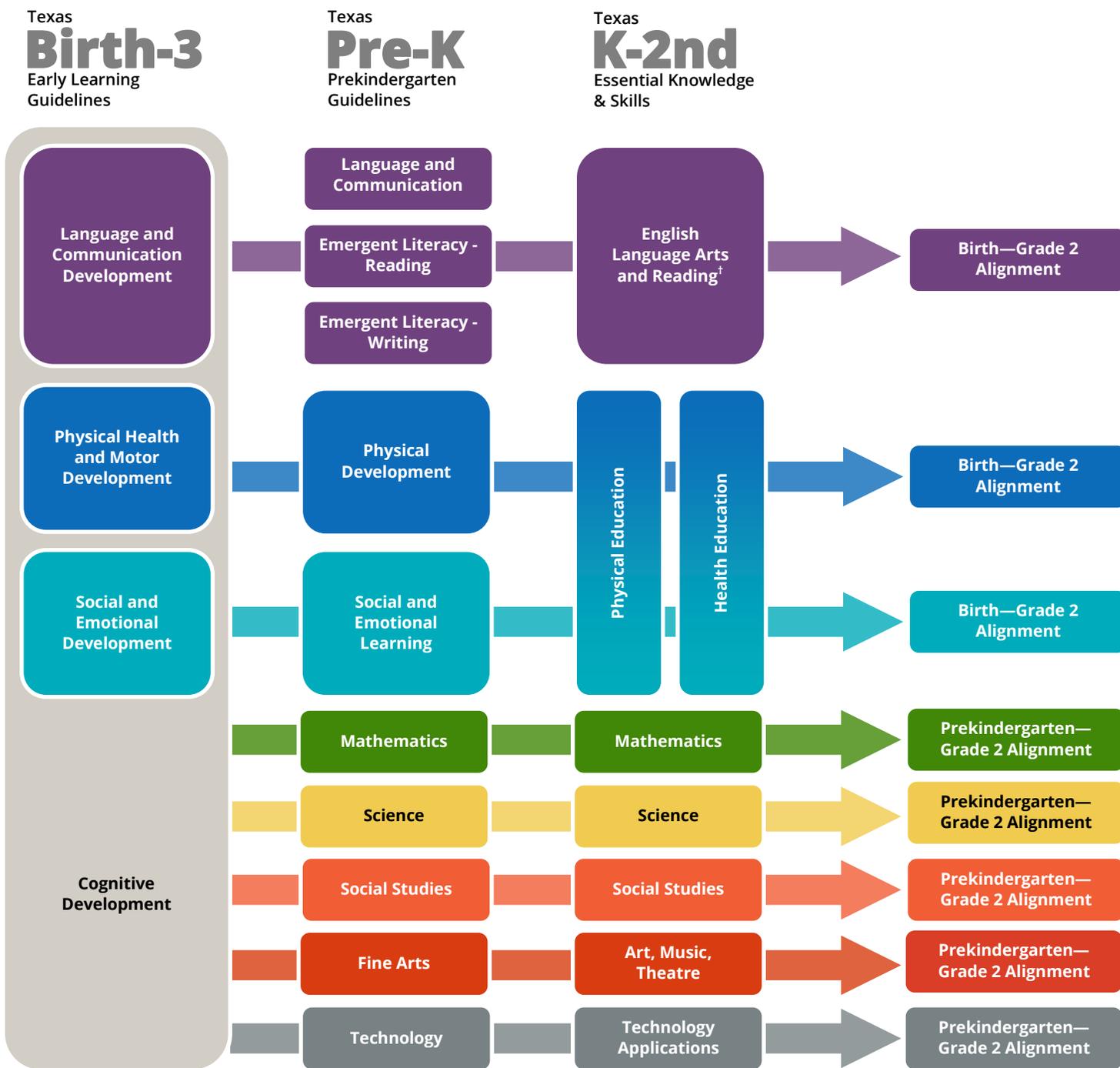


# Birth—Grade 2 Vertical Alignments

In the early childhood years, children gain a multitude of knowledge and skills related to all areas of development and learning. Understanding the progression across the early childhood continuum allows teachers, administrators, and families to offer the supports needed to foster optimal development and learning. In Texas, there are three sets of standards that cover the knowledge, skills, and behaviors across the early childhood years. They include the Texas Early Learning Guidelines for Infants, Toddlers, and Three-Year-Olds, the Texas Prekindergarten Guidelines, and the Texas Essential Knowledge and Skills. Displayed below is a visual representation of the alignment of these three sets of standards.

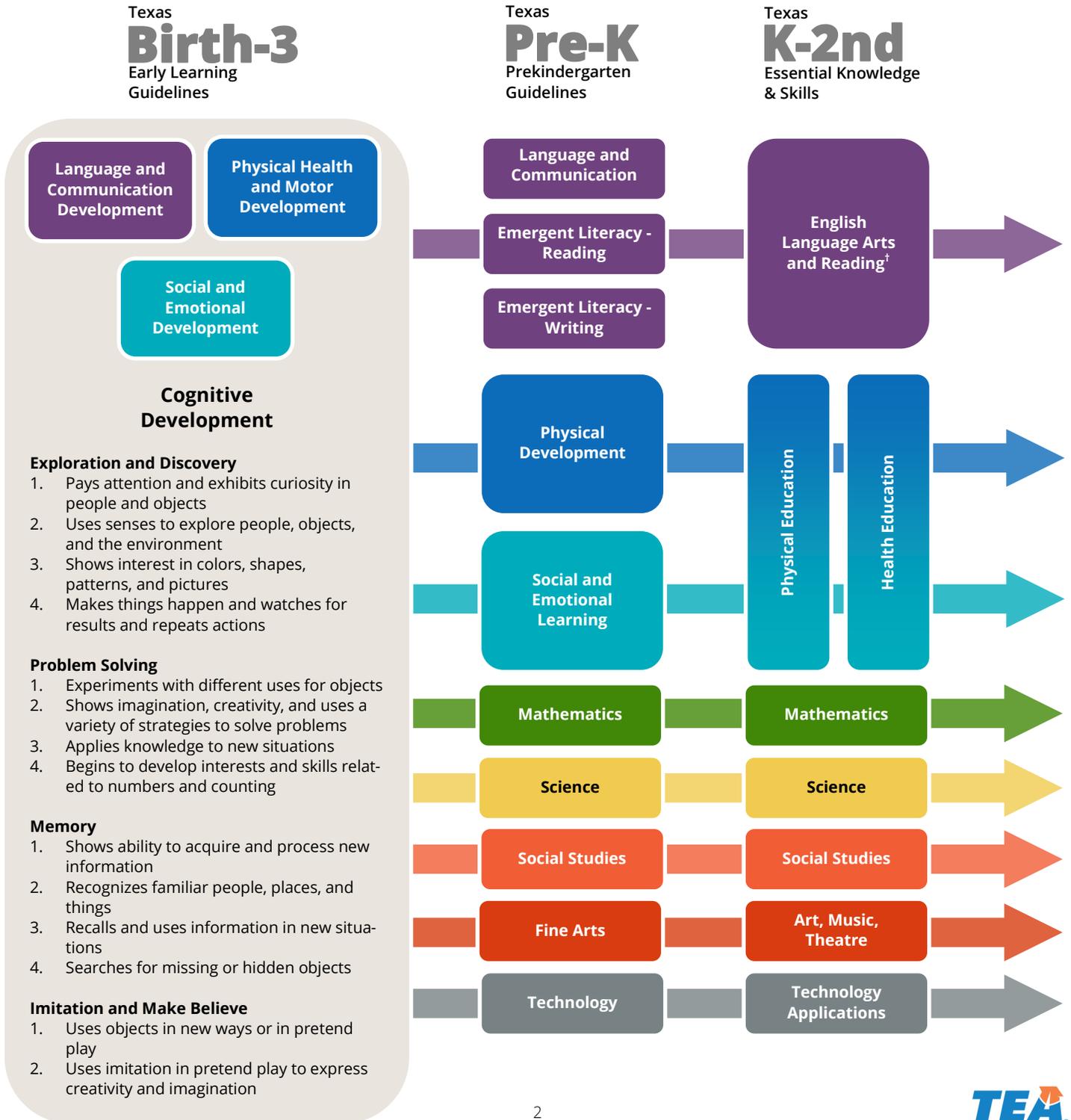


<sup>†</sup>Refers to the ELAR TEKS adopted in 2017 and to be implemented in 2019-2020.

# Cognitive Development

Cognitive development is most rapid during the early childhood years. While only a separate domain in the Texas Early Learning Guidelines, cognitive development is still occurring beyond age three. During the first three years, cognitive development also supports language and communication development, physical health and motor development, and social and emotional development. The foundation of cognitive skills children develop during the first three years will allow for learning in specific academic content areas and other developmental domains as the child grows.

The Cognitive Development Indicators outlined in the Texas Early Learning Guidelines both indirectly and directly align with the skills, knowledge, and behaviors outlined for students in prekindergarten through grade 2. These early cognitive skills are critical for achieving school readiness and later positive child outcomes.





# Language and Literacy Vertical Alignment, *Birth – Grade 2*

Age / Grade Level	Infant, Toddler, Three-Year-Old	Prekindergarten	Kindergarten	Grade 1	Grade 2
Standards	Texas Early Learning Guidelines	Texas Prekindergarten Guidelines	Texas Essential Knowledge and Skills (TEKS)*	Texas Essential Knowledge and Skills (TEKS)*	Texas Essential Knowledge and Skills (TEKS)*
Domain(s) / Content Area	Language and Communication	II. Language and Communication III. Emergent Literacy – Reading IV. Emergent Literacy – Writing	English Language Arts and Reading	English Language Arts and Reading	English Language Arts and Reading
Sub-Domains / Strands	Listening and Understanding (LU) Communication and Speaking (CS) Emergent Literacy (EL)	<p><i>II. Language and Communication</i></p> <p>A. Listening Comprehension Skills B. Speaking (Conversation) Skills C. Speech Production Skills D. Vocabulary Skills E. Sentences and Structure Skills</p> <p><i>III. Emergent Literacy – Reading</i></p> <p>A. Motivation to Read Skills B. Phonological Awareness Skills C. Alphabet Knowledge D. Comprehension of Text Read Aloud Skills E. Print Concepts</p> <p><i>IV. Emergent Literacy - Writing</i></p> <p>A. Motivation to Write Skills B. Writing as a Process C. Conventions in Writing</p>	<ol style="list-style-type: none"> <li>1. Foundational Language Skills</li> <li>2. Comprehension Skills</li> <li>3. Response Skills</li> <li>4. Multiple Genres</li> <li>5. Author’s Purpose and Craft</li> <li>6. Composition</li> <li>7. Inquiry and Research</li> </ol>	<ol style="list-style-type: none"> <li>1. Foundational Language Skills</li> <li>2. Comprehension Skills</li> <li>3. Response Skills</li> <li>4. Multiple Genres</li> <li>5. Author’s Purpose and Craft</li> <li>6. Composition</li> <li>7. Inquiry and Research</li> </ol>	<ol style="list-style-type: none"> <li>1. Foundational Language Skills</li> <li>2. Comprehension Skills</li> <li>3. Response Skills</li> <li>4. Multiple Genres</li> <li>5. Author’s Purpose and Craft</li> <li>6. Composition</li> <li>7. Inquiry and Research</li> </ol>

Grey cells indicate no standard present in the vertical progression

\*Refers to the English Language Arts and Reading TEKS adopted in 2017 that are to be implemented in classrooms beginning 2019-2020.

