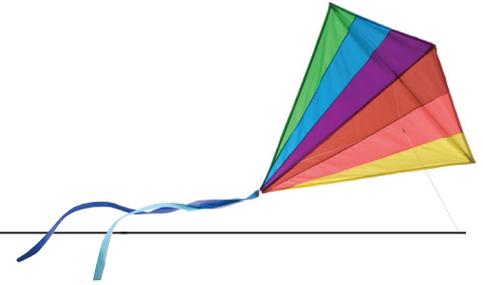




Alignment of



Teaching Strategies GOLD®
Objectives for Development & Learning:
Birth *Through* Kindergarten



WITH

**Alignment of the *Teaching Strategies GOLD*[®] Objectives for Development & Learning: Birth Through Kindergarten
With
*Texas Prekindergarten Guidelines***

This document aligns the content in the *Texas Prekindergarten Guidelines* with the objectives, dimensions, and indicators of the *Teaching Strategies GOLD*[®] assessment system.

References

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Prekindergarten	
I. Social and Emotional Development	
A. Self Concept Skills	
I.A.1. Child is aware of where own body is in space, respects personal boundaries.	29. Demonstrates knowledge about self
I.A.2. Child shows self-awareness and demonstrates pride in age appropriate abilities and skills.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
I.A.3. Child shows reasonable opinion of his own abilities and limitations.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
I.A.4. Child shows initiative in independent situations and persists in attempting to solve problems.	11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks 11. Demonstrates positive approaches to learning 11c. Solves problems 6. Solves problems without having to try every possibility
B. Self Regulation Skills	
1. Behavior Control	
I.B.1.a. Child follows classroom rules and routines with occasional reminders from teacher.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
I.B.1.b. Child takes care of and manages classroom materials.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors
I.B.1.c. Child regulates his own behavior with occasional reminders or assistance from teacher.	1. Regulates own emotions and behaviors 1a. Manages feelings 7 emerging to 8. Controls strong emotions in an appropriate manner most of the time

2. Emotional Control	
I.B.2.a. Child begins to understand difference and connection between emotions/feelings and behaviors.	1. Regulates own emotions and behaviors 1a. Manages feelings 6. Is able to look at a situation differently or delay gratification
I.B.2.b. Child can communicate their basic emotions/feelings.	1. Regulates own emotions and behaviors 1a. Manages feelings 5 emerging to 6. Is able to look at a situation differently or delay gratification
I.B.2.c. Child is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary.	1. Regulates own emotions and behaviors 1a. Manages feelings 7 emerging to 8. Controls strong emotions in an appropriate manner most of the time
3. Control of Attention	
I.B.3.a. Child sustains attention to personally chosen or routine (teacher directed) tasks until they are completed.	11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
I.B.3.b. Child remains focused on engaging group activities for about 20 minutes at a time.	11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks
C. Relationships with Others	
I.C.1. Child uses positive communication or conversation skills to build relationships with others.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 6. Engages in conversations of at least three exchanges
I.C.2. Child assumes various roles and responsibilities as part of a classroom community.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors
I.C.3. Child shows competence in initiating social interactions.	2. Establishes and sustains positive relationships 2c. Interacts with peers 6. Initiates, joins in, and sustains positive interactions with a small group of two to three children

<p>I.C.4. Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal.</p>	<p>14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes</p>
<p>I.C.5. Child initiates problem-solving strategies and seeks adult help when necessary.</p>	<p>3. Participates cooperatively and constructively in group situations 3b. Solves social problems 6. Suggests solutions to social problems</p>
<p>I.C.6. Child demonstrates empathy and caring for others.</p>	<p>2. Establishes and sustains positive relationships 2b. Responds to emotional cues 4. Demonstrates concern about the feelings of others</p>
<p>I.C.7. Child interacts with a variety of playmates and may have preferred friends.</p>	<p>2. Establishes and sustains positive relationships 2d. Makes friends 5 emerging to 6. Establishes a special friendship with one other child, but the friendship might only last a short while</p>
<p>D. Social Awareness Skills</p>	
<p>I.D.1. Child recognizes differences in physical characteristics of different people.</p>	<p>30. Shows basic understanding of people and how they live</p>
<p>I.D.2. Child demonstrates an understanding that others have perspectives and feelings that are different from her own.</p>	<p>2. Establishes and sustains positive relationships 2b. Responds to emotional cues 8. Recognizes that others' feelings about a situation might be different from his or her own</p>

