2020-2021 PK3 SBISD Curriculum Correlated to Texas Prekindergarten Guideline Domains		Teacher:	Name										School Year:																	2020-2021
		Students' Names																												
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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 ındaries *Child is building competence in controlling own body movements (such as balancing, sitting still, starting and stopping in response to requests).*	√	√	√	√		√	√	√	√	√	√	√	√																
Self-Regulation Skills	I.B.1.a Child follows classroom rules and routines n teacher *Child follows simple rules and routines when assisted by adults.*	√	√	√	√	√	√	√	√	√	√	√	√	√																
	I.B.1.b Child takes care of and manages classroom *Child is able to manage a small number of materials with support*	√	√	√	√	√	√	√	√	√	√	√	√	√																
Relationships with Others	I.C.1 Child uses effective verbal communication relationships with teachers/adults *Child forms positive relationships with teachers*	√	√	√	√	√	√	√	√	√	√	√	√	√																
	I.C.2 Child assumes various roles and ɛs as part of a classroom community *Child feels comfortable and confident within classroom environment*	√	√	√	√	√	√	√	√	√	√	√	√	√																
First Nine Weeks (Required)	**II - Pre-k Language and Communication Progress**																													
Comprehension Skills	II.A.1 Child shows understanding by *Child responds to situations in ways that demonstrate he understands what has been said.*	√	√	√	√	√	√	√	√	√	√	√	√	√																
	II.A.2 Child shows understanding by following two-step oral directions and usually follows ıs *Child follows simple single step requests.*	√	√	√	√	√	√	√	√	√	√	√	√	√																

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Listening	II.A.3 Child shows understanding of the language being spoken by teachers and *Child demonstrates understanding of following classroom routines*	√	√	√	√	√	√	√	√	√	√	√	√	√																	
Speaking (Conversation) Skills	II.B.5 Child demonstrates knowledge of *Child sometimes uses appropriate nonverbal standards in conversations with others.*	√	√	√	√	√	√	√	√	√	√	√	√	√																	
	II.B.6 Child matches language to social *Child sometimes uses appropriate volume and intonation for different situations*	√	√	√	√	√	√	√	√	√	√	√	√	√																	
Speech Production Skills	II.C.1 Child's speech is understood by both in the school *Child's speech is understood by familiar adults and children.*	√	√	√	√	√	√	√	√	√	√	√	√	√																	
Vocabulary Skills	II.D.2 Child demonstrates understanding of terms used in the instructional language of classroom *Child responds to instructional language of the classroom.*	√	√	√	√	√	√	√	√	√	√	√	√	√																	
First Nine Weeks (Required)	**III - Pre-k Emergent Literacy - Reading Progress**																														
Motivation to Read	III.A.2 Child self-selects books and other written materials to engage in pre-reading *Child enjoys looking at books and telling a story from the pictures or from memory.*	√	√	√	√	√	√	√	√	√	√	√	√	√																	
	Child notices environmental print and connects meaning to it.	√	√	√	√	√	√	√	√	√	√	√	√	√																	

2020-2021 PK3 SBISD Curriculum Correlated to Texas Prekindergarten Guideline Domains		Teacher:	Name				School Year:	2020-2021																							
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Phonological Awareness	III.B.1 Child separates a normally spoken ıal words *Children should be engaged in listening to books, poems, nursery rhymes, and songs that feature rhyme and alliteration.*	√	√	√	√	√	√	√	√	√	√	√	√	√																	
Comprehension of Text Read Aloud	III.D.1 Child retells or re-enacts a story after it ıloud *Child interacts with a story as it is being read aloud*	√	√	√	√	√	√	√	√	√	√	√	√	√																	
	III.D.3 Child asks and responds to questions *Child asks and answers age appropriate questions about the book.*	√	√	√	√	√	√	√	√	√	√	√	√	√																	
First Nine Weeks (Required)	**V - Pre-k Mathematics Progress**																														
	V.E.1 Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different. *Child sorts objects that are the same and different.*	√	√	√	√	√	√	√	√	√	√	√	√	√																	
	V.E.2 Child collects data and organizes it in a graphic representation. Child recognizes that data can be organized into a graphic representation.	√	√	√	√	√	√	√	√	√	√	√	√	√																	
	V.E.3. Child recognizes and creates patterns *Child begins to recognize patterns.*	√	√	√	√	√	√	√	√	√	√	√	√	√																	
First Nine Weeks (Required)	**VI - Pre-k Science Progress**																														