Oral Language				
Infant, Toddler, Three-Year-Old	Prekindergarten	Kindergarten	Grade 1	Grade 2
Listening and Understanding Communication and Speaking	II. Language and Communication	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:		
LU.2. Responds to nonverbal and verbal communication of others	II.A.1. Child shows understanding by responding appropriately.	K(1)(A) listen actively and ask questions to understand information and answer questions using multi-word responses;	1(1)(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;	2(1)(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;
LU.1. Listens with interest to language of others.	II.A.3. Child shows understanding of the language being spoken by teachers and peers.  Child shows understanding of the new language being spoken by English-speaking teachers and peers			
CS.1. Uses consistent sounds, gestures, or words to communicate for a variety of purposes.	II.E.3. Child uses sentences with more than one phrase.			
	II.E.5. Child combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning.			
LU.2. Responds to nonverbal and verbal communication of others.	II.A.2. Child shows understanding by following two-step oral directions and usually follows three-step directions.  Child shows understanding by following one to two-step oral directions in English.	K(1)(B) restate and follow oral directions that involve a short, related sequence of actions;	1(1)(B) follow, restate, and give oral instructions that involve a short, related sequence of actions;	2(1)(B) follow, restate, and give oral instructions that involve a short, related sequence of actions;
CS.1. Uses consistent sounds, gestures, or words to communicate for a variety of purposes.	II.B.1. Child is able to use language for different purposes.	K(1)(C) share information and ideas by speaking audibly and clearly using the conventions of language;	1(1)(C) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;	2(1)(C) share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;
	II.C.1. Child's speech is understood by both the teacher and other adults in the school.  II.E.5. Child combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning.			
LU.3. Begins to understand the rules of conversations.	II.B.4. Child demonstrates knowledge of verbal conversational rules.	K(1)(D) work collaboratively with others by following agreed-upon rules for discussion, including taking turns; and	1(1)(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions; and	2(1)(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; and

Oral Language				
Infant, Toddler, Three-Year-Old	Prekindergarten	Kindergarten	Grade 1	Grade 2
CS.3. Uses language to engage in simple conversations.	II.B.2. Child engages in conversations in appropriate ways.	K(1)(E) develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.	1(1)(E) develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.	2(1)(E) develop social communication such as distinguishing between asking and telling.
	II.B.6. Child matches language to social contexts.			
	II.E.7. Child uses words and simple phrases to communicate meaning in social situations.			
CS.1. Uses consistent sounds, gestures, or words to communicate for a variety of purposes.	II.B.3. Child provides appropriate information for various situations.			
	II.B.6. Child demonstrates knowledge of nonverbal conversational rules.			
	II.E.4. Child combines more than one idea using complex sentences.			
CS.1. Uses consistent sounds, gestures, or words to communicate for a variety of purposes.	II.E.6. Child engages in various forms of nonverbal communication with those who do not speak her native language.			

**Phonological Awareness, Print Concepts, Phonics, and Morphology**

Infant, Toddler, Three-Year-Old	Prekindergarten	Kindergarten	Grade 1	Grade 2
Communication and Speaking Emergent Literacy	II. Language and Communication III. Emergent Literacy – Reading IV. Emergent Literacy – Writing	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:		
	II.C.2. Child perceives differences between similar sounding words.			
CS.2. Imitates sounds, gestures, signs, and words.	II.C.3. Child investigates and demonstrates growing understanding of the sounds and intonation of language.  Child investigates and demonstrates growing understanding of the sound and intonation of the English language.	K(2)(A)(i) (A) demonstrate phonological awareness by: (i) identifying and producing rhyming words;	1(2)(A)(i) (A) demonstrate phonological awareness by: (i) producing a series of rhyming words;	2(2)(A)(i) (A) demonstrate phonological awareness by: (i) producing a series of rhyming words;
EL.1. Shows interest in songs, rhymes, and stories.	III.B.6. Child can recognize rhyming words.			
	II.C.2. Child perceives differences between similar sounding words.			
CS.2. Imitates sounds, gestures, signs, and words.	II.C.3. Child investigates and demonstrates growing understanding of the sounds and intonation of language.  Child investigates and demonstrates growing understanding of the sound and intonation of the English language.	K(2)(A)(ii) (A) demonstrate phonological awareness by: (ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;	1(2)(A)(ii) (A) demonstrate phonological awareness by: (ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;	
	III.B.7. Child can produce a word that begins with the same sound as a given pair of words.			
	III.B.1. Child separates a normally spoken four-word sentence into individual words.	K(2)(A)(iii) (A) demonstrate phonological awareness by: (iii) identifying the individual words in a spoken sentence;		
	II.C.3. Child investigates and demonstrates growing understanding of the sounds and intonation of language.  Child investigates and demonstrates growing understanding of the sound and intonation of the English language.	K(2)(A)(iv) (A) demonstrate phonological awareness by: (iv) identifying syllables in spoken words;	1(2)(A)(iii) (A) demonstrate phonological awareness by: (iii) distinguishing between long and short vowel sounds in one-syllable words;	2(2)(A)(ii) (A) demonstrate phonological awareness by: (ii) distinguishing between long and short vowel sounds in one-syllable and multi-syllable words;

**Phonological Awareness, Print Concepts, Phonics, and Morphology**

Infant, Toddler, Three-Year-Old	Prekindergarten	Kindergarten	Grade 1	Grade 2
	<p>II.C.3. Child investigates and demonstrates growing understanding of the sounds and intonation of language.</p> <p>Child investigates and demonstrates growing understanding of the sound and intonation of the English language.</p>	<p>K(2)(A)(v) (A) demonstrate phonological awareness by: (v) blending syllables to form multisyllabic words;</p>		
<p>CS.2. Imitates sounds, gestures, signs, and words.</p>	<p>III.B.4. Child blends syllables into words.</p> <p>III.B.2. Child combines words to make a compound word.</p>	<p>K(2)(A)(vi) (A) demonstrate phonological awareness by: (vi) segmenting multisyllabic words into syllables;</p>		
	<p>III.B.5. Child can segment a syllable from a word.</p> <p>II.C.3. Child investigates and demonstrates growing understanding of the sounds and intonation of language.</p> <p>Child investigates and demonstrates growing understanding of the sound and intonation of the English language.</p>	<p>K(2)(A)(vii) (A) demonstrate phonological awareness by: (vii) blending spoken onsets and rimes to form simple words;</p>	<p>1(2)(A)(iv) (A) demonstrate phonological awareness by: (iv) recognizing the change in spoken word when a specified phoneme is added, changed, or removed;</p>	<p>2(2)(A)(iii) (A) demonstrate phonological awareness by: (iii) recognizing the change in spoken word when a specified phoneme is added, changed, or removed; and</p>
	<p>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.</p> <p>II.C.3. Child investigates and demonstrates growing understanding of the sounds and intonation of language.</p> <p>Child investigates and demonstrates growing understanding of the sound and intonation of the English language.</p> <p>III.B.9. Child recognizes and blends spoken phonemes into one syllable words with pictorial support.</p>	<p>K(2)(A)(viii) (A) demonstrate phonological awareness by: (viii) blending spoken phonemes to form one-syllable words;</p>	<p>1(2)(A)(v) (A) demonstrate phonological awareness by: (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends;</p>	

**Phonological Awareness, Print Concepts, Phonics, and Morphology**

Infant, Toddler, Three-Year-Old	Prekindergarten	Kindergarten	Grade 1	Grade 2
CS.2. Imitates sounds, gestures, signs, and words.	II.C.3. Child investigates and demonstrates growing understanding of the sounds and intonation of language.  Child investigates and demonstrates growing understanding of the sound and intonation of the English language.	K(2)(A)(ix) (A) demonstrate phonological awareness by: (ix) manipulating syllables within a multisyllabic word; and	1(2)(A)(vi) (A) demonstrate phonological awareness by: (vi) manipulating phonemes within base words; and	2(2)(A)(iv) (A) demonstrate phonological awareness by: (iv) manipulating phonemes within base words;
	III.B.3. Child deletes a word from a compound word.			
CS.2. Imitates sounds, gestures, signs, and words.	II.C.3. Child investigates and demonstrates growing understanding of the sounds and intonation of language.  Child investigates and demonstrates growing understanding of the sound and intonation of the English language.	K(2)(A)(x) (A) demonstrate phonological awareness by: (x) segmenting spoken one-syllable words into individual phonemes;	1(2)(A)(vii) (A) demonstrate phonological awareness by: (vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends;	
EL.3. Begins to recognize and understand symbols.	III.C.2. Child recognizes at least 20 distinct letter sounds in the language of instruction.	K(2)(B)(i) (B) demonstrate and apply phonetic knowledge by: (i) identifying and matching the common sounds that letters represent;	1(2)(B)(i) (B) demonstrate and apply phonetic knowledge by: (i) decoding words in isolation and in context by applying common letter sound correspondences;	2(2)(B)(i) (B) demonstrate and apply phonetic knowledge by: (i) decoding words with short, long, or variant vowels, trigraphs, and blends;
CS.2. Imitates sounds, gestures, signs, and words.	III.C.3. Child produces at least 20 distinct letter sound correspondences in the language of instruction.			
		K(2)(B)(ii) (B) demonstrate and apply phonetic knowledge by: (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words;	1(2)(B)(ii) (B) demonstrate and apply phonetic knowledge by: (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs;	2(2)(B)(ii) (B) demonstrate and apply phonetic knowledge by: (ii) decoding words with silent letters such as knife and gnat;
		K(2)(B)(iii) (B) demonstrate and apply phonetic knowledge by: (iii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and	1(2)(B)(iii) (B) demonstrate and apply phonetic knowledge by: (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables;	2(2)(B)(iii) (B) demonstrate and apply phonetic knowledge by: (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;