II. Language and Communication	
A. Listening Comprehension Skills	
II.A.1. Child shows understanding by responding appropriately.	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
II.A.2. Child shows understanding by following two-step oral directions and usually follows three-step directions.	8. Listens to and understands increasingly complex language 8b. Follows directions 6. Follows directions of two or more steps that relate to familiar objects and experiences
II.A.2. Child follows one-step oral directions in second language. (ELL)	37. Demonstrates progress in listening to and understanding English 6. Responds to words and phrases in English when they are not accompanied by gestures or other visual aids
II.A.3. Child shows understanding of the language being spoken by teachers and peers.	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
II.A.3. Child beginning to show understanding of new language being spoken by teachers and peers. (ELL).	37. Demonstrates progress in listening to and understanding English 6. Responds to words and phrases in English when they are not accompanied by gestures or other visual aids
B. Speaking (Conversation) Skills	
II.B.1. Child is able to use language for different purposes.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items 10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 6. Uses acceptable language and social rules while communicating with others; may need reminders
II.B.2. Child engages in conversations in appropriate ways.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 6. Engages in conversations of at least three exchanges

II.B.3. Child provides appropriate information for various situations.	12. Remembers and connects experiences 12a. Recognizes and recalls 6. Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view
II.B.4. Child demonstrates knowledge of verbal conversational rules.	10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 6. Uses acceptable language and social rules while communicating with others; may need reminders
II.B.5. Child demonstrates knowledge of nonverbal conversational rules.	10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 6. Uses acceptable language and social rules while communicating with others; may need reminders
II.B.6. Child matches language to social contexts.	10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 6. Uses acceptable language and social rules while communicating with others; may need reminders
C. Speech Production Skills	
II.C.1. Child's speech is understood by both the teacher and other adults in the school.	9. Uses language to express thoughts and needs 9b. Speaks clearly 6. Is understood by most people; may mispronounce new, long, or unusual words
II.C.2. Child perceives differences between similar sounding words.	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 6. Decides whether two words rhyme 15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 4. Shows awareness that some words begin the same way
II.C.3. Child investigates and demonstrates growing understanding of the sounds and intonation of language.	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 2. Hears and shows awareness of separate words in sentences
II.C.3. Child investigates and demonstrates growing understanding of the sounds and intonation of the English language (ELL).	38. Demonstrates progress in speaking English 2. Repeats sounds and words in English, sometimes very quietly

D. Vocabulary Skills	
II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
II.D.2. Child demonstrates understanding of terms used in the instructional language of the classroom.	8. Listens to and understands increasingly complex language 8b. Follows directions 8. Follows detailed, instructional, multistep directions
II.D.3. Child demonstrates understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words (many more than he or she uses).	8. Listens to and understands increasingly complex language 8a. Comprehends language 8. Responds appropriately to complex statements, questions, vocabulary, and stories
II.D.3. Child learning English as a second language may comprehend up to 1,000 words (ELL student will comprehend many more words than he or she uses).	37. Demonstrates progress in listening to and understanding English 6. Responds to words and phrases in English when they are not accompanied by gestures or other visual aids
II.D.4. Child uses a large speaking vocabulary, adding several new words daily.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
II.D.5. Child increases listening vocabulary.	8. Listens to and understands increasingly complex language 8a. Comprehends language 8. Responds appropriately to complex statements, questions, vocabulary, and stories
II.D.5. Child begins to develop and use vocabulary of object names and common phrases in English. (ELL)	37. Demonstrates progress in listening to and understanding English 6. Responds to words and phrases in English when they are not accompanied by gestures or other visual aids 38. Demonstrates progress in Speaking English 6. Develops multiword phrases by using socially interactive terms in English; adds new words to the phrase

II.D.6. Child uses category labels to understand how the words/objects relate to each other.	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items</p> <p>13. Uses classification skills 6. Groups objects by one characteristic, then regroups them using a different characteristic and indicates reason.</p>
E. 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.	<p>9. Uses language to express thoughts and needs 9c. Uses conventional grammar 6. Uses complete, four- to six-word sentences</p>
II.E.2. Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.	<p>9. Uses language to express thoughts and needs 9c. Uses conventional grammar 8. Uses long, complex sentences and follows most grammatical rules</p>
II.E.3. Child uses sentences with more than one phrase.	<p>9. Uses language to express thoughts and needs 9c. Uses conventional grammar 8. Uses long, complex sentences and follows most grammatical rules</p>
II.E.4. Child combines more than one idea using complex sentences.	<p>9. Uses language to express thoughts and needs 9c. Uses conventional grammar 8. Uses long, complex sentences and follows most grammatical rules</p>
II.E.5. Child combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning.	<p>9. Uses language to express thoughts and needs 9c. Uses conventional grammar 8. Uses long, complex sentences and follows most grammatical rules</p>
II.E.6. Child engages in various forms of nonverbal communication with those who do not speak her home language (ELL).	<p>37. Demonstrates progress in listening to and understanding English 4. Responds to common English words and phrases when they are accompanied by gestures or other visual aids</p>
II.E.7. Child uses single words and simple phrases to communicate meaning in social situations (ELL).	<p>38. Demonstrates progress in speaking English 4. Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea</p>
II.E.8. Child attempts to use new vocabulary and grammar in speech (ELL).	<p>38. Demonstrates progress in speaking English 6. Develops multiword phrases by using socially interactive terms in English; adds new words to the phrase</p>