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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	VII.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*	√	√	√	√	√	√	√	√	√	√	√	√	√																	

2020-2021 PK 3 SBISD Curriculum Correlated to Texas Prekindergarten Guideline Domains		Teacher:													School Year:																2020-2021
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Second Nine Weeks (Required)	**I - Pre-k Social and Emotional Development Progress**																														
Self - Concept Skills	I.A.2 Child shows self-awareness and can express pride in age appropriate ls *Child can identify own physical characteristics and indicate some likes and dislikes when prompted.*	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√												
Self-Regulation Skills	I.B.1.c Child regulates his own behavior with occasional reminders or m teacher *Child needs adult guidance to help manage her behavior.*	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√												
	I.B.3.a Child sustains attention to personally chosen or routine (teacher-ıntil completed *Child focuses attention on one task at a time but may not stay with it to completion.*	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√												
Relationships with Others	I.C.3 Child shows competence in *Child shows interest in peer play but may be less skilled (or lack confidence) initiating and joining a group.*	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√												
Second Nine Weeks (Required)	**II - Pre-k Language and Communication Progress**																														

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Speaking (Conversation) Skills	II.B.3 Child provides appropriate information ous situations *Child is able to communicate basic information in familiar social settings.*	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√											
	II.B.4 Child demonstrates knowledge of *Child sometimes uses accepted language and style during communication with familiar adults and children.*	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√											
Vocabulary Skills	II.D.5 Child increases listening vocabulary and begins to develop vocabulary of object and common phrases *Child participates through actions to begin to develop common object names and phrases.*	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√											
	II.D.6 Child increases listening vocabulary and beings to develop vocabulary of object l common phrases in English (ELL) *Child participates through actions to begin to evelop common object names and phrases.*	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√											
Sentences and Structure Skills	II.E.6 Child engages in various forms of nonverbal communication with those who do native language (ELL) *Child understands and uses increasingly longer sentences.*	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√											
	II.E.8 Child attempts to use new vocabulary and grammar in speech (ELL)	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√											
	II.E.7 Child uses single words and phrases to communicate meaning in social situations *Child understands and uses increasingly longer sentences.*	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√											
Second Nine	**III - Pre-k Emergent Literacy -**																													

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SBISD Curriculum Correlated to Texas Prekindergarten Guideline Domains

Teacher: | **School Year:** 2020-2021

Students' Names

Weeks (Required)	Reading Progress	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
Motivation to Read	III.A.1 Child engages in pre-reading and *Child enjoys being read to and knows when a favorite story has a part left out.*	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Phonological Awareness	III.B.2 Child combines words to make a *Children should be engaged in listening to books, poems, nursery rhymes, and songs that feature rhyme and alliteration*	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	III.B.3 Child deletes a word from a compound *Children should be engaged in listening to books, poems, nursery rhymes, and songs that feature rhyme and alliteration*	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	to words *Children should be engaged in listening to books, poems, nursery rhymes, and songs that feature rhyme and alliteration*	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	III.B.5 Child can segment a syllable from a *Children should be engaged in listening to books, poems, nursery rhymes, and songs that feature rhyme and alliteration*	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Comprehension of Text Read Aloud	III.D.2 Child uses information learned from books by describing, relating, categorizing, or and contrasting *Child interacts with books by describing what is seen/read in the book.*	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Print Concepts	III.E.1 Child can distinguish between elements of print including letters, words, and es *Child understands that illustrations and print carry meaning*	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

