

The Vine Assessment System™

by LifeCubby

*A Fully Integrated Platform for Observation,
Daily Reporting, Communications and Assessment*

For Early Childhood Professionals and the Families that they Serve

Alignment Document for:
Texas Prekindergarten Guidelines



References



Texas Education Agency. (2016). *Texas prekindergarten guidelines*. Austin, TX: Author. Retrieved from <http://tea.texas.gov/pkg.aspx>

Texas Prekindergarten Guidelines	Vine Assessments by LifeCubby
I. Social and Emotional Development Domain	Vine Indicators
A. Self Concept Skills	
I.A.1. Child is aware of where own body is in space, respects personal boundaries.	<p>SED 6-3 Cooperates with Peers <u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language</p> <p>CM 12-2 Develops Spatial Awareness <u>Pre-K:</u> Uses location words (in, on, under, etc.); uses standard or nonstandard units of measurement to determine length, height, capacity etc. of object(s); compares length, height, capacity of a container, such as how many scoops are needed to fill a bucket</p>
I.A.2. Child shows awareness of areas of competence and describes self positively in what he is able to do.	<p>SED 4-2 Becomes Confident <u>Pre-K:</u> Shows pride in accomplishments; develops positive self-image: awareness of self as having certain abilities, preferences, characteristics</p>
I.A.3. Child shows reasonable opinion of his own abilities and limitations.	<p>SED 4-2 Becomes Confident <u>Pre-K:</u> Shows pride in accomplishments; develops positive self-image: awareness of self as having certain abilities, preferences, characteristics</p>
I.A.4. Child shows initiative in independent situations and persists in attempting to solve problems.	<p>ATL 1-5 Shows Initiative <u>Pre-K:</u> Makes and conveys choices to friends and teachers</p>
B. Self Control Skills	
1. Behavior Control	
I.B.1.a. Child follows classroom rules and routines with occasional reminders from teacher.	<p>ATL 2-1 Understands Routines <u>Pre-K:</u> Anticipates daily routines, such as meal time, clean-up time, etc.; transitions smoothly when instructed it is time to do something else</p>
I.B.1.b. Child takes care of and manages classroom materials.	<p>ATL 2-2 Shows Responsibility <u>Pre-K:</u> Follows class rules; treats classroom property appropriately; puts objects away properly; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege</p>
I.B.1.c. Child regulates his own behavior with occasional reminders or assistance from teacher.	<p>SED 3-2 Manages Feelings & Demonstrates Self-Control <u>Pre-K:</u> Has methods for coping with intense feelings (getting a comfort item; using words; counting to 5); seeks adult assistance in intense situations; is learning to control impulses and emotions; is able to wait turn</p>
2. Emotional Control	
I.B.2.a. Child begins to understand difference and connection between <i>feelings</i> and <i>behaviors</i> .	<p>SED 3-2 Manages Feelings & Demonstrates Self-Control <u>Pre-K:</u> Has methods for coping with intense feelings (getting a comfort item; using words; counting to 5); seeks adult assistance in intense situations; is learning to control impulses and emotions; is able to wait turn</p>