**Phonological Awareness, Print Concepts, Phonics, and Morphology**

Infant, Toddler, Three-Year-Old	Prekindergarten	Kindergarten	Grade 1	Grade 2
			1(2)(B)(iv) (B) demonstrate and apply phonetic knowledge by: (iv) using knowledge of base words to decode common compound words and contractions;	2(2)(B)(iv) (B) demonstrate and apply phonetic knowledge by: (iv) decoding compound words, contractions, and common abbreviations;
				2(2)(B)(v) (B) demonstrate and apply phonetic knowledge by: (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;
			1(2)(B)(v) (B) demonstrate and apply phonetic knowledge by: (v) decoding words with inflectional endings, including -ed, -s, and -es; and	2(2)(B)(vi) (B) demonstrate and apply phonetic knowledge by: (vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and
		K(2)(B)(iv) (B) demonstrate and apply phonetic knowledge by: (iv) identifying and reading at least 25 high-frequency words from a research-based list;	1(2)(B)(vi) (B) demonstrate and apply phonetic knowledge by: (vi) identifying and reading at least 100 high-frequency words from a research-based list;	2(2)(B)(vii) (B) demonstrate and apply phonetic knowledge by: (vii) identifying and reading high-frequency words from a research-based list;
		IV.C.2. Child moves from scribbles to some letter-sound correspondence using beginning and ending sounds when writing.	K(2)(C)(i) (C) demonstrate and apply spelling knowledge by: (i) spelling words with VC, CVC, and CCVC;	1(2)(C)(i) (C) demonstrate and apply spelling knowledge by: (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables;
EL.3. Begins to recognize and understand symbols.	IV.C.3. Child independently uses letters to make words or parts of words.			

Phonological Awareness, Print Concepts, Phonics, and Morphology

Infant, Toddler, Three-Year-Old	Prekindergarten	Kindergarten	Grade 1	Grade 2
			1(2)(C)(ii) (C) demonstrate and apply spelling knowledge by: (ii) spelling words with initial and final consonant blends, digraphs, and trigraphs;	2(2)(C)(ii) (C) demonstrate and apply spelling knowledge by: (ii) spelling words with silent letters such as knife and gnat;
				2(2)(C)(iii) (C) demonstrate and apply spelling knowledge by: (iii) spelling compound words, contractions, and common abbreviations;
	IV.C.2. Child moves from scribbles to some letter-sound correspondence using beginning and ending sounds when writing.	K(2)(C)(ii) (C) demonstrate and apply spelling knowledge by: (ii) spelling words using sound-spelling patterns; and	1(2)(C)(iii) (C) demonstrate and apply spelling knowledge by: (iii) spelling words using sound-spelling patterns; and	2(2)(C)(iv) (C) demonstrate and apply spelling knowledge by: (iv) spelling multisyllabic words with multiple sound-spelling patterns;
EL.3. Begins to recognize and understand symbols.	IV.C.3. Child independently uses letters to make words or parts of words.			2(2)(C)(v) (C) demonstrate and apply spelling knowledge by: (v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and
		K(2)(C)(iii) (C) demonstrate and apply spelling knowledge by: (iii) spelling high-frequency words from a research-based list;	1(2)(C)(iv) (C) demonstrate and apply spelling knowledge by: (iv) spelling high-frequency words from a research-based list;	2(2)(C)(vi) (C) demonstrate and apply spelling knowledge by: (vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est;
		K(2)(D)(i) (D) demonstrate print awareness by: (i) identifying the front cover, back cover, and title page of a book;	1(2)(D) demonstrate print awareness by identifying the information that different parts of a book provide;	

**Phonological Awareness, Print Concepts, Phonics, and Morphology**

Infant, Toddler, Three-Year-Old	Prekindergarten	Kindergarten	Grade 1	Grade 2
EL.2. Develops interest and involvement with books and other print materials.	III.E.2. Child demonstrates understanding of print directionality including left to right and top to bottom.	K(2)(D)(ii) (D) demonstrate print awareness by: (ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep;		
	III.E.1. Child can distinguish between elements of print including letters, words, and pictures.	K(2)(D)(iii) (D) demonstrate print awareness by: (iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries;		
	III.E.1. Child can distinguish between elements of print including letters, words, and pictures.	K(2)(D)(iv) (D) demonstrate print awareness by: (iv) recognizing the difference between a letter and a printed word; and		
EL.3. Begins to recognize and understand symbols.	III.C.1. Child names at least 20 upper and at least 20 lower case letters in the language of instruction.	K(2)(D)(v) (D) demonstrate print awareness by: (v) identifying all uppercase and lowercase letters; and		
			1(2)(E) alphabetize a series of words to the first or second letter and use a dictionary to find words; and	2(2)(D) alphabetize a series of words and use a dictionary or glossary to find words; and
EL.4. Begins to develop interests and skills related to emergent writing.	IV.C.1. Child writes own name (first name or frequent nickname) using legible letters in proper sequence.	K(2)(E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.	1(2)(F) develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.	2(2)(E) develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.
	IV.C.4. Child uses appropriate directionality when writing (top to bottom, left to right).			

Vocabulary				
Infant, Toddler, Three-Year-Old	Prekindergarten	Kindergarten	Grade 1	Grade 2
	II.D. Vocabulary Skills	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:		
	II.D.4. Child uses a large speaking vocabulary, adding several new words daily.	K(3)(A) use a resource such as a picture dictionary or digital resource to find words;	1(3)(A) use a resource such as a picture dictionary or digital resource to find words;	2(3)(A) use print or digital resources to determine meaning and pronunciation of unknown words;
	II.D.4. Child uses a large speaking vocabulary, adding several new words daily.	K(3)(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings;	1(3)(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings;	2(3)(B) use context within and beyond a sentence to determine the meaning of unfamiliar words;
			1(3)(C) identify the meaning of words with the affixes -s, -ed, and -ing; and	2(3)(C) identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion; and
	II.D.1 Child uses a wide variety of words to describe people, places, things, and actions.	K(3)(C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.	1(3)(D) identify and use words that name actions, directions, positions, sequences, categories, and locations.	2(3)(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.
	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 begins to develop vocabulary of object names and common phrases in English. (ELL)			
	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.  Child learning English as a second language comprehends 1,000 words (ELL child will comprehend many more words than he or she uses).			

Fluency				
Infant, Toddler, Three-Year-Old	Prekindergarten	Kindergarten	Grade 1	Grade 2
			Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to:	
			1(4)(A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	2(4)(A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

Self-Sustained Reading				
Infant, Toddler, Three-Year-Old	Prekindergarten	Kindergarten	Grade 1	Grade 2
Emergent Literacy	III.A. Motivation to Read Skills	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-level text with fluency and comprehension. The student is expected to:		
EL.1. Shows interest in songs, rhymes, and stories.	III.A.1. Child engages in pre-reading and reading-related activities.	K(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.	1(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.	2(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for sustained periods of time.
EL.2. Develops interest in and involvement with books and other print materials.	III.A.2. Child self-selects books and other written materials to engage in pre-reading behaviors.			

Comprehension				
Infant, Toddler, Three-Year-Old	Prekindergarten	Kindergarten	Grade 1	Grade 2
Emergent Literacy	III. Emergent Literacy – Reading Domain	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:		
EL.1. Shows interest in songs, rhymes, and stories.	III.A.3. Child recognizes that text has meaning.	K(5)(A) establish purpose for reading assigned and self-selected texts with adult assistance;	1(6)(A) establish purpose for reading assigned and self-selected texts with adult assistance;	2(6)(A) establish purpose for reading assigned and self-selected texts;
	III.D.3. Child asks and responds to questions relevant to the text read aloud.	K(5)(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;	1(6)(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;	2(6)(B) generate questions about text before, during, and after reading to deepen understanding and gain information;
	III.D.4. Child will make inferences and predictions about text.	K(5)(C) make and confirm predictions using text features and structures with adult assistance;	1(6)(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance;	2(6)(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures;
		K(5)(D) create mental images to deepen understanding with adult assistance;	1(6)(D) create mental images to deepen understanding with adult assistance;	2(6)(D) create mental images to deepen understanding;
		K(5)(E) make connections to personal experiences, ideas in other texts, and society with adult assistance;	1(6)(E) make connections to personal experiences, ideas in other texts, and society with adult assistance;	2(6)(E) make connections to personal experiences, ideas in other texts, and society;
	III.D.4. Child will make inferences and predictions about text.	K(5)(F) make inferences and use evidence to support understanding with adult assistance;	1(6)(F) make inferences and use evidence to support understanding with adult assistance;	2(6)(F) make inferences and use evidence to support understanding;
		K(5)(G) evaluate details to determine what is most important with adult assistance;	1(6)(G) evaluate details to determine what is most important with adult assistance;	2(6)(G) evaluate details read to determine key ideas;
		K(5)(H) synthesize information to create new understanding with adult assistance; and	1(6)(H) synthesize information to create new understanding with adult assistance; and	2(6)(H) synthesize information to create new understanding; and
		K(5)(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance.	1(6)(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.	2(6)(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.

Response Skills				
Infant, Toddler, Three-Year-Old	Prekindergarten	Kindergarten	Grade 1	Grade 2
Emergent Literacy	III. Emergent Literacy – Reading Domain	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:		
		K(6)(A) describe personal connections to a variety of sources;	1(7)(A) describe personal connections to a variety of sources;	2(7)(A) describe personal connections to a variety of sources;
		K(6)(B) provide an oral, pictorial, or written response to a text;	1(7)(B) write brief comments on literary or informational texts;	2(7)(B) write brief comments on literary or informational texts that demonstrate an understanding of the text;
		K(6)(C) use text evidence to support an appropriate response;	1(7)(C) use text evidence to support an appropriate response;	2(7)(C) use text evidence to support an appropriate response;
EL.1. Shows interest in songs, rhymes, and stories.	III.D.1. Child retells or re-enacts a story after it is read aloud.	K(6)(D) retell texts in ways that maintain meaning;	1(7)(D) retell texts in ways that maintain meaning;	2(7)(D) retell and paraphrase texts in ways that maintain meaning and logical order;
		K(6)(E) interact with sources in meaningful ways such as illustrating or writing; and	1(7)(E) interact with sources in meaningful ways such as illustrating or writing; and	2(7)(E) interact with sources in meaningful ways such as illustrating or writing; and
	II.D.2. Child demonstrates understanding of terms used in the instructional language of the classroom.			
	II.D.4. Child uses a large speaking vocabulary, adding several new words daily.	K(6)(F) respond using newly acquired vocabulary as appropriate.	1(7)(F) respond using newly acquired vocabulary as appropriate.	2(7)(F) respond using newly acquired vocabulary as appropriate.
	II.E.8. Child attempts to use new vocabulary and grammar in speech.			

