

TEKS Cluster: Integrating Social Studies with Reading and Writing

- 1.1 **History.** The student understands the origins of customs, holidays, and celebrations.
- 1.2 **History.** The student understands how historical figures helped shape the state and nation.
- 1.13 **Citizenship.** The student understands important symbols, customs, and celebrations that represent American beliefs and principles that contribute to our national identity.
- 1.14 **Culture.** The student understands the importance of family and community beliefs, language, and traditions.

Reading

Holidays: Informational Text Connections

- 1.1(A) describe the origins of customs, holidays, and celebrations of the community, state, and nation such as Constitution Day, Independence Day, and Veterans Day
- 1.13(E) explain how patriotic customs and celebrations reflect American individualism and freedom
- 1.1(B) compare the observance of holidays and celebrations

Historical Figures: Informational Text Connections

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

Writing

Culture: Personal Narrative Writing Connections

- 1.14(A) describe and explain the importance of beliefs, language, and traditions of families and communities
- 1.14(B) explain the way folktales and legends reflect beliefs, language, and traditions of communities

Student Expectations

- 1.7(A) describe personal connections to a variety of sources
- 1.7(B) write brief comments on literary or informational texts
- 1.7(C) use text evidence to support an appropriate response
- 1.7(D) retell texts in ways that maintain meaning
- 1.7(E) interact with sources in meaningful ways such as illustrating or writing
- 1.7(F) respond using newly acquired vocabulary as appropriate

Dual Language Tips

- Facilitate connections between languages by allowing students to communicate learning using their native language. Then, model how to use sentence stems to communicate the same learning in the target language.

Instructional Implications

The purpose of the response strand is to allow students to respond both orally and in written form to reflect on learning by communicating their thinking and application of the *Tools to Know*, *Ways to Show*, and *Author’s Craft*. These student expectations will be invaluable for students as they grow as readers and reflect on their learning and for teachers to gauge the level of understanding and application.

When you teach this subcluster, remember to:

- Allow students to respond to their reading frequently and in their own words.
- Emphasize that meaningful response can be in the form of speaking, illustrating, or writing.
- Allow students to respond to their reading in both oral and written formats. Make sure to use anchor/mentor texts to model how to make connections to what is read through response.
- Engage students in frequent discourse with each other about their connections and understanding.
- Observe student responses to determine if students are using both academic and everyday vocabulary for authentic purposes.
- Emphasize that the focus of retelling is to capture overall understanding and meaning of the text, not to repeat every detail.

Learning from Mistakes

Students may make the following mistakes:

- Not understanding what is read before responding
- Thinking that paraphrasing and retelling are the same

Vertical Alignment

The table below shows grade-level student expectations as well as one grade below and two grades above. If students have difficulty with grade-level understanding, it is important to distinguish between their understanding from previous grades versus the role of text complexity. Student expectations that stay the same one grade level below and two grade levels above the current grade are not included in the Vertical Alignment.

	Kindergarten	Grade 1	Grade 2	Grade 3
All Genres	K.6(B) provide an oral, pictorial, or written response to a text	1.7(B) write brief comments on literary or informational texts	2.7(B) write brief comments on literary or informational texts that demonstrate an understanding of the text	3.7(B) write a response to a literary or informational text that demonstrates an understanding of a text
	K.6(D) retell texts in ways that maintain meaning	1.7(D) retell texts in ways that maintain meaning	2.7(D) retell and paraphrase texts in ways that maintain meaning and logical order	3.7(D) retell and paraphrase texts in ways that maintain meaning and logical order
	K.6(E) interact with sources in meaningful ways such as illustrating or writing	1.7(E) interact with sources in meaningful ways such as illustrating or writing	2.7(E) interact with sources in meaningful ways such as illustrating or writing	3.7(E) interact with sources in meaningful ways such as notetaking, annotating, free-writing, or illustrating

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Academic Vocabulary

Reading	Social Studies	
Vocabulary	Vocabulary	Terms
comment	community	Constitution Day
evidence	community celebration	Independence Day
illustrate	contribution	Veterans Day
retell	freedom	Abraham Lincoln
	inventiveness	George Washington
	national celebration	Martin Luther King, Jr.
	observance	Sam Houston
	patriotic custom	
	state celebration	



