



Mind Missions®

Texas

1st Grade

Standards Alignment

		U.S. Legends					Social Studies Skills					Famous Americans A					U.S. Symbols				
		George's Gold	Lincoln's Legacy	Ben's Bifocals	MLK's Message	Moon Mission	Artifact Activity	Map Making	Globe Gap	Timeline Tower	Weather Watcher	Soup Saver	Sam's Statue	Safe Signal	Bell's Brainchild	Wizard of Menlo Park	Loud Liberty	Statue of Symbolism	Flag Fun	Veggie Sale	Motto Mania
TEKS	1.1.A	History: The student is expected to describe the origins of customs, holidays, and celebrations of the community, state, and nation such as Constitution Day, Independence Day, and Veterans Day.																			
	1.1.B	History: The student is expected to compare the observance of holidays and celebrations.																			
	1.2.A	✓	✓	✓	✓	✓						✓	✓	✓	✓	✓					
	1.2.B	✓	✓	✓	✓	✓						✓	✓	✓	✓	✓					
	1.3	Geography: The student is expected to describe the location of self and objects relative to other locations in the classroom and school using spatial terms; and locate places using the four cardinal directions.																			
	1.4	Geography: The student is expected to create and use simple maps such as maps of the home, classroom, school, and community; and locate and explore the community, Texas, and the United States on maps and globes.																			
	1.5	Geography: The student is expected to identify and describe the physical characteristics of place such as landforms, bodies of water, Earth's resources, and weather; and identify and describe how geographic location influences the human characteristics of place such as shelter, clothing, food, and activities.																			
	1.6	Economics: The student is expected to describe ways that families meet basic human needs; and describe similarities and differences in ways families meet basic human needs.																			
	1.7	Economics: The student is expected to identify examples of goods and services in the home, school, and community; identify ways people exchange goods and services and identify the role of markets in the exchange of goods and services.																			
1.8	Economics: The student is expected to identify examples of people wanting more than they can have; explain why wanting more than they can have requires that people make choices; and identify examples of choices families make when buying goods and services.																				



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TEKS	1.9	Economics: The student is expected to describe the tools of various jobs and the characteristics of a job well performed; and describe how various jobs contribute to the production of goods and services.																				
	1.10.	Government: The student is expected to explain the purpose for rules and laws in the home, school, and community; and identify rules and laws that establish order, provide security, and manage conflict.																				
	1.11	✓	✓		✓							✓										
	1.12.A	✓	✓	✓	✓	✓						✓	✓	✓								
	1.12.B	✓	✓	✓	✓	✓						✓	✓	✓								
	1.13.A																✓	✓	✓	✓	✓	
	1.13.B																					
	1.13.C																					✓
	1.13.D																					
	1.13.E																✓		✓			



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1.14	Culture: The student is expected to describe and explain the importance of beliefs, language, and traditions of families and communities; and explain the way folktales and legends reflect beliefs, language, and traditions of communities.																				
1.15.A	Science, Technology, and Society: The student is expected to describe how technology has affected the ways families live.					✓									✓	✓					
1.15.B	Science, Technology, and Society: The student is expected to describe how technology has affected communication, transportation, and recreation.													✓	✓	✓					
1.15.C	Science, Technology, and Society: The student is expected to identify the contributions of scientists and inventors such as Alexander Graham Bell, Thomas Edison, and Garrett Morgan.													✓	✓	✓					
1.16.A	Social Studies Skills: The student is expected to gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
1.16.B	Social Studies Skills: The student is expected to sequence and categorize information.									✓											
1.17.A	Social Studies Skills: The student is expected to use a simple timeline to distinguish among past, present, and future.									✓											
1.17.B	Social Studies Skills: The student is expected to use a calendar to describe and measure time in days, weeks, months, and years.																				
1.17.C	Social Studies Skills: The student is expected to express ideas orally based on knowledge and experiences.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
1.17.D	Social Studies Skills: The student is expected to create and interpret visual and written material.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
1.17.E	Social Studies Skills: The student is expected to use social studies terminology correctly.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



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TEKS	1.18	Social Studies Skills: The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes 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.																				
	ELPS	C.1	Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.																			
		C.2	Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.																			
C.3		Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.																				



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ELPS	C.4	Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text.																			
	C.5	Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.																			
ELA	1.1.A	Oral Language: The student develops oral language through listening, speaking, and discussion. The student is expected to listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.																			
	1.1.B	Oral Language: The student develops oral language through listening, speaking, and discussion. The student is expected to follow, restate, and give oral instructions that involve a short, related sequence of actions.																			
	1.1.C	Oral Language: The student develops oral language through listening, speaking, and discussion. The student is expected to share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.																			