2020-2021 PK3 SBISD Curriculum Correlated to Texas Prekindergarten Guideline Domains		Teacher:													School Year:																	2020-2021
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Second Nine Weeks (Required)	**IV - Pre-k Emergent Literacy - Writing Progress**																														
Motivation to Write Skills	IV.A.1 Child intentionally uses marks, letters, or symbols to record language and verbally ıres meaning *Child engages in free drawing and writing activities.*	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√												
Writing as a Process	IV.B.1 Child discusses and contributes ideas for drafts composed in whole/small group s *Child verbally shares ideas and/or tells stories associated with marks on paper.*	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√												
Second Nine Weeks (Required)	**V - Pre-k Mathematics Progress**																														
Geometry and Spatial Sense	mes common shapes. *Child recognizes common shapes*	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√												
	shapes. *Child manipulates shapes using fine and gross motor skills.*	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√												
	V.C.3. Child demonstrates use of location words (such as “over,” “under,” “above,” “on,” “beside,” “next to,” “between,” “in front of,” “near,” “far,” etc.). *Child begins to use language to describe location of objects.*	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√												
	V.C.4. Child slides, flips, and turns shapes to demonstrate that the shapes remain the e. *Child moves objects during informal play.*	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√												
Second Nine																															

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SBISD Curriculum Correlated to Texas Prekindergarten Guideline Domains

Teacher: | **School Year:** 2020-2021

Students' Names

Weeks (Required)	VI - Pre-k Science Progress	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
Physical Science	VI.A.2 Child observes, investigates, describes, and discusses position and motion of objects	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Physical Science	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	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Life Science	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	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
People, Past and Present	VII.A.3 Child connects their life to events, time, and routines	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Citizenship Skills	VII.D.3 The child engages in voting as a method for group decision-making	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

2020-2021 PK3 SBISD Curriculum Correlated to Texas Prekindergarten Guideline Domains		Teacher:													School Year:																		2020-2021
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Third Nine Weeks (Required)	**I - Pre-k Social and Emotional Development Progress**																																
Self-Concept Skills	I.A.3 Child shows reasonable opinion *Child may overestimate or underestimate own abilities.*	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√														
	I.A.4 Child shows initiative in independent situations and persists in blems *Child shows initiative in trying new activities, but may not persist in solving problems.*	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√														
Self- Regulation Skills	I.B.2.a Child begins to understand difference and connection between d behaviors *Child recognizes and expresses a range of emotions/feelings*	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√														
	I.B.2.b Child can communicate basic *Child becomes familiar with basic feeling words (happy, sad, mad, scared)*	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√														
	I.B.3.b Child remains focused on engaging group activities for up to 20 a time *Child sits and listens to stories and/or participates in large group activities for up to 10–15 minutes at a time.*	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√														

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Relationships with Others	I. C.3 Shows competence in initiating social interactions	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√												
	I.C.5 Child initiates problem-solving strategies and seeks adult help when *Child seeks adult help when experiencing conflicts with another child*	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√												
	I.C.7 Child interacts with a variety of playmates and may have preferred *Child interacts with 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 *Child sometimes uses language for different purposes*	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√												
Speech Production Skills	II.C.3 Child investigates and demonstrates growing understanding of the sounds and age (ELL) *Child joins in songs and finger plays*	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√												
	II.C.2 Child perceives differences between words *Child may confuse words that sound similar.*	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√												

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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 e uses Child shows understanding of many words and a steady increase in vocabulary	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√													
	II.D.4 Child uses a large speaking vocabulary, daily *Child uses increasingly larger vocabulary*	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√													
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 der *Child uses simple sentences of three to four words to express needs.*	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√													
	II.E.4 Child combines more than one idea *Child uses simple sentence structures with usually one idea.*	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√													
Third Nine Weeks (Required)	**III - Pre-k Emergent Literacy - Reading Progress**																															
Phonological Awareness	III.B.8 Child blends onse (initial consonant or consonants) and rime (vowel to end) to form a familliar one-syllable word with and without pictorial support	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√													
Alphabet Knowledge	III.C.1 Child names at least 20 upper and at least 20 lower case letters in the language of ruction *Child names the first letter of his or her name.*	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√													

