2019-2020 SBISD Curriculum Correlated to Texas Prekindergarten Guideline Domains		Teacher:			Name								School Year:										2019 - 2020								
		Students' Names																													
		Name Student 1	Name Student 2	Name Student 3	Name Student 4	Name Student 5	Name Student 6	Name Student 7	Name Student 8	Name Student 9	Name Student 10	Name Student 11	Name Student 12	Name Student 13	Name Student 14	Name Student 15	Name Student 16	Name Student 17	Name Student 18	Name Student 19	Name Student 20	Name Student 21	Name Student 22	Name Student 23	Name Student 24	Name Student 25	Name Student 26	Name Student 27	Name Student 28	Name Student 29	Name Student 30
First Nine Weeks (Required)	**I - Pre-k Social and Emotional Development Progress**																														
Self-Concept Skills	I.A.1 Child is aware of where own body is in space and respects personal boundaries	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Self-Regulation Skills	I.B.1.a Child follows classroom rules and routines with occasional reminders	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	I.B.1.b Child takes care of and manages classroom materials	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Relationships with Others	I.C.1 Child uses effective verbal communication skills to build	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	I.C.2 Child assumes various roles and responsibilities as part of a classroom	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
First Nine Weeks (Required)	**II - Pre-k Language and Communication Progress**																														
Listening Comprehension Skills	II.A.1 Child shows understanding by responding appropriately	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	II.A.2 Child shows understanding by following two-step oral directions and usually follows three-step directions	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	II.A.3 Child shows understanding of the language being spoken by teachers and peers (ELL)	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Speaking (Conversation) Skills	II.B.5 Child demonstrates knowledge of nonverbal conversational rules	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	II.B.6 Child matches language to social contexts	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

Speech Production Skills	II.C.1 Child's speech is understood by both the teacher and other adults in the school	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Vocabulary Skills	II.D.2 Child demonstrates understanding of terms used in the instructional language of the classroom	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Sentences and Structure Skills	II.E.6 Child engages in various forms of nonverbal communication with those who do not speak her native language (ELL)	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	II.E.7 Child uses single words and phrases to communicate meaning in social situations	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
First Nine Weeks (Required)	**III - Pre-k Emergent Literacy - Reading Progress**																														
Motivation to Read	III.A.1 Child engages in pre-reading and reading-related activities	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	III.A.2 Child self-selects books and other written materials to engage in pre-reading behaviors	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	III.A.3 Child recognizes that text has meaning	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Phonological Awareness	III.B.1 Child separates a normally spoken four-word sentence into individual words	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Comprehension of Text Read Aloud	III.D.1 Child retells or re-enacts a story after it is read aloud	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	III.D.3 Child asks and responds to questions relevant to the text read aloud	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
First Nine Weeks (Required)	**IV - Pre-k Emergent Literacy - Writing Progress**																														
Writing as a Process	IV.B.1 Child discusses and contributes ideas for drafts composed in whole/small group writing activities	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	IV.B.2 Child interacts and provides suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
First Nine Weeks (Required)	**V - Pre-k Mathematics Progress**																														
Skills	V.A.2 Use words to route Count from 1 - 10	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	V.A.1 - V.A.6 Counts concrete objects to 5	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

Counting	V.A.8 Verbally identifies without counting the number of objects from 1 - 3	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	V.A.9 Recognizes one digit numerals from 0 - 3	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Classification and Pattern Skills	V.E.3 Recognizes and creates Patters (Nature, Clothing, Sound, Movement, etc.)	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Measurement	V.D.4 Child uses language to describe concepts associated with the passing of time	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	V.D.2 Recognizes how much can be placed within an object	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
First Nine Weeks (Required)	**VI - Pre-k Science Progress**																														
Earth and Space Science	VI.C.1 Child observes, investigates, describes, and discusses earth materials, and their properties and uses	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
First Nine Weeks (Required)	**VII - Pre-k Social Studies Progress**																														
People, Past and Present	V.A.1 Child identifies similarities and differences between himself, classmates and other children inclusive of specific characteristics and cultural influences	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Geography Skills	VII.C.1 Child identifies and creates common features in the natural environment	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Citizenship Skills	VII.D.1 Child identifies flags of the United States and Texas	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	VII.D.2 Child recites the Pledge of Allegiance to the United States flag and the state flag and observes a moment of silence*	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