Literary Elements				
Infant, Toddler, Three-Year-Old	Prekindergarten	Kindergarten	Grade 1	Grade 2
Emergent Literacy	III. Emergent Literacy – Reading Domain	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:		
	III.D.1. Child retells or re-enacts a story after it is read aloud.	K(7)(A) discuss topics and determine the basic theme using text evidence with adult assistance;	1(8)(A) discuss topics and determine theme using text evidence with adult assistance;	2(8)(A) discuss topics and determine theme using text evidence with adult assistance;
		K(7)(B) identify and describe the main character(s);	1(8)(B) describe the main character(s) and the reason(s) for their actions;	2(8)(B) describe the main character's (characters') internal and external traits;
	III.D.1. Child retells or re-enacts a story after it is read aloud.	K(7)(C) describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance; and	1(8)(C) describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently; and	2(8)(C) describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; and
	III.D.1. Child retells or re-enacts a story after it is read aloud.	K(7)(D) describe the setting.	1(8)(D) describe the setting.	2(8)(D) describe the importance of the setting.
		Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:		
		K(8)(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;	1(9)(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;	2(9)(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales;
EL.1. Shows interest in songs, rhymes, and stories.	III.B.6. Child can recognize rhyming words.	K(8)(B) discuss rhyme and rhythm in nursery rhymes and a variety of poems;	1(9)(B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems;	2(9)(B) explain visual patterns and structures in a variety of poems;
		K(8)(C) discuss main characters in drama;	1(9)(C) discuss elements of drama such as characters and setting;	2(9)(C) discuss elements of drama such as characters, dialogue, and setting;
	III.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.	K(8)(D)(i) (D) recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance;	1(9)(D)(i) (D) recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance;	2(9)(D)(i) (D) recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance;
	III.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.	K(8)(D)(ii) (D) recognize characteristics and structures of informational text, including: (ii) titles and simple graphics to gain information; and	1(9)(D)(ii) (D) recognize characteristics and structures of informational text, including: (ii) features and simple graphics to locate or gain information; and	2(9)(D)(ii) (D) recognize characteristics and structures of informational text, including: (ii) features and graphics to locate and gain information; and

Literary Elements				
Infant, Toddler, Three-Year-Old	Prekindergarten	Kindergarten	Grade 1	Grade 2
	III.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.	K(8)(D)(iii) (D) recognize characteristics and structures of informational text, including: (iii) the steps in a sequence with adult assistance;	1(9)(D)(iii) (D) recognize characteristics and structures of informational text, including: (iii) organizational patterns such as chronological order and description with adult assistance;	2(9)(D)(iii) (D) recognize characteristics and structures of informational text, including: (iii) organizational patterns such as chronological order and cause and effect stated explicitly; and
		K(8)(E) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do; and	1(9)(E) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do; abd	2(9)(E)(i) (E) recognize characteristics of persuasive text, including: (i) stating what the author is trying to persuade the reader to think or do;
				2(9)(E)(ii) (E) recognize characteristics of persuasive text, including: (ii) distinguishing facts from opinion;
		K(8)(F) recognize characteristics of multimodal and digital texts.	1(9)(F) recognize characteristics of multimodal and digital texts.	2(9)(F) recognize characteristics of multimodal and digital texts.

Author's Purpose and Craft				
Infant, Toddler, Three-Year-Old	Prekindergarten	Kindergarten	Grade 1	Grade 2
		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:		
		K(9)(A) discuss with adult assistance the author's purpose for writing text;	1(10)(A) discuss the author's purpose for writing text;	2(10)(A) discuss the author's purpose for writing text;
		K(9)(B) discuss with adult assistance how the use of text structure contributes to the author's purpose;	1(10)(B) discuss how the use of text structure contributes to the author's purpose;	2(10)(B) discuss how the use of text structure contributes to the author's purpose;
		K(9)(C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;	1(10)(C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;	2(10)(C) discuss the author's use of print and graphic features to achieve specific purposes;
		K(9)(D) discuss with adult assistance how the author uses words that help the reader visualize; and	1(10)(D) discuss how the author uses words that help the reader visualize; and	2(10)(D) discuss the use of descriptive, literal, and figurative language; and
		K(9)(E) listen to and experience first- and third-person texts.	1(10)(E) listen to and experience first- and third-person texts.	2(10)(E) identify the use of first or third person in a text;
				2(10)(F) identify and explain the use of repetition.

Composition						
Infant, Toddler, Three-Year-Old	Prekindergarten	Kindergarten	Grade 1	Grade 2		
Emergent Literacy Communication and Speaking	IV. Emergent Literacy – Writing Domain II. Language and Communication Domain III. Emergent Literacy – Reading Domain	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:				
EL.4. Begins to develop interests and skills related to emergent writing.	IV.A.2. Child independently writes to communicate his/her ideas for a variety of purposes.	K(10)(A) plan by generating ideas for writing through class discussions and drawings;	1(11)(A) plan a first draft by generating ideas for writing such as by drawing and brainstorming;	2(11)(A) plan a first draft by generating ideas for writing such as drawing and brainstorming;		
	IV.B.1. Child discusses and contributes ideas for drafts composed in whole/small group writing activities.					
	IV.A.1. Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.	K(10)(B) develop drafts in oral, pictorial, or written form by organizing ideas;	1(11)(B) develop drafts in oral, pictorial, or written form by:	2(11)(B) develop drafts into a focused piece of writing by:		
			1(11)(B)(i) (B) develop drafts in oral, pictorial, or written form by: (i) organizing with structure; and	2(11)(B)(i) (B) develop drafts into a focused piece of writing by: (i) organizing with structure; and		
			1(11)(B)(ii) (B) develop drafts in oral, pictorial, or written form by: (ii) developing an idea with specific and relevant details;	2(11)(B)(ii) (B) develop drafts into a focused piece of writing by: (ii) developing an idea with specific and relevant details;		
			IV.B.2. Child interacts and provides suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts.	K(10)(C) revise drafts by adding details in pictures or words;	1(11)(C) revise drafts by adding details in pictures or words;	2(11)(C) revise drafts by adding, deleting, or rearranging words, phrases, or sentences;
			IV.B.2. Child interacts and provides suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts.	K(10)(D) edit drafts with adult assistance using standard English conventions, including:	1(11)(D) edit drafts using standard English conventions, including:	2(11)(D) edit drafts using standard English conventions, including:
CS.1. Uses consistent sounds, gestures, or words to communicate for a variety of purposes.  CS.3. Uses language to engage in simple conversations.	II.E.1. Child typically uses complete sentences of four or more words and grammatical complexity with subject, verb, and object order.	K(10)(D)(i) (D) edit drafts with adult assistance using standard English conventions, including: (i) complete sentences;	1(11)(D)(i) (D) edit drafts using standard English conventions, including: (i) complete sentences with subject-verb agreement;	2(11)(D)(i) (D) edit drafts using standard English conventions, including: (i) complete sentences with subject-verb agreement;		
	II.E.2. Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.					

Composition					
Infant, Toddler, Three-Year-Old	Prekindergarten	Kindergarten	Grade 1	Grade 2	
	II.E.2. Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.	K(10)(D)(ii) (D) edit drafts with adult assistance using standard English conventions, including: (ii) verbs;	1(11)(D)(ii) (D) edit drafts using standard English conventions, including: (ii) past and present verb tense;	2(11)(D)(ii) (D) edit drafts using standard English conventions, including: (ii) past, present, and future verb tense;	
	II.E.2. Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.	K(10)(D)(iii) (D) edit drafts with adult assistance using standard English conventions, including: (iii) singular and plural nouns;	1(11)(D)(iii) (D) edit drafts using standard English conventions, including: (iii) singular, plural, common, and proper nouns;	2(11)(D)(iii) (D) edit drafts using standard English conventions, including: (iii) singular, plural, common, and proper nouns;	
			K(10)(D)(iv) (D) edit drafts with adult assistance using standard English conventions, including: (iv) adjectives, including articles;	1(11)(D)(iv) (D) edit drafts using standard English conventions, including: (iv) adjectives, including articles;	2(11)(D)(iv) (D) edit drafts using standard English conventions, including: (iv) adjectives, including articles;
				1(11)(D)(v) (D) edit drafts using standard English conventions, including: (v) adverbs that convey time;	2(11)(D)(v) (D) edit drafts using standard English conventions, including: (v) adverbs that convey time and adverbs that convey place;
			K(10)(D)(v) (D) edit drafts with adult assistance using standard English conventions, including: (v) prepositions;	1(11)(D)(vi) (D) edit drafts using standard English conventions, including: (vi) prepositions;	2(11)(D)(vi) (D) edit drafts using standard English conventions, including: (vi) prepositions and prepositional phrases;
CS.1. Uses consistent sounds, gestures, or words to communicate for a variety of purposes.  CS.3. Uses language to engage in simple conversations.	II.E.2. Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.	K(10)(D)(vi) (D) edit drafts with adult assistance using standard English conventions, including: (vi) pronouns, including subjective, objective, and possessive cases;	1(11)(D)(vii) (D) edit drafts using standard English conventions, including: (vii) pronouns, including subjective, objective, and possessive cases;	2(11)(D)(vii) (D) edit drafts using standard English conventions, including: (vii) pronouns, including subjective, objective, and possessive cases;	
				2(11)(D)(viii) (D) edit drafts using standard English conventions, including: (viii) coordinating conjunctions to form compound subjects and predicates;	
EL.2. Develops interest in and involvement with books and other print materials.	III.E.3. Child can identify some conventional features of print that communicate meaning including end punctuation and case.	K(10)(D)(vii) (D) edit drafts with adult assistance using standard English conventions, including: (vii) capitalization of the first letter in a sentence and name;	1(11)(D)(viii) (D) edit drafts using standard English conventions, including: (viii) capitalization for the beginning of sentences and the pronoun "I";	2(11)(D)(ix) (D) edit drafts using standard English conventions, including: (ix) capitalization of months, days of the week, and the salutation and conclusion of a letter;	