III. Emergent Literacy – Reading	
A. Motivation to Read Skills	
III.A.1. Child engages in pre-reading and reading-related activities during shared or interactive reading.	18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 4. Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult
III.A.2. Child self selects books and other written materials to engage in pre-reading behaviors.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers 17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 4. Indicates where to start reading and the direction to follow
III.A.3. Child asks to be read to or asks the meaning of written text.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures
B. Phonological Awareness Skills	
III.B.1. Child separates a normally spoken four- word sentence into individual words.	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 2. Hears and shows awareness of separate words in sentences
III.B.2. Child combines words to make a compound word.	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 3 emerging to 4. Hears and shows awareness of separate syllables in words
III.B.3. Child deletes a word from a compound word.	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 3 emerging to 4. Hears and shows awareness of separate syllables in words

Syllables	
III.B.4. Child blends syllables into words.	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 4. Hears and shows awareness of separate syllables in words
III.B.5. Child can segment a syllable from a word.	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 4. Hears and shows awareness of separate syllables in words
Onset-rime	
III.B.6. Child can recognize rhyming words.	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 6. Decides whether two words rhyme
III.B.7. Child can produce a word that begins with the same sound as a given pair of words.	15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 6. Matches beginning sounds of some words
III.B.8. Child blends onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with and without pictorial support.	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 5 emerging to 6. Verbally separates and blends onset and rime
III.B.10. Child recognizes and blends spoken phonemes into one-syllable words with pictorial support.	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 7 emerging to 8. Verbally separates and blends individual phonemes in words
C. Alphabet Knowledge Skills	
III.C.1. Child names at least 20 upper and at least 20 lower case letters.	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 6. Identifies and names 11–20 upper- and 11–20 lowercase letters when presented in random order
III.C.2. Child recognizes at least 20 letter sounds.	16. Demonstrates knowledge of the alphabet 16b. Uses letter–sound knowledge 3 emerging to 4. Produces the correct sounds for 10–20 letters
III.C.3. Child produces the correct sounds for at least 20 letters.	16. Demonstrates knowledge of the alphabet 16b. Uses letter–sound knowledge 3 emerging to 4. Produces the correct sounds for 10–20 letters

D. Comprehension of Text Read Aloud Skills	
III.D.1. Child retells or reenacts a story after it is read aloud.	18. Comprehends and responds to books and other texts 18c. Retells stories 6. Retells a familiar story in proper sequence, including major events and characters
III.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
III.D.3. Child asks and responds to questions relevant to the text read aloud.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures
III.D.4. Child will predict what might happen next in a text based on the cover, title, or illustrations.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions
E. Print Concepts	
III.E.1. Child can distinguish between elements of print including letters, words, and pictures.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
III.E.2. Child demonstrates understanding of print directionality including left to right and top to bottom.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
III.E.3. Child can identify some conventional features of print that communicate meaning including end punctuation and case.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation

IV. Emergent Literacy – Writing	
A. Motivation to Write Skills	
IV.A.1. Child intentionally uses marks to record language and verbally shares the meaning behind the marks.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 4. Letter strings
B. Writing for a Purpose	
IV.A.2. Child independently writes to communicate their ideas for a variety of purposes such as telling personal stories, writing notes and letters, making signs and/or making lists.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 5. Early invented spelling
C. Writing as a Process	
IV.C.1. Discusses and contributes ideas for drafts composed in whole/small group writing activities.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 8. Cooperates and shares ideas and materials in socially acceptable ways
IV.C.2. Interacts and provides suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 8. Cooperates and shares ideas and materials in socially acceptable ways
IV.C.3. Shares and celebrates class-made writing products.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 8. Cooperates and shares ideas and materials in socially acceptable ways
D. Conventions in Writing	
IV.D.1. Child writes own name (first name or frequent nickname) using the letters in proper sequence.	19. Demonstrates emergent writing skills 19a. Writes name 6. Accurate name
IV. D. 2 Child moves from scribbles (Stage 1) to some letter-sound correspondence using beginning and ending sounds (Stage 11) when writing.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 5. Early invented spelling
IV. D 3. Child uses appropriate directionality when writing (top to bottom; left to right).	Not specifically addressed in <i>Teaching Strategies GOLD</i> ®
IV.D.4. Child begins to experiment with punctuation when writing.	Not specifically addressed in <i>Teaching Strategies GOLD</i> ®