I.B.2.b. Child is aware of own feelings most of the time.	SED 3-1 Expresses Emotion <u>Pre-K:</u> Expresses a range of emotions; says how he/she is feeling and why; identifies emotions in photos (e.g., happy, sad, or confused)
I.B.2.c. Child is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary.	SED 3-2 Manages Feelings & Demonstrates Self-Control <u>Pre-K:</u> Has methods for coping with intense feelings (getting a comfort item; using words; counting to 5); seeks adult assistance in intense situations; is learning to control impulses and emotions; is able to wait turn
3. Control of Attention	
I.B.3.a. Child sustains attention to personally chosen or routine tasks until they are completed.	ATL 1-1 Is Attentive <u>Pre-K:</u> Pays attention during story time and other teacher-led activities such as circle time; focuses on an activity for 15 or more minutes
I.B.3.b. Child remains focused on engaging group activities for about 20 minutes at a time.	ATL 1-1 Is Attentive <u>Pre-K:</u> Pays attention during story time and other teacher-led activities such as circle time; focuses on an activity for 15 or more minutes
C. Social Competence Skills	
I.C.1. Child uses positive relationships as modeled by his teacher for her own pro social behaviors.	SED 5-2 Learns from Adults <u>Pre-K:</u> Mirrors adult behavior in daily routines; seeks help or information when needed from adults
I.C.2. Child assumes various roles and responsibilities as part of a classroom community.	ATL 2-2 Shows Responsibility <u>Pre-K:</u> Follows class rules; treats classroom property appropriately; puts objects away properly; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege
I.C.3. Child shows competence in initiating social interactions.	SED 6-2 Bonds with Peers <u>Pre-K:</u> Shows affection for friends; may have a favorite friend; knows some likes or dislikes of peers; participates in group song, dance, acting/role-play
I.C.4. Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal.	SED 6-2 Bonds with Peers <u>Pre-K:</u> Shows affection for friends; may have a favorite friend; knows some likes or dislikes of peers; participates in group song, dance, acting/role-play
I.C.5. Child initiates problem-solving strategies and seeks adult help when necessary.	SED 6-3 Cooperates with Peers <u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language
I.C.6. Child demonstrates empathy and caring for others.	SED 6-1 Builds Empathy <u>Pre-K:</u> Shares in the joy of others; expresses sadness when another adult or child is sad
I.C.7. Child begins to have meaningful friends.	SED 6-2 Bonds with Peers <u>Pre-K:</u> Shows affection for friends; may have a favorite friend; knows some likes or dislikes of peers; participates in group song, dance, acting/role-play
D. Social Awareness Skills	

I.D.1. Child demonstrates an understanding that others have specific characteristics.	SED 4-1 Develops Awareness of Self <u>Pre-K:</u> Recognizes similarities and differences between self and others (e.g., gender, physical characteristics, likes/dislikes); identifies self as part of a group, (e.g., family, community, culture, faith, class)
I.D.2. Child demonstrates an understanding that others have perspectives and feelings that are different from her own.	SED 6-1 Builds Empathy <u>Pre-K:</u> Shares in the joy of others; expresses sadness when another adult or child is sad

II. Language and Communication Domain	
A. Listening Comprehension Skills	
II.A.1. Child shows understanding by responding appropriately.	LC 7-1 Develops Receptive Communication <u>Pre-K:</u> Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations
II.A.2. Child shows understanding by following twostep oral directions and usually follows three-step directions.	LC 7-1 Develops Receptive Communication <u>Pre-K:</u> Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations
II.A.3. Child shows understanding of the new language being spoken by English speaking teachers and peers (ELL).	LC 7-1 Develops Receptive Communication <u>Pre-K:</u> Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations
B. Speaking (Conversation) Skills	
II.B.1. Child is able to use language for different purposes.	LC 7-2 Develops Expressive Communication <u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas
II.B.2. Child engages in conversations in appropriate ways.	LC 7-6 Learns Conversation Structure <u>Pre-K:</u> Participates in multi-turn conversations with friends and adults; mirrors tone, volume and tense; uses verbal and nonverbal conversational rules (e.g., takes turns, eye contact, loud and soft voice as appropriate, etc.); connects phrases and sentences to build ideas
II.B.3. Child provides appropriate information for various situations.	LC 7-2 Develops Expressive Communication <u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas
II.B.4. Child demonstrates knowledge of verbal conversational rules.	LC 7-6 Learns Conversation Structure <u>Pre-K:</u> Participates in multi-turn conversations with friends and adults; mirrors tone, volume and tense; uses verbal and nonverbal conversational rules (e.g., takes turns, eye contact, loud and soft voice as appropriate, etc.); connects phrases and sentences to build ideas
II.B.5. Child demonstrates knowledge of nonverbal conversational rules.	LC 7-6 Learns Conversation Structure <u>Pre-K:</u> Participates in multi-turn conversations with friends and adults; mirrors tone, volume and tense; uses verbal and nonverbal conversational rules (e.g., takes turns, eye

