

## Alignment with the Texas Essential Knowledge and Skills (TEKS)

Read on to see details on how you can use DigiPals to develop students' Socio-Emotional Skills in relation to the Texas Essential Knowledge and Skills (TEKS).



**EMPATHY:** students build empathy through learning and understanding other people's stories and gaining knowledge first-hand.



### **Texas Essential Knowledge and Skills**

**§110.25. English Language Arts and Reading, Reading (Elective Credit).**

(9) The student reads to increase knowledge of own culture, the culture of others, and the common elements of cultures.

**§110.47. Reading I, II, III (One-Half to Three Credits).**

(10) The student reads to increase knowledge of one's own culture, the culture of others, and the common elements of cultures.

**§114.32. Discovering Languages and Cultures (One-Half to One Credit), Adopted 2014.**

(2) The student demonstrates an understanding of cultures. The student is expected to:

**§114.33. Special Topics in Language and Culture (One Credit), Adopted 2014.**

(2) Cultures. The student identifies the practices, products, and perspectives of selected cultures. The student is expected to:

(4) Comparisons. The student develops insight into the nature of the target language and culture by comparing the student's own language and culture to another

(5) Communities. The student gains an understanding of cultures represented by LOTE to enhance global perspective, personal growth, and enrichment.

**§115.3. Health Education, Grade 1.**

(9) Personal/interpersonal skills. The student knows healthy and appropriate ways to communicate consideration and respect for self, family, friends, and others.

(10) Personal/interpersonal skills. The student comprehends the skills necessary for building and maintaining healthy relationships.

**§115.4. Health Education, Grade 2.**

(9) Personal/interpersonal skills. The student comprehends the skills necessary for building and maintaining healthy relationships.

(10) Personal/interpersonal skills. The student understands healthy and appropriate ways to communicate consideration and respect for self, family, friends, and others.

**§115.5. Health Education, Grade 3.**

(9) Personal/interpersonal skills. The student uses social skills in building and maintaining healthy and respectful relationships.

(10) Personal/interpersonal skills. The student explains healthy ways to communicate consideration and respect for self, family, friends, and others.

**§115.6. Health Education, Grade 4.**

(9) Personal/interpersonal skills. The student uses social skills for building and maintaining healthy relationships throughout the life span.

(10) Personal/interpersonal skills. The student explains healthy ways to communicate consideration and respect for self, family, friends, and others.

**§115.22. Health Education, Grade 6.**

(12) Personal/interpersonal skills. The student describes healthy and respectful ways to communicate consideration and respect for self, family, friends, and others.

**§115.23. Health Education, Grades 7-8.**

(11) Personal/interpersonal skills. The student recognizes and uses communication skills in building and maintaining healthy relationships. The student is expected to:

(12) The student understands, analyzes, and applies healthy ways to communicate consideration and respect for self, family, friends, and others.

**§115.32. Health 1, Grades 9-10 (One-Half Credit).**

(14) Personal/interpersonal skills. The student analyzes, designs, and evaluates communication skills for building and maintaining healthy relationships throughout the life span.

(16) Personal/interpersonal skills. The student appraises communication skills that show consideration and respect for self, family, friends, and others

**§115.33. Advanced Health, Grades 11-12 (One-Half Credit).**

(14) Personal/interpersonal skills. The student evaluates communication skills that show consideration and respect for self, family, friends, and others.

**§126.6. Technology Applications, Kindergarten-Grade 2, Beginning with School Year 2012-2013.**

**§126.7. Technology Applications, Grades 3-5, Beginning with School Year 2012-2013.**

(2) Communication and collaboration. The student collaborates and communicates both locally and globally using digital tools and resources to reinforce and promote learning. The student is expected to:

**§126.14. Technology Applications, Grade 6, Beginning with School Year 2012-2013.**

**§126.15. Technology Applications, Grade 7, Beginning with School Year 2012-2013.**

**§126.16. Technology Applications, Grade 8, Beginning with School Year 2012-2013.**

(2) Communication and collaboration. The student collaborates and communicates both locally and globally to reinforce and promote learning



**RESPECT: students gain respect for people, ideas and beliefs through getting to know others and understanding their lives.**



## **Texas Essential Knowledge and Skills**

**§110.25. English Language Arts and Reading, Reading (Elective Credit).**

(9) The student reads to increase knowledge of own culture, the culture of others, and the common elements of cultures.