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Comprehension of Text Read Aloud	III.D.4 Child will make inferences and predictions about text	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√													
Print Concepts	III.E.2 Child demonstrates understanding or print directionality including left to right and tom *Child imitates actions that demonstrate that text progresses across pages*	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√													
	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**																															
Motivation to Write Skills	IV.A.2 Child independently writes to communicate his/her ideas for a variety of poses *Child spontaneously "writes" in different situations.*	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√													
Writing as a Process	IV.B.2 Child interacts and provides suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts *Child notices when an adult does not repeat or dictate his spoken language accurately.*	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√													
tions in iting	IV.C.4 Child uses appropriate directionality *Child may use directionality based on a random starting place*	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√													

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Conven Writ	IV.C.5 Child begins to experiemnt with *Child notices print and realizes that print is what is read rather than the picture*	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√													
Third Nine Weeks (Required)	**V - Pre-k Mathematics Progress**																															
Measurement Skills	V.D.1. Child recognizes and compares e or objects *Child understands that lengths of objects can vary and be compared*	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√													
	V.D.2. Child recognizes how much can be *Child begins to recognize how much can be placed within an object*	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√													
	V.D.3. Child informally recognizes and compar	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√													
	V.D.4. Child uses language to describe concep	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√													
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 Scienc e	VI.B.3 Child observes, investigates, describes, and discusses the relationship of organisms to their environment	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√													

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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	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√													
	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	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√													

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Fourth Nine Weeks (Required)	**I - Pre-k Social and Emotional Development Progress**																														
Self-Regulation Skills	I.B.2.c Child is able to increase or decrease intensity of emotions more consistently, although adult guidance necessary *Child needs adult assistance to modulate level of emotional intensity*	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√												
Relationships with Others	I.C.4 Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a and goal *Child enjoys parallel and associative play with peers*	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√												
	I.C.6 Child demonstrates empathy *Child responds with concern when a child or adult is distressed*	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√												
Social Awareness	I.D.1 Child demonstrates an understanding that others have perspectives and feelings that are her own *Child is interested in other people and their feelings*	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√												
Fourth Nine Weeks (Required)	**II - Pre-k Language and Communication Progress**																														

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Speaking (Conversation) Skills	II.B.2 Child engages in conversations in appropriate ways *Child sometimes uses accepted language and style during communication with familiar adults and children*	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√													
Vocabulary Skills	II.D.3 Comprehends up to 1000 words ELL	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√													
	II.D.1 Child uses a wide variety of words to label and describe people, places, things, and actions *Child understands and uses accepted words for objects, actions, and attributes*	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√													
Sentences and Structure Skills	II.E.2 Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement *Child may over generalize grammatical rules*	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√													
	II.E.3 Child uses sentences with more than *Child links two ideas together by combining sentences*	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√													
	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**																															
al Awareness	words *Child can distinguish when two words rhyme*	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√													
	III.B.7 Child can produce a word that begins s *Child can distinguish when two words begin with the same sound.*	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√													

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Phonologic	III.B.9 Child recognizes and blends spoken phonemes into one syllable words with pictorial support	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√													
Alphabet Knowledge	III.C.2 Child recognizes at least 20 distinct of instruction *Child identifies the letter associated with the sound of the first letters of his name.*	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√													
	III.C.3 Child produces at least 20 distinct-letter sound correspondences in the language n *Child produces the correct sound for the first letter of his name*	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√													
Fourth Nine Weeks (Required)	**IV - Pre-k Emergent Literacy - Writing Progress**																															
Writing as a Process	IV.B.3 Child shares and celebrates class-ritten products Child shows written products to others.	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√													
Conventions in Writing	IV.C.1 Child writes own name (first name or frequent nickname) using legible letters in equence *Child records own name in whatever manner she is able*	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√													
	IV.C.2 Child moves from scribble to some letter-sound correspondence using beginning sounds when writing Child spontaneously “writes” in various ways.	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√													
	IV.C.3 Child independently uses letters to *Child uses letterlike forms and actual letters to replace scribbles*	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√													

