PLEASE NOTE: The words contained in Academic Vocabulary are words/concepts/terms essential for concept development; this list is not intended to be comprehensive. The "new to grade level" vocabulary suggestions are a starting point, and educators are encouraged to refer to their district curriculum resources for additional words/concepts/terms.
## Properties and Patterns of Objects

1.5  **Matter and energy.** The student knows that objects have properties and patterns.

<table>
<thead>
<tr>
<th>important words for concept development</th>
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<tbody>
<tr>
<td>subcluster</td>
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<tr>
<td>Properties of Matter</td>
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</tbody>
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Source: Texas Education Agency

v. 5.5.20
**Force, Motion, and Energy**

1.6  **Force, motion, and energy.** The student knows that force, motion, and energy are related and are a part of everyday life.

<table>
<thead>
<tr>
<th>subcluster</th>
<th>standards</th>
<th>new to grade level</th>
<th>previously introduced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forms of Energy</td>
<td>1.6(A)</td>
<td></td>
<td>energy</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>light energy</td>
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<td></td>
<td></td>
<td></td>
<td>sound energy</td>
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<td></td>
<td></td>
<td></td>
<td>thermal energy</td>
</tr>
<tr>
<td>Magnets</td>
<td>1.6(B)</td>
<td>force</td>
<td>magnet</td>
</tr>
<tr>
<td></td>
<td></td>
<td>magnetism</td>
<td>pull</td>
</tr>
<tr>
<td>Motion</td>
<td>1.6(C)</td>
<td>force</td>
<td>back and forth</td>
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<td></td>
<td></td>
<td></td>
<td>fast and slow</td>
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<td></td>
<td>location</td>
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<td></td>
<td></td>
<td></td>
<td>motion (move)</td>
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<td></td>
<td></td>
<td></td>
<td>round and round</td>
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<tr>
<td></td>
<td></td>
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<td>straight line</td>
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<td></td>
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<td></td>
<td>up and down</td>
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<tr>
<td></td>
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<td>zig zag</td>
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</tbody>
</table>
Earth’s Materials

1.7  Earth and space. The student knows that the natural world includes rocks, soil, and water that can be observed in cycles, patterns, and systems.

<table>
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<tr>
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</thead>
</table>
| Soil                                | 1.7(A)    | component          | color
                                            |                        | size               |
                                            |                        | soil                |
                                            |                        | texture            |
| Water                               | 1.7(B)    | lake               | river
                                            |                        | natural source     |
                                            |                        | ocean               |
                                            |                        | pond               |
| Uses of Rocks, Soil, and Water     | 1.7(C)    | products           | rock
                                            |                        | soil               |
                                            |                        | useful             |
                                            |                        | water              |
Patterns in the Natural World

1.8  **Earth and space.** The student knows that the natural world includes the air around us and objects in the sky.

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Weather</strong></td>
<td>1.8(A), 1.8(D)</td>
<td>air, icy, precipitation, relative temperature</td>
<td>calm, clear, cloudy, cold, hot, rainy, weather, wind/windy</td>
</tr>
<tr>
<td><strong>Objects in the Sky</strong></td>
<td>1.8(B)</td>
<td>appearance</td>
<td>cloud, Moon, sky, star, Sun</td>
</tr>
<tr>
<td><strong>Earth’s Patterns</strong></td>
<td>1.8(C)</td>
<td>year</td>
<td>characteristic, day, night, seasons (summer, fall, winter, spring)</td>
</tr>
</tbody>
</table>
### Relationships of Plants and Animals

1.9 Organisms and environments. The student knows that the living environment is composed of relationships between organisms and the life cycles that occur.

<table>
<thead>
<tr>
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<th>standards</th>
<th>new to grade level</th>
<th>previously introduced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interdependence</td>
<td>1.9(B), 1.9(C)</td>
<td>aquarium, care giver, depend</td>
<td>animal, living organism, plant,</td>
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<tr>
<td></td>
<td></td>
<td>energy transfer, food chain,</td>
<td>shelter, Sun</td>
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<tr>
<td></td>
<td></td>
<td>habitat, interdependence,</td>
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<td></td>
<td></td>
<td>terrarium</td>
<td></td>
</tr>
<tr>
<td>Living and Nonliving</td>
<td>1.9(A)</td>
<td>reproduce</td>
<td>basic need, living organism,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>nonliving, offspring</td>
</tr>
</tbody>
</table>
Characteristics of Plants and Animals

1.10 Organisms and environments. The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments.

<table>
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<th>new to grade level</th>
<th>previously introduced</th>
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</thead>
<tbody>
<tr>
<td>Characteristics of Animals</td>
<td>1.10(A)</td>
<td>external characteristic</td>
<td>animal appendage</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>body covering</td>
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<td></td>
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<td>body shape characteristic</td>
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<td></td>
<td></td>
<td></td>
<td>survival</td>
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<tr>
<td>Life Cycles</td>
<td>1.10(D)</td>
<td>animal life cycle</td>
<td>plant life cycle</td>
</tr>
<tr>
<td></td>
<td></td>
<td>chicken</td>
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<td>fish</td>
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<tr>
<td></td>
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<td>frog</td>
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<tr>
<td>Parts of Plants</td>
<td>1.10(B)</td>
<td>flower</td>
<td>root</td>
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<td></td>
<td></td>
<td>fruit</td>
<td>seed</td>
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<td>leaf</td>
<td>stem</td>
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<tr>
<td>Inherited Traits</td>
<td>1.10(C)</td>
<td>animal</td>
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<td>parent</td>
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<td>resemble</td>
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<td>young</td>
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