**§110.47. Reading I, II, III (One-Half to Three Credits).**

(10) The student reads to increase knowledge of one's own culture, the culture of others, and the common elements of cultures.

**§114.32. Discovering Languages and Cultures (One-Half to One Credit), Adopted 2014.**

(2) The student demonstrates an understanding of cultures. The student is expected to:

**§114.33. Special Topics in Language and Culture (One Credit), Adopted 2014.**

(2) Cultures. The student identifies the practices, products, and perspectives of selected cultures. The student is expected to:

(4) Comparisons. The student develops insight into the nature of the target language and culture by comparing the student's own language and culture to another

(5) Communities. The student gains an understanding of cultures represented by LOTE to enhance global perspective, personal growth, and enrichment.

**§114.39. Level I, Novice Mid to Novice High Proficiency (One Credit), Adopted 2014.**

**§114.40. Level II, Novice High to Intermediate Low Proficiency (One Credit), Adopted 2014.**

**§114.41. Level III, Intermediate Low to Intermediate Mid Proficiency (One Credit), Adopted 2014.**

(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:

(F) participate in written conversation using culturally appropriate expressions, register, and style.

**§114.42. Level IV, Intermediate Mid to Intermediate High Proficiency (One Credit), Adopted 2014.**

(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:

(G) interact and react in writing using culturally appropriate expressions, register, and style.

**§114.43. Level V, Intermediate High to Advanced Mid Proficiency (One Credit), Adopted 2014.**

(1) Interpersonal communication: speaking and writing. The student communicates in the interpersonal mode using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpersonal mode is the ability to understand and exchange information in the target language. The student is expected to:

(D) produce, with generally consistent use of register, written exchanges that provide information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities.

**§114.44. Level VI, Advanced Mid to Advanced High Proficiency (One Credit), Adopted 2014.**

**§114.45. Level VII, Advanced High to Superior Proficiency (One Credit), Adopted 2014.**

(1) Interpersonal Communication: speaking and writing. The student communicates in the interpersonal mode using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpersonal mode is the ability to understand and exchange information in the target language. The student is expected to:

(D) produce, with mostly consistent use of register, written exchanges that provide information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities.

**§115.3. Health Education, Grade 1.**

(9) Personal/interpersonal skills. The student knows healthy and appropriate ways to communicate consideration and respect for self, family, friends, and others.

(10) Personal/interpersonal skills. The student comprehends the skills necessary for building and maintaining healthy relationships.

**§115.4. Health Education, Grade 2.**

(9) Personal/interpersonal skills. The student comprehends the skills necessary for building and maintaining healthy relationships.

(10) Personal/interpersonal skills. The student understands healthy and appropriate ways to communicate consideration and respect for self, family, friends, and others.

**§115.5. Health Education, Grade 3.**

(9) Personal/interpersonal skills. The student uses social skills in building and maintaining healthy and respectful relationships.

(10) Personal/interpersonal skills. The student explains healthy ways to communicate consideration and respect for self, family, friends, and others.

**§115.6. Health Education, Grade 4.**

(9) Personal/interpersonal skills. The student uses social skills for building and maintaining healthy relationships throughout the life span.

(10) Personal/interpersonal skills. The student explains healthy ways to communicate consideration and respect for self, family, friends, and others.

**§115.22. Health Education, Grade 6.**

(12) Personal/interpersonal skills. The student describes healthy and respectful ways to communicate consideration and respect for self, family, friends, and others.