Composition				
Infant, Toddler, Three-Year-Old	Prekindergarten	Kindergarten	Grade 1	Grade 2
EL.3. Begins to recognize and understand symbols.	III.E.3. Child can identify some conventional features of print that communicate meaning including end punctuation and case.	K(10)(D)(viii) (D) edit drafts with adult assistance using standard English conventions, including: (viii) punctuation marks at the end of declarative sentences; and	1(11)(D)(ix) (D) edit drafts using standard English conventions, including: (ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences; and	2(11)(D)(x) (D) edit drafts using standard English conventions, including: (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; and
EL.4. Begins to develop interests and skills related to emergent writing.	IV.C.5. Child begins to experiment with punctuation when writing.	K(10)(D)(ix) (D) edit drafts with adult assistance using standard English conventions, including: (ix) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words;	1(11)(D)(x) (D) edit drafts using standard English conventions, including: (x) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance;	2(11)(D)(xi) (D) edit drafts using standard English conventions, including: (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words;
EL.4. Begins to develop interests and skills related to emergent writing.	IV.A.1. Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.	K(10)(E) share writing.	1(11)(E) publish and share writing.	2(11)(E) publish and share writing.
	IV.B.3. Child shares and celebrates class-made and individual written products.			
Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:				
EL.4. Begins to develop interests and skills related to emergent writing.	IV.B.1. Child discusses and contributes ideas for drafts composed in whole/small group writing activities.	K(11)(A) dictate or compose literary texts, including personal narratives; and	1(12)(A) dictate or compose literary texts, including personal narratives and poetry;	2(12)(A) compose literary texts, including personal narratives and poetry;
	IV.B.1. Child discusses and contributes ideas for drafts composed in whole/small group writing activities.	K(11)(B) dictate or compose informational texts.	1(12)(B) dictate or compose informational texts, including procedural texts; and	2(12)(B) compose informational texts, including procedural texts and reports; and
			1(12)(C) dictate or compose correspondence such as thank you notes or letters.	2(12)(C) compose correspondence such as thank you notes or letters.

Inquiry and Research				
Infant, Toddler, Three-Year-Old	Prekindergarten	Kindergarten	Grade 1	Grade 2
		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:		
		K(12)(A) generate questions for formal and informal inquiry with adult assistance;	1(13)(A) generate questions for formal and informal inquiry with adult assistance;	2(13)(A) generate questions for formal and informal inquiry with adult assistance;
		K(12)(B) develop and follow a research plan with adult assistance;	1(13)(B) develop and follow a research plan with adult assistance;	2(13)(B) develop and follow a research plan with adult assistance;
		K(12)(C) gather information from a variety of sources with adult assistance;	1(13)(C) identify and gather relevant sources and information to answer the questions with adult assistance;	2(13)(C) identify and gather relevant sources and information to answer the questions;
				2(13)(D) identify primary and secondary sources;
		K(12)(D) demonstrate understanding of information gathered with adult assistance; and	1(13)(D) demonstrate understanding of information gathered with adult assistance; and	2(13)(E) demonstrate understanding of information gathered;
				2(13)(F) cite sources appropriately; and
		K(12)(E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	1(13)(E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	2(13)(G) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.



# Physical Health and Development, *Birth – Grade 2*

Age / Grade Level	Infant, Toddler, Three-Year-Old	Prekindergarten	Kindergarten	Grade 1	Grade 2
Standards	Texas Early Learning Guidelines	Texas Prekindergarten Guidelines	Texas Essential Knowledge and Skills (TEKS)	Texas Essential Knowledge and Skills (TEKS)	Texas Essential Knowledge and Skills (TEKS)
Domain(s) / Content Area	Physical Health and Motor Development	IX. Physical Development Domain	Physical Education and Health Education	Physical Education and Health Education	Physical Education and Health Education
Sub-Domains / Strands	Health and Well-being Gross Motor Skills Fine Motor Skills	A. Gross Motor Development Skills B. Fine-Motor Development Skills C. Personal Safety and Health Skills	<b>Physical Education*</b> 1. Movement 2. Physical Activity and Health  <b>Health Education*</b> 1. Health Behaviors 2. Health Information 3. Influencing Factors	<b>Physical Education*</b> 1. Movement 2. Physical Activity and Health  <b>Health Education*</b> 1. Health Behaviors 2. Health Information 3. Influencing Factors	<b>Physical Education*</b> 1. Movement 2. Physical Activity and Health  <b>Health Education*</b> 1. Health Behaviors 2. Health Information 3. Influencing Factors

Grey cells indicate no standard present in the vertical progression

\*Physical Education TEKS are written in **BLACK** text and Health Education TEKS are written in **ORANGE** text throughout this alignment document.

Healthy Development and Physical Needs				
Infant, Toddlers, Three-Year Old	Prekindergarten	Kindergarten	Grade 1	Grade 2
Health and Well-Being				
H.WB.1. Shows signs of healthy development.				
H.WB.2. Responds when physical needs are met.				
H.WB.3. Expresses physical needs nonverbally and verbally.				

Fine Motor Skills				
Infant, Toddlers, Three-Year Old	Prekindergarten	Kindergarten	Grade 1	Grade 2
Fine Motor Skills	IX.B. Fine-Motor Development Skills			
FM.1. Uses hands or feet to touch objects or people.				
FM.2. Develops small muscle control and coordination.	IX.B.1. Child shows control to tasks that require small-muscle strength and control.			
FM.3. Coordinates eye and hand movements.	IX.B.2. Child shows increasing control of tasks that require eye-hand coordination.			
FM.4. Uses tools and different actions on objects.				

		Gross Motor Skills				
Infant, Toddlers, Three-Year Old		Prekindergarten	Kindergarten	Grade 1	Grade 2	
Gross Motor		IX.A. Gross Motor Development Skills	K(1) Movement. The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms. The student is expected to:	1(1) Movement. The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms. The student is expected to:	2(1) Movement. The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms. The student is expected to:	
GM.1. Moves body, arms, and legs with increasing coordination.	GM.2. Demonstrates increasing balance, stability and control, and coordination.	IX.A.1. Child demonstrates coordination and balance in isolation (may not yet coordinate consistently with a partner).	K(1)(A) travel in different ways in a large group without bumping into others or falling;	1(1)(A) demonstrate an awareness of personal and general space while moving at different directions and levels such as high, medium, and low;	2(1)(A) travel independently in a large group while safely and quickly changing speed and direction;	
	GM.3. Develops increasing ability to change positions and move body from place to place.		K(1)(B) demonstrate clear contrasts between slow and fast movement when traveling;		2(1)(B) demonstrate skills of chasing, fleeing, and dodging to avoid or catch others;	
			IX.A.2. Child coordinates sequence of movements to perform tasks.	K(1)(C) demonstrate non-locomotor (axial) movements such as bend and stretch;		
	GM.2. Demonstrates increasing balance, stability and control, and coordination.	IX.A.1. Child demonstrates coordination and balance in isolation (may not yet coordinate consistently with a partner).	K(1)(D) maintain balance while bearing weight on a variety of body parts;	1(1)(C) demonstrate control in balancing and traveling activities;	2(1)(E) demonstrate balance in symmetrical and non-symmetrical shapes from different basis of support;	
			K(1)(E) walk forward and sideways the length of a beam without falling;			
					2(1)(I) demonstrate control weight transfers such as feet to hands with controlled landing and feet to back;	
	GM.3. Develops increasing ability to change positions and move body from place to place.	IX.A.1. Child demonstrates coordination and balance in isolation (may not yet coordinate consistently with a partner).			1(1)(D) demonstrate the ability to work with a partner such as leading and following;	2(1)(J) demonstrate the ability to mirror a partner;
					1(1)(B) demonstrate proper foot patterns in hopping, jumping, skipping, leaping, galloping, and sliding;	2(1)(D) demonstrate mature form in walking, hopping, and skipping;
					1(1)(E) clap in time to a simple rhythmic beat;	2(1)(K) walk in time to a 4/4 underlying beat;
		IX.A.2. Child coordinates sequences of movements to perform tasks.			1(1)(F) create and imitate movement in response to selected rhythms;	2(1)(L) perform rhythmical sequences such as simple folk, creative, and ribbon routines;

Gross Motor Skills				
Infant, Toddlers, Three-Year Old	Prekindergarten	Kindergarten	Grade 1	Grade 2
	IX.A.2. Child coordinates sequences of movements to perform tasks.	K(1)(F) demonstrate a variety of relationships such as under, over, behind, next to, through, right, left, up, down, forward, backward, and in front of;		2(1)(F) demonstrate a variety of relationships in dynamic movement situations such as under, over, behind, next to, through, right, left, up, or down;
GM.3. Develops increasing ability to change positions and move body from place to place.		K(1)(G) roll sideways (right or left) without hesitating; and		2(1)(H) demonstrate smooth transition from one body part to the next in rolling activities such as side roll, log roll, balance/curl, and roll/balance in a new position;
				2(1)(G) demonstrate simple stunts that exhibit personal agility such as jumping-one and two foot takeoffs and landing with good control;
			1(1)(G) jump a long rope;	2(1)(M) jump a self-turned rope repeatedly;
GM.4. Moves body to achieve a goal.	IX.A.2. Child coordinates sequences of movements to perform tasks.	K(1)(H) toss a ball and catch it before it bounces twice.	1(1)(H) demonstrate on cue key elements in overhand throw, underhand throw, and catch.	2(1)(N) demonstrate on cue key elements of hand dribble, foot dribble, kick and strike such as striking balloon or ball with hand.
	C. Personal Safety and Health Skills	K(2) Movement. The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to:	1(2) Movement. The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to:	2(2) Movement. The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to:
	IX.C.2. Child practices good habits of personal health and hygiene.	K(2)(A) identify selected body parts such as head, back, chest, waist, hips, arms, elbows, wrists, hands, fingers, legs, knees, ankles, feet, and toes; and  K(4) Health information. The student knows the basic structures and functions of the human body and how they relate to personal health. The student is expected to:  K(4)(B) name major body parts and their functions;		
			1(2)(A) recognize that motor skill development requires correct practice;	2(2)(A) recognize that attention to the feeling of movement is important in motor skill development;