	contact, loud and soft voice as appropriate, etc.); connects phrases and sentences to build ideas
II.B.6. Child matches language to social contexts.	LC 7-6 Learns Conversation Structure <u>Pre-K:</u> Participates in multi-turn conversations with friends and adults; mirrors tone, volume and tense; uses verbal and nonverbal conversational rules (e.g., takes turns, eye contact, loud and soft voice as appropriate, etc.); connects phrases and sentences to build ideas
C. Speech Production Skills	
II.C.1. Child's speech is understood by both the teacher and other adults in the school.	LC 7-5 Expands Grammar and Pronunciation <u>Pre-K:</u> Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate
II.C.2. Child perceives differences between similar sounding words.	LC 7-5 Expands Grammar and Pronunciation <u>Pre-K:</u> Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate
II.C.3. Child investigates and demonstrates growing understanding of the sounds and intonation of the English language (ELL).	LC 7-3 Develops Phonemic Awareness <u>Pre-K:</u> Can "clap" syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
D. Vocabulary Skills	
II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions.	LC 7-4 Expands Vocabulary <u>Pre-K:</u> Asks questions about new words; uses new words on a regular basis; shows growth in number of words or signs used in conversation with others; asks meanings of words; understands that some words mean the same thing and some words are opposites (e.g., house/home and big/little)
II.D.2. Child demonstrates understanding of terms used in the instructional language of the classroom.	LC 7-4 Expands Vocabulary <u>Pre-K:</u> Asks questions about new words; uses new words on a regular basis; shows growth in number of words or signs used in conversation with others; asks meanings of words; understands that some words mean the same thing and some words are opposites (e.g., house/home and big/little)
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.	LC 7-4 Expands Vocabulary <u>Pre-K:</u> Asks questions about new words; uses new words on a regular basis; shows growth in number of words or signs used in conversation with others; asks meanings of words; understands that some words mean the same thing and some words are opposites (e.g., house/home and big/little)
II.D.4. Child uses a large speaking vocabulary, adding several new words daily.	LC 7-4 Expands Vocabulary <u>Pre-K:</u> Asks questions about new words; uses new words on a regular basis; shows growth in number of words or signs used in conversation with others; asks meanings of words; understands that some words mean the same thing and some words are opposites (e.g., house/home and big/little)

II.D.5. Child uses category labels to understand how the words/objects relate to each other.	LC 7-4 Expands Vocabulary <u>Pre-K:</u> Asks questions about new words; uses new words on a regular basis; shows growth in number of words or signs used in conversation with others; asks meanings of words; understands that some words mean the same thing and some words are opposites (e.g., house/home and big/little)
II.D.6. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English. (ELL)	LC 7-4 Expands Vocabulary <u>Pre-K:</u> Asks questions about new words; uses new words on a regular basis; shows growth in number of words or signs used in conversation with others; asks meanings of words; understands that some words mean the same thing and some words are opposites (e.g., house/home and big/little)
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.	LC 7-5 Expands Grammar and Pronunciation <u>Pre-K:</u> Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate
II.E.2. Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.	LC 7-5 Expands Grammar and Pronunciation <u>Pre-K:</u> Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate
II.E.3. Child uses sentences with more than one phrase.	LC 7-5 Expands Grammar and Pronunciation <u>Pre-K:</u> Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate
II.E.4. Child combines more than one idea using complex sentences.	LC 7-5 Expands Grammar and Pronunciation <u>Pre-K:</u> Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate
II.E.5. Child combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning.	LC 7-5 Expands Grammar and Pronunciation <u>Pre-K:</u> Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate
II.E.6. Child engages in various forms of nonverbal communication with those who do not speak her home language (ELL).	LC 7-2 Develops Expressive Communication <u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas
II.E.7. Child uses single words and simple phrases to communicate meaning in social situations (ELL).	LC 7-2 Develops Expressive Communication <u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas
II.E.8. Child attempts to use new vocabulary and grammar in speech (ELL).	LC 7-2 Develops Expressive Communication <u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas

III. Emergent Literacy – Reading Domain	
A. Motivation to Read Skills	
III.A.1. Child engages in pre-reading and reading-related activities.	LKS 8-3 Develops Emergent Reading <u>Pre-K:</u> Recognizes a few common sight words; understands structure: beginning, middle, end of a story; shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes
III.A.2. Child uses books and other written materials to engage in pre-reading behaviors.	LKS 8-1 Develops Early Literacy <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
III.A.3. Child asks to be read to or asks the meaning of written text.	LKS 8-1 Develops Early Literacy <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
B. Phonological Awareness Skills	
III.B.1. Child separates a normally spoken four-word sentence into individual words.	LC 7-3 Develops Phonemic Awareness <u>Pre-K:</u> Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
III.B.2. Child combines words to make a compound word.	LC 7-3 Develops Phonemic Awareness <u>Pre-K:</u> Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
III. B.3. Child deletes a word from a compound word.	LC 7-3 Develops Phonemic Awareness <u>Pre-K:</u> Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
III.B.4. Child combines syllables into words.	LC 7-3 Develops Phonemic Awareness <u>Pre-K:</u> Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
III.B.5. Child can delete a syllable from a word.	LC 7-3 Develops Phonemic Awareness <u>Pre-K:</u> Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
III.B.6. Child can produce a word that rhymes with a given word.	LC 7-3 Develops Phonemic Awareness

	<u>Pre-K:</u> Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
III.B.7. Child can produce a word that begins with the same sound as a given pair of words.	LC 7-3 Develops Phonemic Awareness <u>Pre-K:</u> Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
III.B.8. Child combines onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with pictorial support.	LC 7-3 Develops Phonemic Awareness <u>Pre-K:</u> Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
III.B.9. Child combines onset and rime to form familiar one-syllable words without pictorial support.	LC 7-3 Develops Phonemic Awareness <u>Pre-K:</u> Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
III.B.10. Child recognizes and blends two phonemes into real words with pictorial support.	LC 7-3 Develops Phonemic Awareness <u>Pre-K:</u> Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
B. [C] Alphabet Knowledge Skills	
III.C.1. Child names at least 20 upper and at least 20 lower case letters.	LKS 8-2 Develops Alphabetic Knowledge <u>Pre-K:</u> Sings, says, or signs ABCs as a memorized chant; knows the names or sounds of most letters; begins to recognize letters in print
III.C.2. Child recognizes at least 20 letter sounds.	LKS 8-2 Develops Alphabetic Knowledge <u>Pre-K:</u> Sings, says, or signs ABCs as a memorized chant; knows the names or sounds of most letters; begins to recognize letters in print
III.C.3. Child produces the correct sounds for at least 10 letters.	LKS 8-2 Develops Alphabetic Knowledge <u>Pre-K:</u> Sings, says, or signs ABCs as a memorized chant; knows the names or sounds of most letters; begins to recognize letters in print
D. Comprehension of Text Read Aloud Skills	
III.D.1. Child retells or reenacts a story after it is read aloud.	LKS 8-1 Develops Early Literacy <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
III.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.	LKS 8-1 Develops Early Literacy <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about

	stories; may connect a story to a personal experience; may predict the outcome of a story
III.D.3. Child asks and answers appropriate questions about the book.	LKS 8-1 Develops Early Literacy <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story

IV. Emergent Literacy – Writing Domain	
A. Motivation to Write Skills	
IV.A.1. Child intentionally uses scribbles/writing to convey meaning.	LKS 9-1 Develops Emergent Writing <u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters
B. Independently Conveys Meaning Skills	
IV.B.1. Child independently uses letters or symbols to make words or parts of words.	LKS 9-1 Develops Emergent Writing <u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters
IV.B. 2. Child writes own name (first name or frequent nickname), not necessarily with full correct spelling or well-formed letters.	LKS 9-1 Develops Emergent Writing <u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters
C. Forms Letters Skills	
IV.C.1. Child independently writes some letters on request (not necessarily well-formed).	LKS 9-1 Develops Emergent Writing <u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters
D. Concepts about Print Skills	
IV.D.1. Child uses some appropriate writing conventions when writing or giving dictation.	LKS 9-1 Develops Emergent Writing <u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters

V. Mathematics Domain	
A. Counting Skills	
V.A.1. Child knows that objects, or parts of an object, can be counted.	CM 10-1 Begins Counting <u>Pre-K:</u> Counts by rote to 20; can count objects up to 20; understands and uses ordinal terms (1st, 2nd, 3rd); may be able to skip count by 2, 5, or 10
V.A.2. Child uses words to rote count from 1 to 30.	CM 10-1 Begins Counting <u>Pre-K:</u> Counts by rote to 20; can count objects up to 20; understands and uses ordinal terms (1st, 2nd, 3rd); may be able to skip count by 2, 5, or 10
V.A.3. Child counts 1-10 items, with one count per item.	CM 10-1 Begins Counting <u>Pre-K:</u> Counts by rote to 20; can count objects up to 20; understands and uses ordinal terms (1st, 2nd, 3rd); may be able to skip count by 2, 5, or 10
V.A.4. Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted	CM 10-1 Begins Counting <u>Pre-K:</u> Counts by rote to 20; can count objects up to 20; understands and uses ordinal terms (1st, 2nd, 3rd); may be able to skip count by 2, 5, or 10
V.A.5. Child counts up to 10 items, and demonstrates that the last count indicates how many items were counted.	CM 10-1 Begins Counting <u>Pre-K:</u> Counts by rote to 20; can count objects up to 20; understands and uses ordinal terms (1st, 2nd, 3rd); may be able to skip count by 2, 5, or 10
V.A.6. Child demonstrates understanding that when counting, the items can be chosen in any order.	CM 10-1 Begins Counting <u>Pre-K:</u> Counts by rote to 20; can count objects up to 20; understands and uses ordinal terms (1st, 2nd, 3rd); may be able to skip count by 2, 5, or 10
V.A.7. Child uses the verbal ordinal terms.	CM 10-1 Begins Counting <u>Pre-K:</u> Counts by rote to 20; can count objects up to 20; understands and uses ordinal terms (1st, 2nd, 3rd); may be able to skip count by 2, 5, or 10
V.A.8. Child verbally identifies, without counting, the number of objects from 1 to 5.	CM 10-2 Builds and Observes Sets <u>Pre-K:</u> Can look at groups of objects up to 5 and indicate how many items without having to count them; compares quantities in sets and uses appropriate vocabulary: equal, more, less
V.A.9. Child recognizes one-digit numerals, 0-9.	CM 10-4 Reads and Writes Numbers <u>Pre-K:</u> Can write some numbers up to 10; recognizes a few numbers in written form; recognizes both numerals and number names
B. Add To/Taking Away Skills	
V.B.1. Child uses concrete models or makes a verbal word problem for adding up to 5 objects.	CM 10-3 Learns Addition, Subtraction and Division <u>Pre-K:</u> Can add "1" to a set of objects and know that it is 1 more; can subtract 1 from a set of objects and know that it is 1 less; can split a set of objects equally to divide by 2
V.B.2. Child uses concrete models or makes a verbal word problem for subtracting 1-5 objects from a set.	CM 10-3 Learns Addition, Subtraction and Division <u>Pre-K:</u> Can add "1" to a set of objects and know that it is 1 more; can subtract 1 from a set of objects and know that it is 1 less; can split a set of objects equally to divide by 2
V.B.3. Child uses informal strategies to share or divide up to 10 items equally.	CM 10-3 Learns Addition, Subtraction and Division <u>Pre-K:</u> Can add "1" to a set of objects and know that it is 1 more; can subtract 1 from a set of objects and know that it is 1 less; can split a set of objects equally to divide by 2