2019-2020 SBISD Curriculum Correlated to Texas Prekindergarten Guideline Domains		Teacher:														School Year:														2019-2020			
		Students' Names																															
		Name Student 1	Name Student 2	Name Student 3	Name Student 4	Name Student 5	Name Student 6	Name Student 7	Name Student 8	Name Student 9	Name Student 10	Name Student 11	Name Student 12	Name Student 13	Name Student 14	Name Student 15	Name Student 16	Name Student 17	Name Student 18	Name Student 19	Name Student 20	Name Student 21	Name Student 22	Name Student 23	Name Student 24	Name Student 25	Name Student 26	Name Student 27	Name Student 28	Name Student 29	Name Student 30
Second Nine Weeks (Required)	**I - Pre-k Social and Emotional Development Progress**	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Self - Concept Skills	I.A.2 Child shows self-awareness and can express pride in age appropriate abilities and skills	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Self-Regulation Skills	I.B.1.c Child regulates his own behavior with occasional reminders or assistance	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	I.B.2.a Child begins to understand difference and connection between	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	I.B.3.a Child sustains attention to personally chosen or routine (teacher-	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	I.B.3.b Child remains focused on engaging group activities for up to 20	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Relationships with Others	I.C.3 Child shows competence in initiating social interactions	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Second Nine Weeks (Required)	**II - Pre-k Language and Communication Progress**																																
Speaking (Conversation) Skills	II.B.3 Child provides appropriate information for various situations	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	II.B.4 Child demonstrates knowledge of verbal conversational rules	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Speech Production Skills	II.C.2 Child perceives differences between similar sounding words	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
pulary ills	II.D.5 Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

Vocal Sk	II.D.6 Child increases listening vocabulary and beings to develop vocabulary of object names and common phrases in English (ELL)	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Sentences and Structure Skills	II.E.1 Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	II.E.8 Child attempts to use new vocabulary and grammar in speech (ELL)	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Second Nine Weeks (Required)	**III - Pre-k Emergent Literacy - Reading Progress**																														
Phonological Awareness	III.B.2 Child combines words to make a compound word	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	III.B.3 Child deletes a word from a compound word	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	III.B.4 Child blends syllables into words	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	III.B.5 Child can segment a syllable from a word	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	III.B.6 Child can recognize rhyming words	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Alphabet Knowledge	III.C.1 Child names at least 20 upper and at least 20 lower case letters in the language of instruction	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	III.C.2 Child recognizes at least 20 distinct letter sounds in the language of instruction	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Comprehension of Text Read Aloud	III.D.2 Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Print Concepts	III.E.1 Child can distinguish between elements of print including letters, words, and pictures	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	III.E.2 Child demonstrates understanding or print directionality including left to right and top to bottom	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Second Nine Weeks (Required)	**IV - Pre-k Emergent Literacy - Writing Progress**																														
tion to Skills	IV.A.1 Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