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IV.C.5 Begins to experimetn with punctuation when writing	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√		
Fourth Nine Weeks (Required)	**V - Pre-k Mathematics Progress**																			
V.A.1. Child knows that objects, or parts of an object, can be counted *Child identifies objects*	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√		
V.A.2. Child uses words to rote count from 1 to 30 *Child recites number words in order up to 10*	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√		
V.A.3. Child counts 1– 10 items, with one count per item *Child counts up to 4 objects with one count per item*	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√		
V.A.4. Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted *Child identifies items that can be counted*	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√		
V.A.5. Child counts up to 10 items and demonstrates that the last count indicates how many items were counted *Child counts up to 4 items, and demonstrates understanding that the last count indicates how many items were counted*	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√		
V.A.6. Child begins to understand that items can be counted Child begins to understand that items can be counted	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√		
V.A.7. Child uses the verbal ordinal terms *Child demonstrates proper use of the word "first."*	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√		

ing Skills; Adding To/Taking Away

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Counti	V.A.8. Child verbally identifies, without counting, the number of objects from 1 to 5 *Child verbally identifies without counting the number of objects from 1 to 3*	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√												
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**																														

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Economic Skills	VII.B.2 Child demonstrates understanding of what it means to be a consumer	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√													

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First-Fourth 9 Weeks (Required)	**VIII - Fine Arts**																															
Art Skills	VIII.A.1 Child uses a variety of art materials and activites for sensory experience and exploration	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√													
	VIII.A.2 Child uses art as a form of creative self-experession and representation	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√													
	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	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√													
	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																																

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First-Fourth 9 Weeks (Required)	**VIII - Fine Arts**																															
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) *Child has mastered basic skills of running, jumping, climbing, and pedaling.*	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√													
	IX.A.2 Child demonstrates coordination and balance in isolation (may not yet coordinate consistently with a partner) *Child engages in movement sequences with adult prompts.*	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√													
Fine-Motor Development	IX.B.1 Child shows control of tasks that require small muscle strength and control *Child experiments with a variety of finemotor tasks but may lack strength and control.*	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√													
	IX.B.2 Child shows increasing control of tasks that require eye-hand coordination *Child shows emerging proficiency on tasks requiring eye - hand coordination (draws pictures recognizable to child but not others, cuts with scissors but may not cut all the way across a page).*	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√													
Personal Safety and Health	IX.C.1 Child practices good habits of personal safety	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√													
	IX.C.2 Child practices good habits of personal health and hygiene	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√													
	IX.C.3 Child practices good habits of nutrition and exercise	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√													
First-Fourth 9	**X - Technology (Technology and**																															

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First-Fourth 9 Weeks (Required)	**VIII - Fine Arts**																															
Weeks (Required)	**Devices)**																															
Technology	X.A.1 Child opens and navigates through digital learning applications and programs	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√													
	X.A.2 Child uses, operates, and names a variety of digital tools	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√													
	X.A.3 Child uses digital learning applications and programs to create digital products and express own ideas	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√													
	X.A.4 Child uses technology to access appropriate information	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√													
	X.A.5 Child practices safe behavior while using digital tools and resourcews	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√													

2020-2021 PK4 SBISD Curriculum Correlated to Texas Prekindergarten Guideline Domains		Teacher:			Name								School Year:										2020 - 2021								
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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 from teacher	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	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 relationships with teachers/adults	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	I.C.2 Child assumes various roles and responsibilities as part of a classroom community	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
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)	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

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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 (ELL)	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
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	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

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Comprehension of Text Read Aloud	III.D.1 Child retells or re-enacts a story after it is read aloud	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Comprehension of Text 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	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Writing as a Process	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**																														
Number	V.A.1 Child knows that objects or parts of an object can be counted	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Number	V.A.3 Child counts 0-3 items, with one count per item.	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Number	V.A.4 Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted.	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Number	V.A.5 Child counts up to 3 items annd demonstrates that the last count indicates how many items were counted.	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Number	V.A.6 Child demonstrates understanding that when counting, the items can be chosen in any order.	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Number	V.A.9 Recognizes one digit numerals from 0 - 3	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