V. Mathematics	
A. Counting Skills	
V.A.1. Child knows that objects, or parts of an object, can be counted.	20. Uses number concepts and operations 20b. Quantifies 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
V.A.2. Child uses words to rote count from 1 to 30.	20. Uses number concepts and operations 20a. Counts 7 emerging to 8. Uses number names while counting to 100; counts 30 objects accurately; tells what number comes before and after a specified number up to 20
V.A.3. Child counts 1-10 items with one count per item.	20. Uses number concepts and operations 20a. Counts 5 emerging to 6. Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting
V.A.4. Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted.	20. Uses number concepts and operations 20a. Counts 6. Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting
V.A.5. Child counts up to 10 items, and demonstrates that the last count indicates how many items were counted.	20. Uses number concepts and operations 20a. Counts 5 emerging to 6. Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting
V.A.6. Child demonstrates understanding that when counting, the items can be chosen in any order.	20. Uses number concepts and operations 20a. Counts 6. Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting

V.A.7. Child uses the verbal ordinal terms.	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
V.A.8. Child verbally identifies, without counting, the number of objects from 1 to 5.	20. Uses number concepts and operations 20b. Quantifies 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
V.A.9. Child recognizes one-digit numerals, 0-9.	20. Uses number concepts and operations 20c. Connects numerals with their quantities 5 emerging to 6. Identifies numerals to 10 by name and connects each to counted objects
B. Adding To/Taking Away Skills	
V.B.1. Child uses concrete models, creates pictorial model, and shares a verbal word problem for adding up to 5 objects.	20. Uses number concepts and operations 20b. Quantifies 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
V.B.2. Child uses concrete models, creates pictorial models, and shares a verbal word problem for subtracting 1-5 objects from a set.	20. Uses number concepts and operations 20b. Quantifies 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
V.B.3. Child uses informal strategies to separate up to 10 items equally.	20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many

C. Geometry and Spatial Sense Skills	
V.C.1. Child names common shapes.	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 4. Identifies a few basic shapes (circle, square, triangle)
V.C.2. Child creates shapes.	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 8. Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes
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.).	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 6. Uses and responds appropriately to positional words indicating location, direction, and distance
V.C.4. Child slides, flips, and turns shapes to demonstrate that the shapes remain the same.	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 8. Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes
D. Measurement Skills	
V.D.1. Child recognizes and compares heights or lengths of people or objects.	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
V.D.2. Child recognizes how much can be placed within an object.	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
V.D.3. Child informally recognizes and compares weights of objects or people.	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
V.D.4. Child uses language to describe concepts associated with the passing of time.	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers

E. Classification and Patterns Skills	
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.	13. Uses classification skills 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
V.E.2. Child collects data and organizes it in a graphic representation.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols
V.E.3. Child recognizes and creates patterns.	23. Demonstrates knowledge of patterns 6. Extends and creates simple repeating patterns

VI. Science	
A. Physical Science Skills	
VI.A.1. Child observes, verbally describes, and investigates properties and characteristics of common objects.	24. Uses scientific inquiry skills 26. Demonstrates knowledge of the physical properties of objects and materials
VI.A.2. Child investigates and verbally describes position and motion of objects.	26. Demonstrates knowledge of the physical properties of objects and materials
VI.A.3. Child uses simple measuring devices to learn about objects.	22. Compares and measures 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools 28. Uses tools and other technology to perform tasks
VI.A.4. Child investigates and verbally describes sources of energy including light, heat, and electricity.	26. Demonstrates knowledge of the physical properties of objects and materials
B. Life Science Skills	
VI.B.1. Child identifies and verbally describes the characteristics of organisms.	25. Demonstrates knowledge of the characteristics of living things
VI.B.2. Child verbally describes life cycles of organisms.	25. Demonstrates knowledge of the characteristics of living things
VI.B.3. Child recognizes, observes, and discusses the relationship of organisms to their environments.	25. Demonstrates knowledge of the characteristics of living things
C. Earth and Space Science Skills	
VI.C.1. Child identifies, compares, discusses earth materials, and their properties and uses.	27. Demonstrates knowledge of Earth's environment
VI.C.2. Child identifies, observes, and discusses objects in the sky.	27. Demonstrates knowledge of Earth's environment
VI.C.3. Child observes and describes what happens during changes in the earth and sky.	27. Demonstrates knowledge of Earth's environment
VI.C.4. Child demonstrates the importance of caring for our environment and our planet.	27. Demonstrates knowledge of Earth's environment