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ELA	1.1.D	Oral Language: The student develops oral language through listening, speaking, and discussion. The student is expected to work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.																			
	1.1.E	Oral Language: The student develops oral language through listening, speaking, and discussion. The student is expected to develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.																			
	1.2.A	Beginning Reading and Writing: The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to demonstrate phonological awareness.																			
	1.2.B	Beginning Reading and Writing: The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to demonstrate and apply phonetic knowledge.																			
	1.2.C	Beginning Reading and Writing: The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to demonstrate and apply spelling knowledge.																			
	1.2.D	Beginning Reading and Writing: The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to demonstrate print awareness by identifying the information that different parts of a book provide.																			
	1.2.E	Beginning Reading and Writing: The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to demonstrate print awareness by alphabetize a series of words to the first or second letter and use a dictionary to find words.																			



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ELA	1.2.F	Beginning Reading and Writing: The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.																			
	1.3.A	Vocabulary: The student uses newly acquired vocabulary expressively. The student is expected to use a resource such as a picture dictionary or digital resource to find words.																			
	1.3.B	Vocabulary: The student uses newly acquired vocabulary expressively. The student is expected to use illustrations and texts the student is able to read or hear to learn or clarify word meanings.																			
	1.3.C	Vocabulary: The student uses newly acquired vocabulary expressively. The student is expected to identify the meaning of words with the affixes -s, -ed, and -ing.																			
	1.3.D	Vocabulary: The student uses newly acquired vocabulary expressively. The student is expected to identify and use words that name actions, directions, positions, sequences, categories, and locations.																			
	1.4	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.																			
	1.5	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.																			
1.6.A	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to establish purpose for reading assigned and self-selected texts with adult assistance.																				



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ELA	1.6.B	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance.																			
	1.6.C	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to make and confirm predictions using text features and structures with adult assistance.																			
	1.6.D	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to create mental images to deepen understanding with adult assistance.																			
	1.6.E	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to make connections to personal experiences, ideas in other texts, and society with adult assistance.																			
	1.6.F	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to make inferences and use evidence to support understanding with adult assistance.																			
	1.6.G	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to evaluate details to determine what is most important with adult assistance.																			
	1.6.H	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to synthesize information to create new understanding with adult assistance.																			



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ELA	1.6.I	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance.																			
	1.7.A	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to describe personal connections to a variety of sources.																			
	1.7.B	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to write brief comments on literary or informational texts.																			
	1.7.C	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to use text evidence to support an appropriate response.																			
	1.7.D	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to retell texts in ways that maintain meaning.																			
	1.7.E	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to interact with sources in meaningful ways such as illustrating or writing.																			
	1.7.F	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to respond using newly acquired vocabulary as appropriate.																			



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ELA	1.8.A	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to discuss topics and determine the basic theme using text evidence with adult assistance.																			
	1.8.B	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to describe the main character(s) and the reason(s) for their actions.																			
	1.8.C	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance.																			
	1.8.D	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to describe the setting.																			
	1.9.A	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes.																			
	1.9.B	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to discuss rhyme, rhythm, repetition, and alliteration in a variety of poems.																			



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ELA	1.9.C	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to discuss elements of drama such as characters and setting.																			
	1.9.D.i	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.																			
	1.9.D.ii	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	1.9.D.iii	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	1.9.E	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do.																			



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ELA	1.9.F	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to recognize characteristics of multimodal and digital texts.																			
	1.10.A	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	1.10.B	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	1.10.C	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	1.10.D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



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ELA	1.10.E	Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to listen to and experience first- and third-person texts.																			
	1.11.A	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to plan a first draft by generating ideas for writing such as by drawing and brainstorming.																			
	1.11.B	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to develop drafts in oral, pictorial, or written form.																			
	1.11.C	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to revise drafts by adding details in pictures or words.																			
	1.11.D	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to edit drafts with adult assistance using standard English conventions.																			
	1.11.E	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to publish and share writing.																			
	1.12.A	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to dictate or compose literary texts, including personal narratives and poetry.																			



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ELA	1.12.B	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to dictate or compose informational texts, including procedural texts.																			
	1.12.C	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to dictate or compose correspondence such as thank you notes or letters.																			
	1.13.A	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to generate questions for formal and informal inquiry with adult assistance.																			
	1.13.B	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to develop and follow a research plan with adult assistance.																			
	1.13.C	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to identify and gather relevant sources and information to answer the questions with adult assistance.																			
	1.13.D	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to demonstrate understanding of information gathered with adult assistance.																			
	1.13.E	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.																			