Gross Motor Skills				
Infant, Toddlers, Three-Year Old	Prekindergarten	Kindergarten	Grade 1	Grade 2
		K(2)(B) demonstrate movement forms of various body parts such as head flexion, extension, and rotation.		2(2)(B) identify similar movement concepts and terms in a variety of skills such as straddle position, ready position, and bending knees to absorb force.
			1(2)(B) demonstrate a base of support and explain how it affects balance.	
Exercise, Nutrition, and the Body				
Infant, Toddlers, Three-Year Old	Prekindergarten	Kindergarten	Grade 1	Grade 2
	C. Personal Safety and Health Skills	K(3) Physical activity and health. The student exhibits a health-enhancing, physically-active lifestyle that improves health and provides opportunities for enjoyment and challenge. The student is expected to:	1(3) Physical activity and health. The student exhibits a health enhancing, physically-active lifestyle that improves health and provides opportunities for enjoyment and challenge. The student is expected to:	2(3) Physical activity and health. The student exhibits a health enhancing, physically-active lifestyle that provides opportunities for enjoyment and challenge. The student is expected to:
	IX.C.3. Child identifies good habits of nutrition and exercise.	K(3)(A) describe and select physical activities that provide opportunities for enjoyment and challenge;	1(3)(A) describe and select physical activities that provide opportunities for enjoyment and challenge;	2(3)(A) describe and select physical activities that provide for enjoyment and challenge;
		K(3)(B) participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration;	1(3)(B) participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration;	2(3)(B) participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration;
		K(3)(C) participate in appropriate exercises for flexibility in shoulders, legs, and trunk;	1(3)(C) participate in appropriate exercises for flexibility in shoulders, legs, and trunk;	2(3)(C) participate in appropriate exercises for developing flexibility in shoulders, legs, and trunk;
		K(3)(D) lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping.	1(3)(D) lift and support his/her weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping.	2(3)(D) lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping;
				2(3)(E) identify opportunities for participation in physical activity in the community such as little league and parks and recreation.
	C. Personal Safety and Health Skills	K(4) Physical activity and health. The student knows the benefits from being involved in daily physical activity and factors that affect physical performance. The student is expected to:	1(4) Physical activity and health. The student knows the benefits from involvement in daily physical activity and factors that affect physical performance. The student is expected to:	2(4) Physical activity and health. The student knows the benefits from involvement in daily physical activity and factors that affect physical performance. The student is expected to:
		K(4)(A) observe and describe the immediate effect of physical activity on the heart and breathing rate and perspiration;		

Exercise, Nutrition, and the Body				
Infant, Toddlers, Three-Year Old	Prekindergarten	Kindergarten	Grade 1	Grade 2
	IX.C.3. Child identifies good habits of nutrition and exercise.		1(4)(A) distinguish between active and inactive lifestyles;	
		K(4) Health information. The student knows the basic structure and functions of the human body and how they relate to personal health. The student is expected to:  K(4)(A) name the five senses;	1(4) Health information. The student understands the basic structure and function of the human body and how they relate to personal health throughout the life span. The student is expected to:  1(4)(A) identify and demonstrate use of the five senses;	
	IX.C.3. Child identifies good habits of nutrition and exercise.	K(1) Health behaviors. The student recognizes that personal health decisions and behaviors affect health throughout life. The student is expected to:  K(1)(C) identify types of exercise and active play that are good for the body.		2(4)(A) identify how regular physical activity strengthens the heart, lungs, and muscular system;
		K(4)(B) locate the lungs and explain their purpose;		
	IX.C.2. Child practices good habits of personal health and hygiene.	K(4) Health information. The student knows the basic structures and functions of the human body and how they relate to personal health. The student is expected to:  K(4)(B) name major body parts and their functions;	1(4) Health information. The student understands the basic structure and function of the human body and how they related to personal health throughout the life span. The student is expected to:  1(4)(B) identify major body structures and organs and describe their basic functions;	2(3) Health information. The student understands the basic structures and functions of the human body and how they relate to personal health throughout the life span. The student is expected to:  2(3)(B) identify the major organs of the body such as the heart, lungs, and brain and describe their primary function; and 2(3)(C) identify the major systems of the body.
			1(4)(B) describe the location and function of the heart;	2(4)(B) describe how the blood carries oxygen and nutrients through the body;
			1(4)(C) describe how muscles and bones work together to produce movement;	
	IX.C.3. Child identifies good habits of nutrition and exercise.	K(1) Health behaviors. The student recognizes that personal health decisions and behaviors affect health throughout life. The student is expected to:  K(1)(B) identify types of foods that help the body grow such as healthy breakfast foods and snacks;	1(4)(D) describe food as a source of energy; and	2(4)(D) explain the need for foods as a source of nutrients that provide energy for physical activity;
				2(4)(C) identify foods that enhance a healthy heart;

Exercise, Nutrition, and the Body				
Infant, Toddlers, Three-Year Old	Prekindergarten	Kindergarten	Grade 1	Grade 2
		<p>K(2) Health behaviors. The student understands that behaviors result in health or unhealthy conditions throughout the life span. The student is expected to:</p> <p>K(2)(C) name the harmful effects of tobacco, alcohol, and other drugs;</p>	<p>1(2) Health behaviors. The student understands that safe, unsafe, and/or harmful behaviors result in positive and negative consequences throughout the life span. The student is expected to:</p> <p>1(2)(C) explain the harmful effects of, and how to avoid, alcohol, tobacco and other drugs;</p>	<p>2(2) Health behaviors. The student understands that safe, unsafe, and/or harmful behaviors result in positive and negative consequences throughout the life span. The student is expected to:</p> <p>2(2)(A) identify and describe the harmful effects of alcohol, tobacco, and other drugs on the body;</p> <p>2(4)(E) describe the negative effects of smoking on the lungs and the ability to exercise; and</p>
	IX.C.2. Child practices good habits of personal health and hygiene.	<p>K(4)(C) state that rest and sleep are important in caring for the body.</p> <p>K(1) Health behaviors. The student recognizes that personal health decisions and behaviors affect health throughout life. The student is expected to:</p> <p>K(1)(A) identify and practice personal health habits that help individuals stay healthy such as a proper amount of sleep and clean hands.</p>	<p>1(4)(E) explain the negative effects of smoking, lack of sleep, and poor dietary habits on physical performance and on the body.</p>	<p>2(4)(F) describe the need for rest and sleep in caring for the body.</p>
		<p>K(4) Health information. The student knows the basic structures and functions of the human body and how they relate to personal health. The student is expected to:</p> <p>K(4)(C) name and demonstrate good posture principles such as standing with straight shoulders back.</p>	<p>1(4) Health information. The student understands the basic structure and function of the human body and how they related to personal health throughout the life span. The student is expected to:</p> <p>1(4)(C) identify and apply principles of good posture for healthy growth and development.</p>	

Safety				
Infant, Toddlers, Three-Year Old	Prekindergarten	Kindergarten	Grade 1	Grade 2
Health and Well-Being	C. Personal Safety and Health Skills	K(5) Physical activity and health. The student understands safety practices associated with physical activity and space. The student is expected to:	1(5) Physical activity and health. The student knows and applies safety practices associated with physical activities. The student is expected to:	2(5) Physical activity and health. The student knows and applies safety practices associated with physical activities. The student is expected to:
		K(2) Health behaviors. The student understands that behaviors result in healthy or unhealthy conditions throughout the life span. The student is expected to:	1(2) Health behaviors. The student understands that safe, unsafe, and/or harmful behaviors result in positive and negative consequences throughout the life span. The student is expected to:	2(2) Health behaviors. The student understands that safe, unsafe, and/or harmful behaviors result in positive and negative consequences throughout the life span. The student is expected to:
H.WB.6. Begins to understand safe and unsafe behaviors.	IX.C.1. Child practices good habits of personal safety.	K(5)(A) use equipment and space properly;	1(5)(A) use equipment and space safely and properly;	2(5)(A) use equipment and space safely and properly;
		K(5)(B) know and apply safety practices associated with physical activity such as not pushing in line and drinking water during activity;		
		K(5)(C) explain how proper shoes and clothing promotes safe play and prevent injury;	1(5)(B) describe the importance of protective equipment in preventing injury such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing;  1(2)(A) identify and use protective equipment to prevent injury;	2(5)(B) select and use appropriate protective equipment in preventing injuries such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing;  2(2)(C) explain the need to use protective equipment when engaging in certain recreational activities such as skateboarding, rollerblading, cycling, and swimming;
			1(5)(C) describe how to protect himself/herself from harmful effects of the sun;	2(5)(C) list the effects the sun has on the body and describe protective measures such as sunscreen, hat, and long sleeves;
		K(5)(D) explain appropriate water safety rules such as never swim alone, never run around pools, look before you jump, enter feet first, and know the role of the lifeguard; and	1(5)(D) list water safety rules and demonstrate simple extension rescue; and	2(5)(D) list water safety rules and describe their importance;
		K(2)(E) practice safety rules during physical activity such as water safety and bike safety;	1(2)(G) identify and practice safety rules during play; and	

Safety				
Infant, Toddlers, Three-Year Old	Prekindergarten	Kindergarten	Grade 1	Grade 2
H.WB.6. Begins to understand safe and unsafe behaviors.	IX.C.1. Child practices good habits of personal safety.	K(2)(A) identify the purpose of protective equipment such as a seat belt and a bicycle helmet;	1(2)(F) identify and describe safe bicycle skills;	2(5)(E) identify safe cycling and road practices; and  2(3) Health information. The student understands the basic structures and functions of the human body and how they relate to personal health throughout the life span. The student is expected to:  2(3)(A) describe behaviors that protect the body structure and organs such as wearing a seat belt and wearing a bicycle helmet;
		K(5)(E) explain appropriate reactions during emergencies in physical activities.  K(2)(G) demonstrate procedures for responding to emergencies including dialing 911; and	1(5)(E) describe and demonstrate appropriate reactions to emergency situations common to physical activity settings such as universal safety precautions, and calling 911.	2(5)(F) describe appropriate reactions to emergency situations common to physical activity settings such as universal safety precautions and dialing 911.
		K(2)(B) identify safe and unsafe places to play such as a back yard and a street;	1(2)(B) name safe play environments;	
				2(2)(B) identify ways to avoid deliberate and accidental injuries;
		K(2)(D) identify ways to avoid harming oneself or another person;	1(2)(D) identify ways to avoid weapons and drugs or harming oneself or another person by staying away from dangerous situations and reporting to an adult;	2(2)(E) explain ways to avoid weapons and report the presence of weapons to an adult;
		K(2)(H) name objects that may be dangerous such as knives, scissors, and screwdrivers and tell how they can be harmful.		
			1(2)(E) identify rules that help to prevent poisoning;	2(2)(D) explain the importance of avoiding dangerous substances;
		K(2)(F) identify how to get help from a parent and/or trusted adult when made to feel uncomfortable or unsafe by another person/adult;	1(2)(H) identify how to get help from a parent and/or trusted adult when made to feel uncomfortable or unsafe by another person/adult.	2(2)(F) identify a trusted adult such as a parent, teacher, or law enforcement officer and identify ways to react when approached and make to feel uncomfortable or unsafe by another person/adult.