Motivation to Write	IV.A.2 Child independently writes to communicate his/her ideas for a variety of purposes	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Writing as a Process	IV.B.3 Child shares and celebrates class-made and individual written products	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Conventions in Writing	IV.C.2 Child moves from scribble to some letter-sound correspondence using beginning and ending sounds when writing	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Second Nine Weeks (Required)	**V - Pre-k Mathematics Progress**																														
Counting Skills	**V.A.2 Use words to route Count from 1 - 20**	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	V.A.1 - V.A.6 Counts concrete objects to 10	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	V.A.8 Verbally identifies without counting the number of objects from 1 - 4	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	V.A.9 Recognizes one digit numerals from 0 - 5	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	V.A.7 Child uses verbal ordinal terms	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Classification and Pattern Skills	**V.E.1 Sort objects that are the same and different into groups and use language to describe how the groups are similar and different**	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	V.E.3 Recognizes, Describes, and Creates Patterns (by Shape, Size, Color)	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Measurement	**V.D.1 Recognizes and Compares heights or length of people or objects 2 to 5**	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Geometry and Spacial Sense	**V.C.3 Demonstrate the use of location words (over, under, on, beside, next to, between, in front of, near, far**	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	V.C.1 Name common shapes	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Second Nine Weeks (Required)	**VI - Pre-k Science Progress**																														
Physical Science	VI.A.2 Child observes, investigates, describes, and discusses position and motion of objects	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	VI.A.4 Child observes, investigates, describes, and discusses sources of energy including light, heat, and electricity	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Life Science	VI.B.1 Child observes, investigates, describes, and discusses the characteristics of organisms	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	VI.B.2 Child describes life cycles of organisms	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Second Nine																															

Weeks (Required)	VII - Pre-k Social Studies Progress																															
People, Past and Present	VII.A.2 Child identifies similarities and differences in characteristics of families	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	VII.A.3 Child connects their life to events, time, and routines	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Economic Skills	VII.B.3 Child discusses the roles and responsibilities of family, school, and community helpers	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Geography Skills	VII.C.2 Child explores geography tools and resources	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Citizenship Skills	VII.D.3 The child engages in voting as a method for group decision-making	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

2019-2020 SBISD Curriculum Correlated to Texas Prekindergarten Guideline Domains		Teacher:													School Year:												2019-2020					
		Students' Names																													
		Name Student 1	Name Student 2	Name Student 3	Name Student 4	Name Student 5	Name Student 6	Name Student 7	Name Student 8	Name Student 9	Name Student 10	Name Student 11	Name Student 12	Name Student 13	Name Student 14	Name Student 15	Name Student 16	Name Student 17	Name Student 18	Name Student 19	Name Student 20	Name Student 21	Name Student 22	Name Student 23	Name Student 24	Name Student 25	Name Student 26	Name Student 27	Name Student 28	Name Student 29	Name Student 30
Third Nine Weeks (Required)	**I - Pre-k Social and Emotional Development Progress**	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Self-Concept Skills	I.A.3 Child shows reasonable opinion of his own abilities and limitations	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	I.A.4 Child shows initiative in independent situations and persists in	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Self-Regulation Skills	I.B.2.b Child can communicate basic emotions/feelings	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Relationships with Others	I.C.5 Child initiates problem-solving strategies and seeks adult help when necessary	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	I.C.7 Child interacts with a variety of playmates and may have preferred friends	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Third Nine Weeks (Required)	**II - Pre-k Language and Communication Progress**																														
Speaking (Conversation) Skills	II.B.1 Child is able to use language for different purposes	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Speech Production Skills	II.C.3 Child investigates and demonstrates growing understanding of the sounds and intonation of language (ELL)	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Vocabulary Skills	II.D.3 Child demonstrates understanding in a variety of ways or knowing the menaing of 3,000 to 4,000 words, many more than he or she uses	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	II.D.4 Child uses a large speaking vocabulary, adding several new words daily	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Sentences and Structure Skills	II.E.3 Child uses sentences with more than one phrase	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	II.E.4 Child combines more than one idea using complex sentences	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Third Nine Weeks (Required)	**III - Pre-k Emergent Literacy - Reading Progress**																														
Phonological Awareness	III.B.7 Child can produce a word that begins with the same sound as a given pair of words	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	III.B.8 Child blends onse (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with and without	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Alphabet Knowledge	III.C.3 Child produces at least 20 distinct-letter sound correspondences in the language of instruction	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Comprehension of Text Read Aloud	III.D.4 Child will make inferences and predictions about text	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Print Concepts	III.E.3 Child can identify some conventional features of print that communicate meaning including end punctuation and case	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Third Nine Weeks (Required)	**IV - Pre-k Emergent Literacy - Writing Progress**																														
in Writing	IV.C.1 Child writes own name (first name or frequent nickname) using legible letters in proper sequence	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	IV.C.3 Child independently uses letters to make words or parts of words	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