**§115.23. Health Education, Grades 7-8.**

(11) Personal/interpersonal skills. The student recognizes and uses communication skills in building and maintaining healthy relationships. The student is expected to:

(12) The student understands, analyzes, and applies healthy ways to communicate consideration and respect for self, family, friends, and others.

**§115.32. Health 1, Grades 9-10 (One-Half Credit).**

(14) Personal/interpersonal skills. The student analyzes, designs, and evaluates communication skills for building and maintaining healthy relationships throughout the life span.

(16) Personal/interpersonal skills. The student appraises communication skills that show consideration and respect for self, family, friends, and others

**§115.33. Advanced Health, Grades 11-12 (One-Half Credit).**

(14) Personal/interpersonal skills. The student evaluates communication skills that show consideration and respect for self, family, friends, and others.

**§120.3. Texas Essential Knowledge and Skills for Positive Character Traits, Kindergarten-Grade 2, Adopted 2020.**

(3) Caring. The student understands how personal actions demonstrate characteristics of caring.

(4) Citizenship. The student understands how personal actions can demonstrate good citizenship.

**§120.5. Texas Essential Knowledge and Skills for Positive Character Traits, Grades 3-5, Adopted 2020.**

(3) Caring. The student understands how personal actions demonstrate characteristics of caring.

(4) Citizenship. The student understands that personal responsibility is associated with citizenship.

**§120.7. Texas Essential Knowledge and Skills for Positive Character Traits, Grades 6-8, Adopted 2020.**

(3) Caring. The student understands how characteristics of caring impact personal relationships.

(4) Citizenship. The student understands how the character trait of citizenship impacts personal relationships

**§120.9. Texas Essential Knowledge and Skills for Positive Character Traits, Grades 9-12, Adopted 2020.**

(3) Caring. The student understands how characteristics of caring influence society and impact the global community.

(4) Citizenship. The student understands how character traits of citizenship influence our personal view of society and the local and global community

**§126.6. Technology Applications, Kindergarten-Grade 2, Beginning with School Year 2012-2013.**

**§126.7. Technology Applications, Grades 3-5, Beginning with School Year 2012-2013.**

(2) Communication and collaboration. The student collaborates and communicates both locally and globally using digital tools and resources to reinforce and promote learning. The student is expected to:

**§126.14. Technology Applications, Grade 6, Beginning with School Year 2012-2013.**

**§126.15. Technology Applications, Grade 7, Beginning with School Year 2012-2013.**

**§126.16. Technology Applications, Grade 8, Beginning with School Year 2012-2013.**

(2) Communication and collaboration. The student collaborates and communicates both locally and globally to reinforce and promote learning



**CURIOSITY: Students become more curious about the world around them and more open-minded to new perspectives.**



**Texas Essential Knowledge and Skills**

**§114.32. Discovering Languages and Cultures (One-Half to One Credit), Adopted 2014.**

(2) The student demonstrates an understanding of cultures. The student is expected to:

**§114.33. Special Topics in Language and Culture (One Credit), Adopted 2014.**

(2) Cultures. The student identifies the practices, products, and perspectives of selected cultures. The student is expected to:

(4) Comparisons. The student develops insight into the nature of the target language and culture by comparing the student's own language and culture to another

(5) Communities. The student gains an understanding of cultures represented by LOTE to enhance global perspective, personal growth, and enrichment.

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**SELF-AWARENESS: students recognise their emotions and values and work on expressing themselves when describing stories about themselves, giving their perspectives, and informing others about who they are and where they are from.**



## **Texas Essential Knowledge and Skills**

**§110.3. English Language Arts and Reading, Grade 1, Adopted 2017.**

**§110.4. English Language Arts and Reading, Grade 2, Adopted 2017.**

**§110.5. English Language Arts and Reading, Grade 3, Adopted 2017.**

**§110.6. English Language Arts and Reading, Grade 4, Adopted 2017.**

**§110.7. English Language Arts and Reading, Grade 5, Adopted 2017.**

(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

(E) make connections to personal experiences, ideas in other texts, and society with adult assistance;

**§110.22. English Language Arts and Reading, Grade 6, Adopted 2017.**

**§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.**

**§110.24. English Language Arts and Reading, Grade 8, Adopted 2017.**

(5) 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:

(E) make connections to personal experiences, ideas in other texts, and society with adult assistance;

**§110.25. English Language Arts and Reading, Reading (Elective Credit).**

(9) The student reads to increase knowledge of own culture, the culture of others, and the common elements of cultures.