Physical Health				
Infant, Toddlers, Three-Year Old	Prekindergarten	Kindergarten	Grade 1	Grade 2
		K(5) Health information. The student understands how to recognize health information. The student is expected to:	1(5) Health information. The student recognizes health information. The student is expected to:	2(6) Health information. The student understands how to recognize health information. The student is expected to:
		K(5)(A) name people who can provide helpful information such as parents, doctors, teachers, and nurses;	1(5)(A) identify people who can provide helpful health information such as parents, teachers, nurses, and physicians; and	2(6)(A) identify people who can provide health information.
		K(5)(B) explain the importance of health information.	1(5)(B) list ways health information can be used such as knowing how to brush teeth properly.	
				2(6)(B) identify various media that provide health information.
Health and Well-Being	C. Personal Safety and Health Skills	K(6) Influencing factors. The student understands the difference between being sick and being healthy. The student is expected to:	1(7) Influencing factors. The student understands the difference between sickness and health in people of all ages. The student is expected to:	2(4) Health information. The student understands the difference between sickness and health in people of all ages. The student is expected to:
		K(6)(A) tell how germs cause illness and disease in people of all ages;	1(7)(A) name types of germs that cause illness and disease;	2(4)(A) explain ways in which germs are transmitted, methods for preventing the spread of germs and the importance of immunization;
H.WB.5. Begins to develop self-care skills	IX.C.2. Child practices good habits of personal health and hygiene.	K(6)(C) explain practices used to control the spread of germs such as washing hands; and	1(7)(C) explain common practices that control the way germs are spread.	2(4)(D) apply practices to control spread of germs in daily life such as hand washing and skin care.
		K(6)(B) name symptoms of common illnesses and diseases;	1(7)(B) identify common illnesses and diseases and their symptoms; and	
				2(4)(B) identify causes of disease other than germs such as allergies and heart disease;
		K(6)(D) discuss basic parts of the body's defense system against germs such as the skin.		2(4)(C) explain how the body provides protection from disease;
		K(7) Influencing factors. The student understands that various factors influence personal health. The student is expected to:	1(8) Influencing factors. The student understands factors that influence the health of an individual. The student is expected to:	2(5) Health information. The student recognizes factors that influence the health of an individual. The student is expected to:
			1(8)(A) name various members of his/her family who help them promote and practice health habits; and	2(5)(C) identify personal responsibilities as a family member in promoting and practicing health behaviors.

Physical Health				
Infant, Toddlers, Three-Year Old	Prekindergarten	Kindergarten	Grade 1	Grade 2
		K(7)(A) tell how weather affects individual health such as dressing for warmth, protecting skin from the sun, and keeping classrooms and homes warm and cool; and	1(8)(B) describe ways in which a person's health may be affected by weather and pollution.	2(5)(B) describe strategies for protecting the environment and the relationship between the environment and individual health such as air pollution and ultra-violet rays; and
		K(7)(B) identify ways to prevent the transmission of head lice such as sharing brushes and caps.		
				2(5)(A) identify hazards in the environment that affect health and safety such as having loaded guns in the home and drinking untreated water;

Health Decisions and Influences				
Infant, Toddlers, Three-Year Old	Prekindergarten	Kindergarten	Grade 1	Grade 2
	C. Personal Safety and Health Skills	K(3) Health behaviors. The student demonstrates decision-making skills for making health-promoting decisions. The student is expected to:	1(3) Health behaviors. The student demonstrates basic critical-thinking, decision-making, goal setting, and problem solving skills for making health-promoting decisions. The student is expected to:	2(11) Personal/interpersonal skills. The student demonstrates critical-thinking, decision-making, goal-setting, and problem solving skills for making health-promoting decisions. The student is expected to:
		K(3)(A) demonstrate how to seek the help of parents/guardians and other trusted adults in making decisions and solving problems; and	1(3)(A) explain ways to seek the help of parents/guardians and other trusted adults in making decisions and solving problems;	2(11)(D) explain why obtaining help, especially from parents/trusted adults, can be helpful when making decisions about personal health.
	IX.C.3. Child identifies good habits of nutrition and exercise.	K(3)(B) plan a healthy meal and/or snack.		
			1(3)(B) describe how decisions can be reached and problems can be solved; and	2(11)(A) explain steps in the decision-making process and the importance of following the steps;
			1(3)(C) explain the importance of goal setting and task completion.	2(11)(C) list the steps and describe the importance of task completion and goal setting; and
				2(11)(B) describe how personal-health decisions affect self and others;
			1(6) Health information. The student recognizes the influence of media and technology on health behaviors. The student is expected to:	2(7) Influencing factors. The student recognizes the influence of media and technology on personal health. The student is expected to:
			1(6)(A) identify examples of health information provided by various media;	
			1(6)(B) cite examples of how media and technology can affect behaviors such as television, computers, and video games.	2(7)(A) describe how the media can influence an individual's health choices such as television ads for fast foods and breakfast cereals; and
				2(7)(B) discuss how personal health care products have been improved by technology such as sunblock and safety equipment.
				2(8) Influencing factors. The student understands how relationships influence personal health. The student is expected to:
				2(8)(A) describe how friends can influence a person's health; and
				2(8)(B) recognize unsafe requests made by friends such as playing in the street.





# Health and Wellness Vertical Alignment, *Birth – Grade 2*

Age / Grade Level	Infant, Toddler, Three-Year-Old	Prekindergarten	Kindergarten	Grade 1	Grade 2
Standards	Texas Early Learning Guidelines	Texas Prekindergarten Guidelines	Texas Essential Knowledge and Skills (TEKS)	Texas Essential Knowledge and Skills (TEKS)	Texas Essential Knowledge and Skills (TEKS)
Domain(s) / Content Area	Social and Emotional Development	I. Social and Emotional Development Domain	Physical Education and Health Education	Physical Education and Health Education	Physical Education and Health Education
Sub-Domains / Strands	Trust and Emotional Security Self-Awareness Self-Regulation Relationship with Others	A. Self-Concept Skills B. Self-Regulation Skills C. Relationships with Others D. Social Awareness Skills	<b>Physical Education*</b> 1. Social Development  <b>Health Education*</b> 1. Personal/Interpersonal Skills	<b>Physical Education*</b> 1. Social Development  <b>Health Education*</b> 1. Personal/Interpersonal Skills	<b>Physical Education*</b> 1. Social Development  <b>Health Education*</b> 1. Personal/Interpersonal Skills

Grey cells indicate no standard present in the vertical progression

\*Physical Education TEKS are written in **BLACK** text and Health Education TEKS are written in **ORANGE** text throughout this alignment document.

Trust and Emotional Security				
Infant, Toddler, Three-Year-Old	Prekindergarten	Kindergarten	Grade 1	Grade 2
Trust and Emotional Security				
T.ES.1. Establishes secure relationships with primary caregivers.				
T.ES.2. Differentiates between familiar and unfamiliar adults.				
T.ES.3. Shows emotional connections and attachment to others while beginning to show independence.				

Concept of Self				
Infant, Toddler, Three-Year-Old	Prekindergarten	Kindergarten	Grade 1	Grade 2
Self-Awareness	A. Self-Concept Skills B. Self-Regulation Skills		1(9) Personal/interpersonal skills. The student knows healthy and appropriate ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:	2(10) Personal/interpersonal skills. The student understands healthy and appropriate ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:
SA.1. Expresses needs and wants through facial expressions, sounds, or gestures.			1(9)(C) express needs, wants, and emotions in appropriate ways;	2(10)(B) express needs, wants, and emotions in healthy ways;
	I.B.2.b. Child can communicate basic emotions/feelings.			
SA.2. Develops awareness of self as separate from others	I.A.1. Child is aware of where own body is in space and respects personal boundaries.			
SA.3. Shows confidence in increasing abilities	I.A.2. Child Shows self-awareness and can express pride in age appropriate abilities and skills			
SA.4. Shows awareness of relationships to family/community/cultural group				
	I.A.3. Child shows reasonable opinion of his abilities and limitations.			
	I.A.4. Child shows initiative in independent situations and persists in attempting to solve problems.			

Self-Regulation Skills				
Infant, Toddler, Three-Year-Old	Prekindergarten	Kindergarten	Grade 1	Grade 2
Self-Regulation	B. Self-Regulation Skills		1(9) Personal/interpersonal skills. The student knows healthy and appropriate ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:	2(10) Personal/interpersonal skills. The student understands healthy and appropriate ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:
SR.1. Begins to manage own behavior and demonstrates increasing control of emotion	I.B.1.c. Child regulates his own behavior with occasional reminders or assistance from teacher. 1.B.2.a. Child begins to understand difference and connection between emotions/feelings and behaviors. 1.B.2.c. Child is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary.		1(9)(D) describe and practice techniques of self-control such as thinking before acting;	2(10)(C) explain the benefits of practicing self-control;
SR.2. Shows ability to cope with stress				
SR.3. Develops understanding of simple routines, rules or limitations	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.			
	1.B.3.a. Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed. 1.B.3.b. Child remains focused on engaging group activities for up to 20 minutes at a time.			

Relationships with Others				
Infant, Toddler, Three-Year-Old	Prekindergarten	Kindergarten	Grade 1	Grade 2
Relationships with Others	C. Relationships with Others	K(9) Personal/interpersonal skills. The student comprehends the skills necessary for building and maintaining healthy relationships. The student is expected to:	1(9) Personal/interpersonal skills. The student knows healthy and appropriate ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:	2(10) Personal/interpersonal skills. The student understands healthy and appropriate ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:
RO.1. Shows interest in and awareness of others				
RO.2. Responds to and interacts with others	I.C.1. Child uses effective verbal and nonverbal communication skills to build relationships with teacher/adults.		1(9)(A) demonstrate respectful communication;	2(10)(A) describe how to effectively communicate;
			1(9)(B) list unique ways that individuals use to communicate such as using body language and gestures;	
			1(10) Personal/interpersonal skills. The student comprehends the skills necessary for building and maintaining healthy relationships. The student is expected to:	
	I.C.3. Child shows competence in initiating social interactions.	K(9)(B) demonstrate skills for making new acquaintances.	1(10)(A) describe ways to build and maintain friendships; and	
	I.C.7. Child interacts with a variety of playmates and may have preferred friends.			
	I.C.2. Child assumes various roles and responsibilities as part of a classroom community.			
	I.C.4. Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal.			2(9) Personal/interpersonal skills. The student comprehends the skills necessary for building and maintaining healthy relationships. The student is expected to:
				2(9)(A) identify characteristics needed to be a responsible family member or friend; 2(9)(B) list and demonstrate good listening skills; and

Relationships with Others				
Infant, Toddler, Three-Year-Old	Prekindergarten	Kindergarten	Grade 1	Grade 2
		K(9)(A) identify and use refusal skills to avoid unsafe behavior situations such as saying no in unsafe situations and then telling an adult if he/she is threatened; and	1(9)(F) practice refusal skills and replacement behaviors to avoid and resolve conflicts; 1(10)(B) practice refusal skills to avoid and resolve conflict.	2(9)(C) demonstrate refusal skills.
	I.C.5. Child initiates problem-solving strategies and seeks adult help when necessary.			
RO.3. Begins to recognize and respond to the feelings and emotions of others and begins to show concern	I.C.6. Child demonstrates empathy and caring for others.			