VII. Social Studies	
A. People Past and Present Skills	
VII.A.1. Child identifies similarities and differences in characteristics of people.	30. Shows basic understanding of people and how they live
The child identifies similarities among people like himself and classmates as well as among himself and people from other cultures.	30. Shows basic understanding of people and how they live
The child identifies similarities between himself and classmates and other children inclusive of cultural influences.	30. Shows basic understanding of people and how they live
VII.A.3. Child connects their life to events, time, and routines.	31. Explores change related to familiar people or places
B. Economic Skills	
VII.B.1. Child demonstrates that all people need food, clothing, shelter, family care and money.	30. Shows basic understanding of people and how they live
VII.B.2. Child participates in activities using pretend money and trade items.	30. Shows basic understanding of people and how they live
VII.B.3. Child discusses the roles and responsibilities of community workers.	30. Shows basic understanding of people and how they live
C. Geography Skills	
VII.C.1. Child identifies and creates common features in the natural environment.	32. Demonstrates simple geographic knowledge
VII.C.2. Child explores geography tools and resources such as maps and globes.	32. Demonstrates simple geographic knowledge
D. Citizenship Skills	
VII.D.1. Child identifies flags of the United States and Texas.	30. Shows basic understanding of people and how they live
VII.D.2. Child recites the Pledge of Allegiance to the United States flag and the state flag and observes a moment of silence.	30. Shows basic understanding of people and how they live
VII.D.3. The child engages in voting as a method for group decision-making.	30. Shows basic understanding of people and how they live

VIII. Fine Arts	
A. Art Skills	
VIII.A.1. Child uses a variety of art materials and activities for sensory experience and exploration.	33. Explores the visual arts
VIII.A.2. Child uses art as a form of creative self-expression and representation.	33. Explores the visual arts
VIII.A.3. Child demonstrates interest in and shows appreciation for the creative work of others.	33. Explores the visual arts
B. Music Skills	
VIII.B.1. Child participates in classroom music activities including singing and playing musical instruments.	34. Explores musical concepts and expression
VIII.B.2. Child responds to different musical styles through movement and play.	34. Explores musical concepts and expression 35. Explores dance and movement concepts
C. Dramatic Expression Skills	
VIII.C.1. Child creates or recreates stories, moods, or experiences through dramatic representations.	36. Explores drama through actions and language

IX. Physical Development	
A. Gross Motor Development Skills	
IX.A.1. Child demonstrates coordination and balance in isolation (may not yet coordinate consistently with a partner).	<p>4. Demonstrates traveling skills 7 emerging to 8. Coordinates complex movements in play and games</p> <p>5. Demonstrates balancing skills 7 emerging to 8. Sustains balance during complex movement experiences</p>
IX.A.2. Child coordinates sequence of movements to perform tasks.	<p>4. Demonstrates traveling skills 8. Coordinates complex movements in play and games</p> <p>5. Demonstrates balancing skills 8. Sustains balance during complex movement experiences</p> <p>6. Demonstrates gross-motor manipulative skills 8. Manipulates balls or similar objects with a full range of motion</p> <p>35. Explores dance and movement concepts</p>
B. Fine-Motor Development Skills	
IX.B.1. Child shows increasing control of tasks that require small-muscle strength and control.	<p>7. Demonstrates fine-motor strength and coordination</p> <p>7a. Uses fingers and hands 6. Uses refined wrist and finger movements</p>
IX.B.2. Child shows increasing control of tasks that require eye-hand coordination.	<p>7. Demonstrates fine-motor strength and coordination</p> <p>7b. Uses writing and drawing tools 5 emerging to 6. Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end</p>

C. Personal Safety and Health Skills	
IX.C.1. Child practices good habits of personal safety.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
IX.C.2. Child practices good habits of personal health and hygiene.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
IX.C.3. Child identifies good habits of nutrition and exercise.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being

X. Technology	
A. Technology and Devices Skills	
X.A.1. Child opens and navigates through software programs.	28. Uses tools and other technology to perform tasks
X.A.2. Child uses, operates, and names a variety of digital tools.	28. Uses tools and other technology to perform tasks
X.A.4. Child uses software applications to create digital products and express own ideas.	28. Uses tools and other technology to perform tasks
X.A.5. Child uses technology to access information.	28. Uses tools and other technology to perform tasks
X.A.6. Child practices safe behavior while using digital tools and resources.	28. Uses tools and other technology to perform tasks