C. Geometry and Spatial Sense Skills	
V.C.1. Child names common shapes.	CM 12-1 Learns Shapes & Sizes <u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry
V.C.2. Child creates shapes.	CM 12-1 Learns Shapes & Sizes <u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry
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.).	CM 12-2 Develops Spatial Awareness <u>Pre-K:</u> Uses location words (in, on, under, etc.); uses standard or nonstandard units of measurement to determine length, height, capacity etc. of object(s); compares length, height, capacity of a container, such as how many scoops are needed to fill a bucket
V.C.4. Child slides, flips, and turns shapes to demonstrate that the shapes remain the same.	CM 12-1 Learns Shapes & Sizes <u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry
D. Measurement Skills	
V.D.1. Child recognizes and compares heights or lengths of people or objects.	CM 11-1 Learns Measurement and Quantities <u>Pre-K:</u> Explores and observes ways to use tools to measure objects (e.g., erasers, paper clips, ruler, scale, thermometer, measuring cups, etc.); develops growing abilities to collect, describe, and record measurement in different ways, such as charting results or measuring distance on a map
V.D.2. Child recognizes how much can be placed within an object.	CM 11-1 Learns Measurement and Quantities <u>Pre-K:</u> Explores and observes ways to use tools to measure objects (e.g., erasers, paper clips, ruler, scale, thermometer, measuring cups, etc.); develops growing abilities to collect, describe, and record measurement in different ways, such as charting results or measuring distance on a map
V.D.3. Child informally recognizes and compares weights of objects or people.	CM 11-1 Learns Measurement and Quantities <u>Pre-K:</u> Explores and observes ways to use tools to measure objects (e.g., erasers, paper clips, ruler, scale, thermometer, measuring cups, etc.); develops growing abilities to collect, describe, and record measurement in different ways, such as charting results or measuring distance on a map
V.D.4. Child uses language to describe concepts associated with the passing of time.	CM 11-1 Learns Measurement and Quantities <u>Pre-K:</u> Explores and observes ways to use tools to measure objects (e.g., erasers, paper clips, ruler, scale, thermometer, measuring cups, etc.); develops growing abilities to collect, describe, and record measurement in different ways, such as charting results or measuring distance on a map
E. Classification and Pattern Skills	
V.E.1. Child sorts objects that are the same and different into groups and uses	CS 13-2 Classifies or Sorts Objects <u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound

language to describe how the groups are similar and different.	
V.E.2. Child collects data and organizes it in a graphic representation.	CS 14-4 Draws Conclusions and Sorts Results <u>Pre-K:</u> Can explain the results of an experiment and plan next steps; can sort experiment results into groups (e.g., works/doesn't work, sinks/floats); uses "if/then" and "cause/effect" reasoning, with or without adult help
V.E.3. Child recognizes and creates patterns.	CM 11-2 Understands Patterns <u>Pre-K:</u> Can create, duplicate or extend more complex patterns, such as red-blue-green-red-blue-green; can fill in a missing piece of a pattern; seriates a group of like objects (small, medium, large, or light, medium, dark)

VI. Science Domain	
A. Physical Science Skills	
VI.A.1. Child describes, observes, and investigates properties and characteristics of common objects.	CS 13-1 Explores Objects <u>Pre-K:</u> Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses
VI.A.2. Child investigates and describes position and motion of objects.	CS 13-1 Explores Objects <u>Pre-K:</u> Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses
VI.A.3. Child uses simple measuring devices to learn about objects.	CS 13-1 Explores Objects <u>Pre-K:</u> Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses
VI.A.4. Child investigates and describes sources of energy including light, heat, and electricity.	CS 13-1 Explores Objects <u>Pre-K:</u> Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses
B. Life Science Skills	
VI.B.1. Child identifies and describes the characteristics of organisms.	CS 15-2 Develops an Understanding of and Care for the Natural World <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
VI.B.2. Child describes life cycles of organisms.	CS 15-2 Develops an Understanding of and Care for the Natural World <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things