Social Studies Connection: Holidays & Historical Figures

Student Expectations

- 1.1(A) describe the origins of customs, holidays, and celebrations of the community, state, and nation such as Constitution Day, Independence Day, and Veterans Day (R)
- 1.13(E) explain how patriotic customs and celebrations reflect American individualism and freedom (R)
- 1.1(B) compare the observance of holidays and celebrations (S)
- 1.2(A) identify contributions of historical figures, including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr., who have influenced the state and nation (S)
- 1.2(B) compare the lives of historical figures who have influenced the state and nation (S)

Instructional Implications

Patriotic holidays and historical figures are abstract concepts for Grade 1 students; however, when students engage with informational text about them, they are given the context to understand their importance, their lives, or their contributions. On patriotic holidays, choose texts that help students make meaning of and respond to the topics. Consider dedicating one read-aloud per week to a social studies concept with cross curricular connections. Compare customs, holidays, celebrations, and historical figures and help students make connections with their own lives.

1.11(A) plan a first draft by generating ideas for writing such as drawing and brainstorming	1.11(B) develop drafts in oral, pictorial, or written form	1.11(C) revise drafts by adding details in pictures or words	1.11(D) edit drafts using standard English/Spanish conventions	1.11(E) publish and share writing
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Student Expectations

- 1.12(A) dictate or compose literary texts, including personal narratives and poetry
- 1.12(B) dictate or compose informational texts, including procedural texts
- 1.12(C) dictate or compose correspondence such as thank you notes or letters

Learning from Mistakes

Students may make the following mistakes:

- Applying one structure to all writing
- Forgetting the purpose for the writing
- Not being able to connect purpose to genre
- Focusing on length and not content

Dual Language Tips

- Make sure that writing experiences are relevant and meaningful to students' daily lives.

Instructional Implications

It is important that students have opportunities to write in multiple genres to become more experienced, well-rounded writers and support clarification of purpose and intent when writing.

When you teach this subcluster, remember to:

- Allow students to self-select a topic and write literary text, informational texts, and correspondence that focuses on the selected topic.
- Provide students with multiple examples of how topics are communicated.
- Support informational writing through other academics by having students write to learn and write to show learning.
- Allow students to apply author's craft in all genres through revision (e.g., description, organizational pattern).
- Create Anchor Charts as a place to collect/celebrate examples of craft in students' writings.
- Allow students to write about what is known and interesting to provide a foundation, as well as relevance, for their writing.
- Consider allowing students to compose in groups or with a partner before writing independently.
- Allow students to share and respond to each other's writing by stating what is interesting and what the listener would like to know more about.
- Challenge students to write to audiences that are close to them (e.g., teacher, parent, principal, friend, relative, or neighbor) to ensure authenticity in writing.

Vertical Alignment

The table below shows grade-level student expectations as well as one grade below and two grades above. In addition to the role of text complexity, this serves as a way to see where we have been and where we are going.

Kindergarten	Grade 1	Grade 2	Grade 3
K.11(A) dictate or compose literary texts, including personal narratives	1.12(A) dictate or compose literary texts, including personal narratives and poetry	2.12(A) compose literary texts, including personal narratives and poetry	3.12(A) compose literary texts, including personal narratives and poetry, using genre characteristics and craft
K.11(B) dictate or compose informational texts	1.12(B) dictate or compose informational texts, including procedural texts	2.12(B) compose informational texts, including procedural texts and reports	3.12(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft
			3.12(C) compose argumentative texts, including opinion essays, using genre characteristics and craft
	1.12(C) dictate or compose correspondence such as thank you notes or letters	2.12(C) compose correspondence such as thank you notes or letters	3.12(D) compose correspondence such as thank you notes or letters

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Academic Vocabulary

Writing	Social Studies
correspondence	belief
informational	community
letter	custom
personal narrative	folktale
poetry	language
procedural	legend
thank you note	tradition



Social Studies Connection: Culture

Student Expectations

- 1.14(A) describe and explain the importance of beliefs, language, and traditions of families and communities (R)
- 1.14(B) explain the way folktales and legends reflect beliefs, language, and traditions of communities (S)

Instructional Implications

As students select topics for writing, dedicate time to family and community beliefs, language, and traditions. Make an overt connection to social studies. Families and communities have traditions that relate to their culture, their history, or their interests. They have interesting family members who have done amazing things or share things like religion. As students share their writing, compare traditions. Read folktales and legends and have students write about how those traditions are similar to/different from their own.