**§110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.**

**§110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.**

**§110.38. English Language Arts and Reading, Grade III (One Credit), Adopted 2017.**

**§110.39. English Language Arts and Reading, Grade IV (One Credit), Adopted 2017.**

(4) 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:

(E) make connections to personal experiences, ideas in other texts, and society with adult assistance;

**§110.47. Reading I, II, III (One-Half to Three Credits).**

(3) The student reads for a variety of purposes with multiple sources, both narrative and expository. The student is expected to:

- (D) read to gain content/background knowledge as well as insight about oneself, others, or the world
- (10) The student reads to increase knowledge of one's own culture, the culture of others, and the common elements of cultures.

**§114.32. Discovering Languages and Cultures (One-Half to One Credit), Adopted 2014.**

(2) The student demonstrates an understanding of cultures. The student is expected to:

**§114.33. Special Topics in Language and Culture (One Credit), Adopted 2014.**

(2) Cultures. The student identifies the practices, products, and perspectives of selected cultures. The student is expected to:

- (4) Comparisons. The student develops insight into the nature of the target language and culture by comparing the student's own language and culture to another.

**§114.39. Level I, Novice Mid to Novice High Proficiency (One Credit), Adopted 2014.**

**§114.40. Level II, Novice High to Intermediate Low Proficiency (One Credit), Adopted 2014.**

**§114.41. Level III, Intermediate Low to Intermediate Mid Proficiency (One Credit), Adopted 2014.**

(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:

- (B) express and exchange personal opinions or preferences in spoken and written conversation;

**§114.42. Level IV, Intermediate Mid to Intermediate High Proficiency (One Credit), Adopted 2014.**

(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:

- (C) express and exchange personal opinions, preferences, and recommendations with supporting elaborative statements in spoken and written conversation;

**§120.3. Texas Essential Knowledge and Skills for Positive Character Traits, Kindergarten-Grade 2, Adopted 2020.**

(3) Caring. The student understands how personal actions demonstrate characteristics of caring.

(4) Citizenship. The student understands how personal actions can demonstrate good citizenship.

**§120.5. Texas Essential Knowledge and Skills for Positive Character Traits, Grades 3-5, Adopted 2020.**

(3) Caring. The student understands how personal actions demonstrate characteristics of caring.

(4) Citizenship. The student understands that personal responsibility is associated with citizenship.

**§120.7. Texas Essential Knowledge and Skills for Positive Character Traits, Grades 6-8, Adopted 2020.**

(3) Caring. The student understands how characteristics of caring impact personal relationships.



(4) Citizenship. The student understands how the character trait of citizenship impacts personal relationships

**§120.9. Texas Essential Knowledge and Skills for Positive Character Traits, Grades 9-12, Adopted 2020.**

(3) Caring. The student understands how characteristics of caring influence society and impact the global community.

(4) Citizenship. The student understands how character traits of citizenship influence our personal view of society and the local and global community

**§128.22. English Learners Language Arts (ELLA), Grade 7, Adopted 2017.**

**§128.23. English Learners Language Arts (ELLA), Grade 8, Adopted 2017.**

**§128.34. English I for Speakers of Other Languages (One Credit), Adopted 2017.**

**§128.35. English II for Speakers of Other Languages (One Credit), Adopted 2017.**

(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:

(E) make connections to personal experiences, ideas in other texts, and society;

**§128.36. English Language Development and Acquisition (ELDA) (One Credit), Adopted**

(2) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. Students use metacognitive skills both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:

(D) make connections to personal experiences, ideas in other texts, and the larger community;



**COLLABORATION: students improve collaboration skills by gaining experience and learning how to form positive relationships and collaborate efficiently and effectively with people of different backgrounds, customs, cultures, and lifestyles and work styles.**

**COMMUNICATION: students build communication skills through global collaboration, expressing their opinions and beliefs, and also discovering appropriate ways to communicate.**

## Texas Essential Knowledge and Skills

**§110.3. English Language Arts and Reading, Grade 1, Adopted 2017.**

**§110.4. English Language Arts and Reading, Grade 2, Adopted 2017.**

**§110.5. English Language Arts and Reading, Grade 3, Adopted 2017.**

**§110.6. English Language Arts and Reading, Grade 4, Adopted 2017.**

**§110.7. English Language Arts and Reading, Grade 5, Adopted 2017.**

(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;

**§110.22. English Language Arts and Reading, Grade 6, Adopted 2017.**

**§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.**

**§110.24. English Language Arts and Reading, Grade 8, Adopted 2017.**

(5) 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:

(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;

**§110.25. English Language Arts and Reading, Reading (Elective Credit).**

(4) The student comprehends selections using a variety of strategies. The student is expected to:

(K) use questioning to enhance comprehension before, during, and after reading.

(5) The student reads texts to find information on self-selected and assigned topics. The student is expected to:

(A) generate relevant, interesting, and researchable questions;

**§110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.**

**§110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.**

**§110.38. English Language Arts and Reading, Grade III (One Credit), Adopted 2017.**

**§110.39. English Language Arts and Reading, Grade IV (One Credit), Adopted 2017.**

(4) 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:

(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;

**§110.47. Reading I, II, III (One-Half to Three Credits).**

(4) The student comprehends texts using effective strategies. The student is expected to:

(G) use questioning to enhance comprehension before, during, and after reading.

(9) The student reads and responds to informational texts. The student is expected to:

(A) generate relevant and interesting questions;

**§110.48. College Readiness and Study Skills (One-Half Credit).**

(6) The student expresses and supports responses to various types of texts. The student is expected to:

(A) respond to literary and informational texts through various modes of communication such as discussions, further reading, presentations, journals, written responses, or visual arts;

**§110.58. Communication Applications (One-Half Credit).**

- (1) Communication process. The student demonstrates knowledge of various communication processes in professional and social contexts.
- (2) Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts

**§114.39. Level I, Novice Mid to Novice High Proficiency (One Credit), Adopted 2014.**

**§114.40. Level II, Novice High to Intermediate Low Proficiency (One Credit), Adopted 2014.**

**§114.41. Level III, Intermediate Low to Intermediate Mid Proficiency (One Credit), Adopted 2014.**

(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:

- (A) ask and respond to questions about everyday life in spoken and written conversation;
- (B) express and exchange personal opinions or preferences in spoken and written conversation;
- (F) participate in written conversation using culturally appropriate expressions, register, and style.

**§114.42. Level IV, Intermediate Mid to Intermediate High Proficiency (One Credit), Adopted 2014.**

(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:

- (A) ask and respond to questions about and beyond the scope of everyday life with elaboration in spoken and written conversation;
- (B) ask and respond to questions in unfamiliar contexts in spoken and written conversation with limited details;
- (C) express and exchange personal opinions, preferences, and recommendations with supporting elaborative statements in spoken and written conversation;
- (G) interact and react in writing using culturally appropriate expressions, register, and style.

**§114.43. Level V, Intermediate High to Advanced Mid Proficiency (One Credit), Adopted 2014.**

(1) Interpersonal communication: speaking and writing. The student communicates in the interpersonal mode using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpersonal mode is the ability to understand and exchange information in the target language. The student is expected to:

- (A) engage in conversations with generally consistent use of register in all time frames;
- (C) write with generally consistent use of register and in all time frames items such as correspondence, narratives, descriptions, and summaries of a factual nature; and
- (D) produce, with generally consistent use of register, written exchanges that provide information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities.