VI.B.3. Child recognizes, observes, and discusses the relationship of organisms to their environments.	CS 15-1 Explores the Natural Environment <u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.
C. Earth and Space Science	
VI.C.1. Child identifies, compares, discusses earth materials, and their properties and uses.	CS 15-2 Develops an Understanding of and Care for the Natural World <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
VI.C.2. Child identifies, observes, and discusses objects in the sky.	CS 15-1 Explores the Natural Environment <u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.
VI.C.3. Child observes and describes what happens during changes in the earth and sky.	CS 15-1 Explores the Natural Environment <u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.
VI.C.4 Child demonstrates the importance of caring for our environment and our planet.	CS 15-2 Develops an Understanding of and Care for the Natural World <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
D. Personal Safety and Health Skills	
VI.D.1. Child practices good habits of personal safety.	PMP 20-2 Learns Safety Rules <u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions
VI.D.2. Child practices good habits of personal health and hygiene.	PMP 19-2 Develops Self-Care Skills <u>Pre-K:</u> Knows to wash hands with soap before eating, after toileting, and after wiping nose; independently brushes teeth; shows preference for certain clothing and prefers to dress and undress self; able to zip, button, and snap; may be able to tie shoes
VI.D.3. Child identifies good habits of nutrition and exercise.	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times <u>Pre-K:</u> Can play for up to an hour of gross motor activity; is graduating off afternoon nap; understands the importance of exercise
	PMP 20-1 Learns about Nutrition <u>Pre-K:</u> Understands the difference between healthy and unhealthy food; eats a variety of nutritious foods; is willing to try foods with various tastes, colors, and textures

VII. Social Studies Domain	
A. People, Past and Present Skills	
VII.A.1. Child identifies similarities and differences in characteristics of people.	SS 16-1 Explores Cultures <u>Pre-K:</u> Is learning that there are many different cultures and that people express culture in their dress, food, art, and work
VII.A.2. Child identifies similarities and differences in characteristics of families.	SED 4-1 Develops Awareness of Self <u>Pre-K:</u> Recognizes similarities and differences between self and others (e.g., gender, physical characteristics, likes/dislikes); identifies self as part of a group, (e.g., family, community, culture, faith, class)
VII.A.3. Child organizes their life around events, time, and routines.	ATL 2-1 Understands Routines <u>Pre-K:</u> Anticipates daily routines, such as meal time, clean-up time, etc.; transitions smoothly when instructed it is time to do something else
B. Economic Skills	
VII.B.1. Child demonstrates that all people need food, clothing, and shelter.	SS 16-5 Learns about Government and Economics <u>Pre-K:</u> Demonstrates a growing awareness of community rules and types of governance; learns about how money is used to obtain goods or services; learns about different types of money, including coins, paper bills, checks, credit cards, and digital transactions
VII.B. 2. Child participates in activities to help them become aware of what it means to be a consumer.	SS 16-5 Learns about Government and Economics <u>Pre-K:</u> Demonstrates a growing awareness of community rules and types of governance; learns about how money is used to obtain goods or services; learns about different types of money, including coins, paper bills, checks, credit cards, and digital transactions
VII.B.3. Child discusses the roles and responsibilities of community workers.	SS 16-4 Learns about Community Roles and Jobs <u>Pre-K:</u> Learns about community helpers; studies different types of careers and jobs; understands the need for various roles in a society; learns about important contributions of historical figures
C. Geography Skills	
VII.C.1. Child identifies and creates common features in her immediate environment.	SS 16-3 Explores Geography <u>Pre-K:</u> Learns about how the local community is a part of a broader world, such as state and country; may study maps to learn about far-away cultures
D. Citizenship Skills	
VII.D.1. Child identifies flags of the United States and Texas.	SS 16-5 Learns about Government and Economics <u>Pre-K:</u> Demonstrates a growing awareness of community rules and types of governance; learns about how money is used to obtain goods or services; learns about different types of money, including coins, paper bills, checks, credit cards, and digital transactions
VII.D.2. Child recites the Pledge of Allegiance to the United States flag and the state flag and observes a moment of silence*.	SS 16-5 Learns about Government and Economics <u>Pre-K:</u> Demonstrates a growing awareness of community rules and types of governance; learns about how money is used to obtain goods or services; learns about different types of money, including coins, paper bills, checks, credit cards, and digital transactions