Conventions	IV.C.4 Child uses appropriate directionality when writing (top to bottom, left to right)	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	IV.C.5 Child begins to experiemnt with punctuation when writing	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Third Nine Weeks (Required)	**V - Pre-k Mathematics Progress**																														
Counting Skills	**V.A.2 Use words to route Count from 1 - 30**	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	V.A.1 - V.A.6 Counts concrete objects to 12	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	V.A.8 Verbally identifies without counting the number of objects from 1 - 5	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	V.A.9 Recognizes one digit numerals from 0 - 8	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Classification and Patterns	**V.E.2 Participates in collecting data and organizing into graphic representations**	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	V.E.3 Recognizes, Describes, and Creates Patterns (by Shape, Size, Color)	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Adding To/Take Away Skills	**V.B.1, V.B.2 Use concrete objects, creates pictorial models and shares a verbal word problem for adding/subtracting up to 5 objects**	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Measurement Skills	**V.D.1 Recognizes and compares heights or lengths of people or objects 5 to 8 objects**	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Geometry and Spatial Sense	**V.C.4 Slide, flip, and turn shapes to demonstrate that shapes remain the same.**	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Third Nine Weeks (Required)	**VI - Pre-k Science Progress**																														
Physical Science	VI.A.1 Child observes, investigates, describes, and discusses properties and characteristics of common objects	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	VI.A.3 Child uses simple measuring devices to learn about objects	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Life Science	VI.B.3 Child observes, investigates, describes, and discusses the relationship of organisms to their environment	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Earth and Space Science	VI.C.3 Child observes and describes what happens during changes in the earth and sky	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Third Nine Weeks (Required)	**VII - Pre-k Social Studies Progress**																														
Economic Skills	VII.B.1 Child demonstrates that all people need food, clothing, and shelter	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

2019-2020 SBISD Curriculum Correlated to Texas Prekindergarten Guideline Domains		Teacher:														School Year:															2019-2020		
		Students' Names																															
		Name Student 1	Name Student 2	Name Student 3	Name Student 4	Name Student 5	Name Student 6	Name Student 7	Name Student 8	Name Student 9	Name Student 10	Name Student 11	Name Student 12	Name Student 13	Name Student 14	Name Student 15	Name Student 16	Name Student 17	Name Student 18	Name Student 19	Name Student 20	Name Student 21	Name Student 22	Name Student 23	Name Student 24	Name Student 25	Name Student 26	Name Student 27	Name Student 28	Name Student 29	Name Student 30
Fourth Nine Weeks (Required)	**I - Pre-k Social and Emotional Development Progress**	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Self-Regulation Skills	I.B.2.c Child is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Relationships with Others	I.C.4 Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	I.C.6 Child demonstrates empathy and caring for others	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Social Awareness	I.D.1 Child demonstrates an understanding that others have perspectives and feelings that are different from her own	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Fourth Nine Weeks (Required)	**II - Pre-k Language and Communication Progress**																																
Speaking (Conversation) Skills	II.B.2 Child engages in conversations in appropriate ways	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Vocabulary Skills	II.D.1 Child uses a wide variety of words to label and describe people, places, things, and actions	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Sentences and Structure Skills	II.E.2 Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	II.E.5 Child combines sentences that give lots of detail, stick to the topic, and clearly communicates intended meaning	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Fourth Nine Weeks (Required)	**III - Pre-k Emergent Literacy - Reading Progress**																																
Phonological Awareness	III.B.9 Child recognizes and blends spoken phonemes into one syllable words with pictorial support	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Fourth Nine Weeks (Required)	**IV - Pre-k Emergent Literacy - Writing Progress**																																
	No new guidelines for mastery	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Fourth Nine Weeks (Required)	**V - Pre-k Mathematics Progress**																																
Counting Skills	**V.A.1 - V.A.6 Counts concrete objects to 12**	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	V.A.9 Recognizes one digit numerals from 0 - 10	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Classification and Patterns	**V.E.2 Participates in collecting data and organizing into graphic representations**	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Adding To/Take Away Skills	**V.B.1, V.B.2 Use concrete objects, creates pictorial models and shares a verbal word problem for adding/subtracting up to 5 objects**	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	V.B.3 Child uses informal strategies to separate up to 10 items into equal groups	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
nent Skills	**V.D.1 Recognizes and compares heights or lengths of people or objects 5 to 8 objects**	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