**§114.44. Level VI, Advanced Mid to Advanced High Proficiency (One Credit), Adopted 2014.**

**§114.45. Level VII, Advanced High to Superior Proficiency (One Credit), Adopted 2014.**

(1) Interpersonal Communication: speaking and writing. The student communicates in the interpersonal mode using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpersonal mode is the ability to understand and exchange information in the target language. The student is expected to:

- (A) engage in conversations with mostly consistent use of register in all time frames;
- (C) write with mostly consistent use of register in all time frames and with some elaboration items such as correspondence, narratives, descriptions, and summaries of a factual nature; and
- (D) produce, with mostly consistent use of register, written exchanges that provide information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities.

**§115.3. Health Education, Grade 1.**

(9) Personal/interpersonal skills. The student knows healthy and appropriate ways to communicate consideration and respect for self, family, friends, and others.

(10) Personal/interpersonal skills. The student comprehends the skills necessary for building and maintaining healthy relationships.

**§115.4. Health Education, Grade 2.**

(9) Personal/interpersonal skills. The student comprehends the skills necessary for building and maintaining healthy relationships.

(10) Personal/interpersonal skills. The student understands healthy and appropriate ways to communicate consideration and respect for self, family, friends, and others.

**§115.5. Health Education, Grade 3.**

(9) Personal/interpersonal skills. The student uses social skills in building and maintaining healthy and respectful relationships.

(10) Personal/interpersonal skills. The student explains healthy ways to communicate consideration and respect for self, family, friends, and others.

**§115.6. Health Education, Grade 4.**

(9) Personal/interpersonal skills. The student uses social skills for building and maintaining healthy relationships throughout the life span.

(10) Personal/interpersonal skills. The student explains healthy ways to communicate consideration and respect for self, family, friends, and others.

**§115.22. Health Education, Grade 6.**

(12) Personal/interpersonal skills. The student describes healthy and respectful ways to communicate consideration and respect for self, family, friends, and others.

**§115.23. Health Education, Grades 7-8.**

(11) Personal/interpersonal skills. The student recognizes and uses communication skills in building and maintaining healthy relationships. The student is expected to:

(12) The student understands, analyzes, and applies healthy ways to communicate consideration and respect for self, family, friends, and others.

**§115.32. Health 1, Grades 9-10 (One-Half Credit).**

(14) Personal/interpersonal skills. The student analyzes, designs, and evaluates communication skills for building and maintaining healthy relationships throughout the life span.

(16) Personal/interpersonal skills. The student appraises communication skills that show consideration and respect for self, family, friends, and others

**§115.33. Advanced Health, Grades 11-12 (One-Half Credit).**

(14) Personal/interpersonal skills. The student evaluates communication skills that show consideration and respect for self, family, friends, and others.

**§126.6. Technology Applications, Kindergarten-Grade 2, Beginning with School Year 2012-2013.**

**§126.7. Technology Applications, Grades 3-5, Beginning with School Year 2012-2013.**

(2) Communication and collaboration. The student collaborates and communicates both locally and globally using digital tools and resources to reinforce and promote learning. The student is expected to:

**§126.14. Technology Applications, Grade 6, Beginning with School Year 2012-2013.**

**§126.15. Technology Applications, Grade 7, Beginning with School Year 2012-2013.**

**§126.16. Technology Applications, Grade 8, Beginning with School Year 2012-2013.**

(2) Communication and collaboration. The student collaborates and communicates both locally and globally to reinforce and promote learning.