VII.D.3. The child engages in voting as a method for group decision-making.	SED 6-3 Cooperates with Peers <u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language
VII.D.4. The child identifies similarities among people like himself and classmates as well as among himself and people from other cultures.	SS 16-1 Explores Cultures <u>Pre-K:</u> Is learning that there are many different cultures and that people express culture in their dress, food, art, and work

VIII. Fine Arts Domain	
A. Art Skills	
VIII.A.1. Child uses a variety of art materials and activities for sensory experience and exploration.	CCA 21-1 Explores Art Media <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes
VIII.A.2. Child uses art as a form of creative self-expression and representation.	CCA 21-1 Explores Art Media <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes
VIII.A.3. Child demonstrates interest in and shows appreciation for the creative work of others.	CCA 21-1 Explores Art Media <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes
B. Music Skills	
VIII.B.1. Child participates in classroom music activities.	CCA 21-2 Explores Music <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
VIII.B.2. Child responds to different musical styles through movement and play.	CCA 21-2 Explores Music <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
C. Dramatic Expression Skills	
VIII.C.1. Child creates or recreates stories, moods, or experiences through dramatic representations.	CCA 21-4 Participates in Dramatic Play <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers

IX. Physical Development Domain	
A. Gross Motor Development Skills	
IX.A.1. Child demonstrates coordination and balance in isolation (may not yet coordinate consistently with a partner).	PMP 17-1 Develops Perception & Balance <u>Pre-K:</u> Stands on 1 foot for about 6 seconds; does a front roll (somersault); walks backwards without losing balance; walks heel-to-toe, on tiptoe, and on a straight line; can walk on a balance board; hops on one foot
IX.A.2. Child coordinates sequence of movements to perform tasks.	PMP 17-5 Develops Large Motor Coordination Skills <u>Pre-K:</u> Walks up and down stairs with alternating feet; can pedal a tricycle, climb a ladder, and or swing without assistance; can kick, throw, bounce or catch a ball; skips or claps
B. Fine Motor Development Skills	
IX.B.1. Child shows control of tasks that require small-muscle strength and control.	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <u>Pre-K:</u> Holds a crayon or marker using a tripod grasp; strings beads; cuts with scissors; has established right- or left-handedness
IX.B.2. Child shows increasing control of tasks that require eye-hand coordination.	PMP 18-2 Develops Fine Hand-Eye Coordination <u>Pre-K:</u> Works with fine motor manipulatives, such as jigsaw puzzles or beads; ties knots and loops; uses a keyboard

X. Technology Applications Domain	
A. Technology and Devices Skills	
X.A.1. Child opens and navigates through software programs designed to enhance development of appropriate concepts.	CS 13-3 Learns Using Technology <u>Pre-K:</u> May be learning how to play educational games using a computer and keyboard or tablet
X.A.2. Child uses and names a variety of computer input devices, such as mouse, keyboard, voice/sound recorder, touch screen, CD-ROM.	CS 13-3 Learns Using Technology <u>Pre-K:</u> May be learning how to play educational games using a computer and keyboard or tablet
X.A.3. Child operates voice/sound recorders and touch screens.	CS 13-3 Learns Using Technology <u>Pre-K:</u> May be learning how to play educational games using a computer and keyboard or tablet
X.A.4. Child uses software applications to create and express own ideas.	CS 13-3 Learns Using Technology <u>Pre-K:</u> May be learning how to play educational games using a computer and keyboard or tablet
X.A.5. Child recognizes that information is accessible through the use of technology	CS 13-3 Learns Using Technology <u>Pre-K:</u> May be learning how to play educational games using a computer and keyboard or tablet

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