Measuren	**V.D.3 Child informally recognizes and compares weights of objects or people**	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Geometry and Spatial Sense	**V.C.2 Child creates shapes**	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Fourth Nine Weeks (Required)	**VI - Pre-k Science Progress**																														
Earth and Space Science	VI.C.2 Child identifies observes, and discusses objects in the sky	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	VI.C.4 Child demonstrates the importance of caring for our environment and our planet	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Fourth Nine Weeks (Required)	**VII - Pre-k Social Studies Progress**																														
Economic Skills	VII.B.2 Child demonstrates understanding of what it means to be a consumer	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

2019-2020 SBISD Curriculum Correlated to Texas Prekindergarten Guideline Domains		Teacher:													School Year:												2019-2020					
		Students' Names																														
		Name Student 1	Name Student 2	Name Student 3	Name Student 4	Name Student 5	Name Student 6	Name Student 7	Name Student 8	Name Student 9	Name Student 10	Name Student 11	Name Student 12	Name Student 13	Name Student 14	Name Student 15	Name Student 16	Name Student 17	Name Student 18	Name Student 19	Name Student 20	Name Student 21	Name Student 22	Name Student 23	Name Student 24	Name Student 25	Name Student 26	Name Student 27	Name Student 28	Name Student 29	Name Student 30
First-Fourth 9 Weeks (Required)	**VIII - Fine Arts**	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Art Skills	VIII.A.1 Child uses a variety of art materials and activites for sensory experience and exploration	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Art Skills	VIII.A.2 Child uses art as a form of creative self-experession and representation	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Art Skills	VII.A.3 Child demonstrates interest in and shows apprecaition of the creative work of others	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Music Skills	VIII.B.1 Child participates in classroom music activites including singing, playing musical instruments, and moving to rhythms	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Music Skills	VIII.B.2 Child responds to different musical styles through movement and play	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Dramatic Expression	VIII.C.1 Child creates or recreates stories, moods, or experiences through dramatic representation	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
First-Fourth 9 Weeks (Required)	**IX - Physical Development**																															
Gross Motor Development	IX.A.1 Child demonstrates coordination and balance in isolation (may not yet coordinate consistently with a partner)	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Gross Motor Development	IX.A.2 Child demonstrates coordination and balance in isolation (may not yet coordinate consistently with a partner)	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Fine-Motor Development	IX.B.1 Child shows control of tasks that require small muscle strength and control	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Fine-Motor Development	IX.B.2 Child shows increasing control of tasks that require eye-hand coordination	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Personal Safety and Health	IX.C.1 Child practices good habits of personal safety	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Personal Safety and Health	IX.C.2 Child practices good habits of personal health and hygiene	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Personal Safety and Health	IX.C.3 Child practices good habits of nutrition and exercise	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
First-Fourth 9 Weeks (Required)	**X - Technology (Technology and Devices)**																															
Technology	X.A.1 Child opens and navigates through digital learning applications and programs	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Technology	X.A.2 Child uses, operates, and names a variety of digital tools	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Technology	X.A.3 Child uses digital learning applications and programs to create digital products and express own ideas	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Technology	X.A.4 Child uses technology to access appropriate information	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Technology	X.A.5 Child practices safe behavior while using digital tools and resourcews	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√