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Operations and Algebraic Reasoning	V.A.2 Use words to rote count from 1-5	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Geometry and Measurement	V.C.1 Child names common shapes	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	V.C.3 Child demonstrates use of location words (such as "over", "under", "above", "on", "beside", etc.	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Data Analysis	V.E.1 Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	V.E.2 Child collects data and organizes it in a graphic organizer.	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
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	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

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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*	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

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Second Nine Weeks (Required)	**I - Pre-k Social and Emotional Development Progress**																															
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 from teacher	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	I.B.2.a Child begins to understand difference and connection between emotions/feelings and behaviors	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	I.B.3.a Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	I.B.3.b Child remains focused on engaging group activities for up to 20 minutes at a time	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
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	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

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Speech Production Skills	II.C.2 Child perceives differences between similar sounding words	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Vocabulary Skills	II.D.5 Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	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	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
wledge	III.C.1 Child names at least 20 upper and at least 20 lower case letters in the language of instruction (2nd 9 weeks expectation: 8 upper/8 lower)	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

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Alphabet Know	III.C.2 Child recognizes at least 20 distinct letter sounds in the language of instruction (2nd 9 weeks expectation: 8 letter sounds)	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	III.C.3 Child produces at least 20 distinct letter sound correspondences (2nd 9 weeks expectation: 8 letter/sound correspondences)	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
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**																															
Motivation to Write Skills	IV.A.1 Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	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	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

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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**																															
Number	V.A.1 Child knows that objects, or parts of an object can be counted	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	V.A.3 Child counts 1-3 items, with one count per item	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	V.A.4 Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	V.A.5 Child counts up to 3 items and demonstrates that the last count indicates how many items were counted	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	V.A.6 Child demonstrates understanding that when counting, the items can be chosen in any order	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	V.A.8 Verbally identifies without counting the number of objects from 1 - 3	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	V.A.9 Recognizes one digit numerals from 0 - 3	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
braic Reasoning	V.A.2 Use words to rote Count from 1 - 10	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	V.E.3 Recognizes and creates Patterns (Nature, Clothing, Sound, Movement, etc.)	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

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Operations and Algeb	V.B.1 Use concrete objects, creates pictorial models and shares a verbal word problem for adding up to 3 objects	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	V.B.2 Use concrete objects, creates pictorial models and shares a verbal word problem for subtracting up to 3 objects	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Geometry and Measurement	V.C.1 Child names common shapes	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	V.D.2 Recognizes how much can be placed within an object	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Data Analysis	V.E.2 Participates in collecting data and organizing into graphic representations	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
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																																

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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	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

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Third Nine Weeks (Required)	**I - Pre-k Social and Emotional Development Progress**																															
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 attempting to solve problems	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
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	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

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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 familliar one-syllable word with and without pictorial support	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
nabet Knowledge	III.C.1 Child names at least 20 upper and at least 20 lower case letters in the language of instruction (3rd 9 weeks expectation: 16 upper/16 lower)	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	III.C.2 Child recognizes at least 20 distinct letter sounds in the language of instruction (3rd 9 weeks expectation: 16 letter sounds)	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

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Alph	III.C.3 Child produces at least 20 distinct letter sound correspondences (3rd 9 weeks expectation: 16 letter/sound correspondences)	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
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**																														
Conventions 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	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	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																															

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Weeks (Required)	V - Pre-k Mathematics Progress	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
Number	V.A.1 Child knows that objects or parts of an object can be counted	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	V.A.3 Child counts 4-6 items, with one count per item.	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	V.A.4 Child demonstrates that the order of the counting sequence is always sthe samem, regardless of what is counted.																														
	V.A. 5 Child counts up to 6 items and demonstrates that the last count indicates how many items were counted.	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	V.A.6 Child demonstrates understanding that when counting, the items can be chosen in any order.	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	V.A.7 Child uses verbal ordinal terms	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	V.A.8 Child verbally identifiies, without counting, the number of objects from 4-5	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	V.A.9 Recognizes one digit numerals from 4-6	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Operations and Algebraic Reasoning	V.A.2 Use words to rote Count from 1 - 20	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	V.B.1 Child uses concrete objects, creates pictorial models, and shares a verbal word problem for adding up to 4 and 5 objects.	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	V.B.2 Child uses concrete models or makes a verbal word problem for subtracting 4 and 5 objects from a set.	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	V.E.3 Creating Patterns	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