**§128.22. English Learners Language Arts (ELLA), Grade 7, Adopted 2017.**

**§128.23. English Learners Language Arts (ELLA), Grade 8, Adopted 2017.**

**§128.34. English I for Speakers of Other Languages (One Credit), Adopted 2017.**

**§128.35. English II for Speakers of Other Languages (One Credit), Adopted 2017.**

(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:

(B) generate questions about text before, during, and after reading to deepen understanding and gain information;



**REFLECTION: Students learn from each other by reflecting on the responses they receive from their DigiPal. As they absorb the new information and comprehend everything, they build a more well-rounded perception. Through reflection, they also compare and contrast their world to their partner's world and become more understanding, appreciative and non-judgemental humans.**



**Texas Essential Knowledge and Skills**

**§110.3. English Language Arts and Reading, Grade 1, Adopted 2017.**

**§110.4. English Language Arts and Reading, Grade 2, Adopted 2017.**

**§110.5. English Language Arts and Reading, Grade 3, Adopted 2017.**

**§110.6. English Language Arts and Reading, Grade 4, Adopted 2017.**

**§110.7. English Language Arts and Reading, Grade 5, Adopted 2017.**

(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;

(E) make connections to personal experiences, ideas in other texts, and society with adult assistance;

(H) synthesize information to create new understanding with adult assistance;

(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

(A) describe personal connections to a variety of sources; including self-selected texts;

**§110.22. English Language Arts and Reading, Grade 6, Adopted 2017.**

**§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.**

**§110.24. English Language Arts and Reading, Grade 8, Adopted 2017.**

(5) 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:

(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;

(E) make connections to personal experiences, ideas in other texts, and society with adult assistance;

(H) synthesize information to create new understanding with adult assistance;

(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

(A) describe personal connections to a variety of sources, including self-selected texts;

(I) reflect on and adjust responses as new evidence is presented.

**§110.25. English Language Arts and Reading, Reading (Elective Credit).**

(4) The student comprehends selections using a variety of strategies. The student is expected to:

(A) use prior knowledge and experience to comprehend;

(G) make connections and find patterns, similarities, and differences across texts;

**§110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.**

**§110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.**

**§110.38. English Language Arts and Reading, Grade III (One Credit), Adopted 2017.**

**§110.39. English Language Arts and Reading, Grade IV (One Credit), Adopted 2017.**

(4) 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:

(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;

(E) make connections to personal experiences, ideas in other texts, and society with adult assistance;

(H) synthesize information to create new understanding with adult assistance;

(5) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

- (A) describe personal connections to a variety of sources, including self-selected texts;
- (I) reflect on and adjust responses when valid evidence warrants;

**§110.47. Reading I, II, III (One-Half to Three Credits).**

(4) The student comprehends texts using effective strategies. The student is expected to:

- (A) use prior knowledge and experience to comprehend;

(5) The student draws complex inferences and analyzes and evaluates information within and across texts of varying lengths. The student is expected to:

- (A) find similarities and differences across texts such as explanations, points of view, or themes;

**§114.33. Special Topics in Language and Culture (One Credit), Adopted 2014.**

(2) Cultures. The student identifies the practices, products, and perspectives of selected cultures. The student is expected to:

(4) Comparisons. The student develops insight into the nature of the target language and culture by comparing the student's own language and culture to another.

**§128.22. English Learners Language Arts (ELLA), Grade 7, Adopted 2017.**

**§128.23. English Learners Language Arts (ELLA), Grade 8, Adopted 2017.**

**§128.34. English I for Speakers of Other Languages (One Credit), Adopted 2017.**

**§128.35. English II for Speakers of Other Languages (One Credit), Adopted 2017.**

(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:

(B) generate questions about text before, during, and after reading to deepen understanding and gain information;

- (E) make connections to personal experiences, ideas in other texts, and society;

- (H) synthesize information to create new understanding;

(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, the student is expected to:

- (A) describe personal connections to a variety of sources, including self-selected texts;

**§128.36. English Language Development and Acquisition (ELDA) (One Credit), Adopted**

(2) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. Students use metacognitive skills both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:

- (D) make connections to personal experiences, ideas in other texts, and the larger community;

**Socio-Emotional Learning**  
Socio-Emotional Learning Through  
Real-Life Stories and First-Hand Interactions