–I)
- Plan and conduct simple descriptive investigations such as ways objects move (K–I)
- Ask questions about organisms, objects, and events during observations and investigations (2)
- Plan and conduct descriptive investigations such as how organisms grow (2)

On-Computer Lessons

Generalization Lessons

Social Skills



State of Texas Assessments of Academic Readiness - Alternate**Science: Scientific Investigation and Reasoning**

Physical science skills. The student learns to explore properties of materials, positions, and motion of objects through investigations, which allow him or her to notice the attributes.

Scientific investigation and reasoning. The student develops abilities to ask questions and seek answers in classroom and outdoor investigations. The student uses age-appropriate tools and models to investigate the natural world. The student develops abilities necessary to do scientific inquiry in classroom and outdoor investigations.

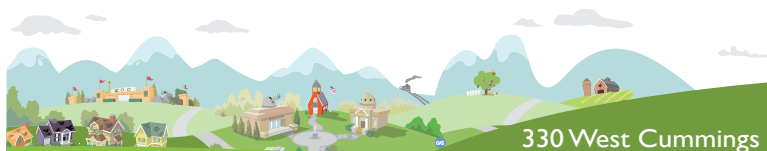
The student is expected to...*Gather Information*

- Use simple measuring devices to learn about objects (Pre-K)
- Record and organize data and observations using pictures, numbers, and words (K)
- Collect information using tools, including computers, hand lenses, primary balances, cups, bowls, magnets, collecting nets, and notebooks; timing devices, including clocks and timers; non-standard measuring items such as paper clips and clothespins; weather instruments such as demonstration thermometers and wind socks; and materials to support observations of habitats of organisms such as terrariums and aquariums (K)
- Use senses as a tool of observation to identify properties and patterns of organisms, objects, and events in the environment (K)
- Collect data and make observations using simple equipment such as hand lenses, primary balances, and non-standard measurement tools (K–1)
- 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)
- Measure and compare organisms and objects using non-standard units (1)
- Record and organize data using pictures, numbers, and words (1–2)
- Collect data from observations using simple equipment such as hand lenses, primary balances, thermometers, and non-standard measurement tools (2)
- Collect, record, and compare information using tools, including computers, hand lenses, rulers, primary balances, plastic beakers, magnets, collecting nets, notebooks, and safety goggles; timing devices, including clocks and stopwatches; weather instruments such as thermometers, wind vanes, and rain gauges; and materials to support observations of habitats of organisms such as terrariums and aquariums (2)
- Measure and compare organisms and objects using non-standard units that approximate metric units



(2)

On-Computer Lessons	Generalization Lessons	Social Skills
Measurement Tools	Beat the Clock	



State of Texas Assessments of Academic Readiness - Alternate
Science: Scientific Investigation and Reasoning

The student is expected to...

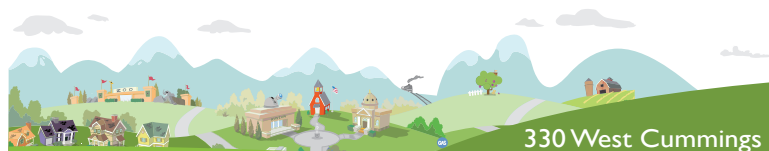
Organize Information

- Compare results of investigations with what students and scientists know about the world (2)

On-Computer Lessons

Generalization Lessons

Social Skills



State of Texas Assessments of Academic Readiness - Alternate
Science: Scientific Investigation and Reasoning

The student is expected to...

Analyze Evidence and Communicate Conclusions

- Communicate observations with others about simple descriptive investigations (K)
- Communicate observations and provide reasons for explanations using student-generated data from simple descriptive investigations (1)
- Communicate observations and justify explanations using student-generated data from simple descriptive investigations (2)

On-Computer Lessons

Generalization Lessons

Social Skills



State of Texas Assessments of Academic Readiness - Alternate

Science: Scientific Investigation and Reasoning

Scientific investigation and reasoning. The student knows that information and critical thinking are used in scientific problem solving. 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...

Application of Science

- Identify and explain a problem such as the impact of littering on the playground and propose a solution in his/her own words (K)
- Make predictions based on observable patterns in nature such as the shapes of leaves (K)
- Identify and explain a problem such as finding a home for a classroom pet and propose a solution in his/her own words (1)
- Make predictions based on observable patterns (1–2)
- Identify and explain a problem in his/her own words and propose a task and solution for the problem such as lack of water in a habitat (2)

On-Computer Lessons	Generalization Lessons	Social Skills
Problem Situations 1, Problem Situations 2	Be Safe, Solution Chair, Fixing the Problem	Volume 1: Following the Rules Volume 2: Interpersonal Skills Volume 3: Coping and Self-Regulation Volume 4: Good Communication Volume 5: Friendship



State of Texas Assessments of Academic Readiness - Alternate

Science: Scientific Investigation and Reasoning

The student is expected to...

History and Impact of Scientific Research

- Explore that scientists investigate different things in the natural world and use tools to help in their investigations (K)
- Describe what scientists do (1)
- Identify what a scientist is and explore what different scientists do (2)

On-Computer Lessons

Generalization Lessons

Social Skills

Measurement Tools

Beat the Clock