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Geometry and Measurement	V.C.4 Child slides, flips, and turns shapes to demonstrate that shapes remain the same.	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	V.D.1 Recognizes and compares heights or lengths of people or objects.	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Data Analysis	V.E.2 Participates in collecting data and organizing into graphic representations	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
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	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

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Fourth Nine Weeks (Required)	**I - Pre-k Social and Emotional Development Progress**																															
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	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

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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	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
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	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	III.C.3 Child produces at least 20 distinct letter sound correspondences	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

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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**																															
Number	V.A.1 Child knows that objects, or parts of an object can be counted	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	V.A.3 Child counts 7-10 items, with one count per item	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	V.A.4 Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	V.A.5 Child counts up to 10 items and demonstrates that the last count indicates how many items were counted	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	V.A.6 Child demonstrates understanding that when counting, the items can be chosen in any order	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	V.A.9 Recognizes one digit numerals from 0 - 9	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
nd Algebraic oning	V.A.2 Child uses words to rote Count from 1 - 30	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	V.E.3 Child recognizes and creates Patterns (Nature, Clothing, Sound, Movement, etc.)	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

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Operations and Reasoning	V.B.1 Child uses concrete objects, creates pictorial models and shares a verbal word problem for adding up to 5 objects	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	V.B.2 Child uses concrete objects, creates pictorial models and shares a verbal word problem for subtracting up to 5 objects	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Geometry and Measurement	V.C.2 Child creates shapes	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	V.D.3 Child informally recognizes and compares weights of objects or people	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	V.D.4 Child uses language to describe concepts associated with the passing of time	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	V.B.3 Child uses informal strategies to separate up to 10 items into equal groups	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
		√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Data Analysis	V.E.2 Child participates in collecting data and organizing into graphic representations	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Third Nine Weeks (Required)	**VI - Pre-k Science Progress**																														
Physical Science	VI.A.2 Child observes, investigates describes and discusses position and motion of objects.		√		√		√		√		√		√		√		√		√		√		√		√		√		√		√

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Earth and Space Science	VI.C.2 Child identifies, observes, and discusses objects in the sky.		√		√		√		√		√		√		√		√		√		√		√		√		√		√		√
Earth and Space Science	VI.C.4 Child demonstrates the importance of caring for our environment and our planet.		√		√		√		√		√		√		√		√		√		√		√		√		√		√		√
Third 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	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

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First-Fourth 9 Weeks (Required)	**VIII - Fine Arts**																														
Art Skills	VIII.A.1 Child uses a variety of art materials and activites for sensory experience and exploration	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	VIII.A.2 Child uses art as a form of creative self-experession and representation	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	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	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	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																															

2020-2021 PK4 SBISD Curriculum Correlated to Texas Prekindergarten Guideline Domains		Teacher:	Name										School Year:										2020-2021									
		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
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)	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	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	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	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	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	IX.C.2 Child practices good habits of personal health and hygiene	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	IX.C.3 Child practices good habits of nutrition and exercise	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
First-Fourth 9 Weeks (Required)	**X - Technology (Technology and Devices)**																															
	X.A.1 Child opens and navigates through digital learning applications and programs	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

2020-2021 PK4 SBISD Curriculum Correlated to Texas Prekindergarten Guideline Domains		Teacher:	Name				School Year:	2020-2021																								
		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
Technology	X.A.2 Child uses, operates, and names a variety of digital tools	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	X.A.3 Child uses digital learning applications and programs to create digital products and express own ideas	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	X.A.4 Child uses technology to access appropriate information	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	X.A.5 Child practices safe behavior while using digital tools and resourcews	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√