Respect for Others				
Infant, Toddler, Three-Year-Old	Prekindergarten	Kindergarten	Grade 1	Grade 2
	D. Social Awareness Skills	K(8) Personal/interpersonal skills. The student understands ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:	1(9) Personal/interpersonal skills. The student knows healthy and appropriate ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:	2(10) Personal/interpersonal skills. The student understands healthy and appropriate ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:
	I.D.1. Child demonstrates an understanding that others have perspectives and feelings that are different from her own.			
		K(8)(A) recognize and describe individual differences and communicate appropriately and respectfully with all individuals;	1(9)(A) demonstrate respectful communication;	
		K(8)(B) explain the importance of showing consideration and respect for teachers, family members, friends, peers, and other individuals; and K(8)(C) recognize and explain the importance of manners and rules for healthy communication and treating others with respect.		2(10)(E) Explain the benefits of treating friends, teachers, family members, and peers with respect.

Bullying Prevention				
Infants, Toddlers, Three-Year-Old	Prekindergarten	Kindergarten	Grade 1	Grade 2
			1(9) Personal/interpersonal skills. The student knows healthy and appropriate ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:	2(10) Personal/interpersonal skills. The student understands healthy and appropriate ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:
			1(9)(E) list ways of actively discouraging bullying; and	2(10)(D) describe how to effectively respond to bullying of oneself or others; and
		K(10) Personal/interpersonal skills. The student understands that bullying behaviors result in unhealthy conditions throughout the life span. The student is expected to:	1(11) Personal/interpersonal skills. The student understands that bullying behaviors result in negative consequences throughout the life span. The student is expected to:	2(12) Personal/interpersonal skills. The student understands that bullying behaviors result in negative consequences throughout the life span. The student is expected to:
		K(10)(A) identify bullying behaviors;		
		K(10)(B) identify replacement behaviors to avoid bullying friends, family members, and peers;		
		K(10)(C) demonstrate how to get help from a teacher, parent, trusted adult in solving problems and conflicts with peers; and	1(11)(A) demonstrate how to get help from a teacher, parent, or trusted adult when made to feel bullied, uncomfortable, or unsafe by a peer or an adult; and	
		K(10)(D) describe appropriate actions to take in response to bullying.		2(12)(B) identify ways to respond when made to feel uncomfortable or unsafe.
			1(11)(B) describe negative consequences for both the victim and the bully.	2(12) (A) identify negative consequences that result from bullying behaviors; and

Social Skills for Physical Activities				
Infant, Toddlers, Three-Year-Old	Prekindergarten	Kindergarten	Grade 1	Grade 2
		K(6) Social development. The student understands basic components such as strategies and rules of structured physical activities, including, but not limited to, games, sports, dance, and gymnastics. The student is expected to	1(6) Social development. The student understands basic components such as strategies and rules of structured physical activities, including, but not limited to, games, sports, dance, and gymnastics. The student is expected to	2(6) Social development. The student understands basic components such as strategies and rules of structured physical activities, including, but not limited to, games, sports, dance, and gymnastics. The student is expected to
		K(6)(A) respond appropriately to starting and stopping signals; and	1(6)(A) demonstrate starting and stopping signals; and	
		K(6)(B) demonstrate the ability to play within boundaries during games and activities.	1(6)(B) explain boundaries and rules for simple games.	
				2(6)(A) identify goals to be accomplished during simple games such as not getting tagged; and
				2(6)(B) identify strategies in simple games and activities such as dodging to avoid being tagged.
		K(7) Social development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to:	1(7) Social development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to:	2(7) Social development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to:
		K(7)(A) follow rules, procedures, and safe practices;	1(7)(A) follow directions and apply safe movement practices;	
		K(7)(B) work in a group setting in cooperation with others; and	1(7)(B) interact, cooperate, and respect others; and	2(7)(A) display good sportsmanship; and
			1(7)(C) resolve conflicts in socially acceptable ways such as talking and asking the teacher for help.	2(7)(B) treat others with respect during play.
		K(7)(C) share space and equipment with others.		



# Mathematics Vertical Alignment, *Prekindergarten – Grade 2*

Age / Grade Level	Prekindergarten	Kindergarten	Grade 1	Grade 2
<b>Standards</b>	Texas Prekindergarten Guidelines	Texas Essential Knowledge and Skills (TEKS)	Texas Essential Knowledge and Skills (TEKS)	Texas Essential Knowledge and Skills (TEKS)
<b>Domain / Content Area</b>	V. Mathematics	Mathematics	Mathematics	Mathematics
<b>Sub-Domains / Strands</b>	A. Counting Skills B. Adding To/Taking Away Skills C. Geometry and Spatial Sense Skills D. Measurement Skills E. Classification Skills	1. Mathematical Process Standards 2. Number and Operation 3. Algebraic Reasoning 4. Geometry and Measurement 5. Data Analysis 6. Personal Financial Literacy	1. Mathematical Process Standards 2. Number and Operation 3. Algebraic Reasoning 4. Geometry and Measurement 5. Data Analysis 6. Personal Financial Literacy	1. Mathematical Process Standards 2. Number and Operation 3. Algebraic Reasoning 4. Geometry and Measurement 5. Data Analysis 6. Personal Financial Literacy

Grey cells indicate no standard present in the vertical progression

Mathematical Process Standards			
Prekindergarten	Kindergarten	Grade 1	Grade 2
	(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:		
	(A) apply mathematics to problems arising in everyday life, society, and the workplace.		
	(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.		
	(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.		
	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.		
	(E) create and use representations to organize, record, and communicate mathematical ideas.		
	(F) analyze mathematical relationships to connect and communicate mathematical ideas.		
	(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.		

Counting and Recognizing Whole Numbers			
Prekindergarten	Kindergarten	Grade 1	Grade 2
V. Counting Skills	K(2) Number and operations. The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system. The student is expected to:	1(2) Number and operations. The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value. The student is expected to:	2(2) Number and operations. The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value. The student is expected to:
V.A.1. Child knows that objects, or parts of an object, can be counted.			
V.A.3. Child counts 1-10 items, with one count per item.	K(2)(A) count forward and backward to at least 20 with and without objects.		
V.A.4. Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted.			
V.A.6. Child demonstrates understanding that when counting, the items can be chosen in any order.			
V.A.9. Child recognizes one-digit numerals, 0-9.	K(2)(B) read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures.		
V.A.5. Child counts up to 10 items and demonstrates that the last count indicates how many items were counted.	K(2)(C) count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order.		
V.A.8. Child verbally identifies, without counting, the number of objects from 1 to 5.	K(2)(D) recognize instantly the quantity of a small group of objects in organized and random arrangements	1(2)(A) recognize instantly the quantity of structured arrangements.	
	K(2)(E) generate a set using concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20		
	K(2)(F) generate a number that is one more than or one less than another number up to at least 20.	1(2)(D) generate a number that is greater than or less than a given whole number up to 120.	2(2)(C) generate a number that is greater than or less than a given whole number up to 1,200.
V.A.7. Child uses verbal ordinal terms.			

**Comparing and Ordering Numbers**

Prekindergarten	Kindergarten	Grade 1	Grade 2
	<p>K(2) Number and operations. The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system. The student is expected to:</p>	<p>1(2) Number and operations. The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value. The student is expected to:</p>	<p>2(2) Number and operations. The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value. The student is expected to:</p>
	<p>K(2)(G) compare sets of objects up to at least 20 in each set using comparative language.</p>	<p>1(2)(E) use place value to compare whole numbers up to 120 using comparative language.</p>	<p>2(2)(D) use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols (&gt;, &lt;, or =).</p>
	<p>K(2)(H) use comparative language to describe two numbers up to 20 presented as written numerals.</p>		
		<p>1(2)(F) order whole numbers up to 120 using place value and open number lines.</p>	
		<p>1(2)(G) represent the comparison of two numbers to 100 using the symbols &gt;, &lt;, or =.</p>	
		<b>Representing and Relating Numbers Using Number Lines</b>	
	<p>1(2) Number and operations. The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value. The student is expected to:</p>	<p>2(2) Number and operations. The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value. The student is expected to:</p>	
	<p>1(2)(F) order whole numbers up to 120 using place value and open number lines.</p>	<p>2(2)(E) locate the position of a given whole number on an open number line.</p>	
		<p>2(2)(F) name the whole number that corresponds to a specific point on a number line.</p>	

Composing and Decomposing Numbers: Place Value			
Prekindergarten	Kindergarten	Grade 1	Grade 2
	K(2) Number and operations. The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system. The student is expected to:	1(2) Number and operations. The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value. The student is expected to:	2(2) Number and operations. The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value. The student is expected to:
	K(2)(I) compose and decompose numbers up to 10 with objects and pictures.	1(2)(B) use concrete and pictorial models to compose and decompose numbers up to 120 in more than one way as so many hundreds, so many tens, and so many ones.	2(2)(A) use concrete and pictorial models to compose and decompose numbers up to 1,200 in more than one way as a sum of so many thousands, hundreds, tens, and ones.
		1(2)(C) use objects, pictures, and expanded and standard forms to represent numbers up to 120.	2(2)(B) use standard, word, and expanded forms to represent numbers up to 1,200.
			2(3) Number and operations. The student applies mathematical process standards to recognize and represent fractional units and communicates how they are used to name parts of a whole. The student is expected to:
			2(3)(A) partition objects into equal parts and name the parts, including halves, fourths, and eighths, using words.
			2(3)(B) explain that the more fractional parts used to make a whole, the smaller the part; and the fewer the fractional parts, the larger the part.
		2(3)(C) use concrete models to count fractional parts beyond one whole using words and recognize how many parts it takes to equal one whole.	
		2(3)(D) identify examples and non-examples of halves, fourths, and eighths.	

Adding and Subtracting Whole Numbers, Decimals, and Rational Numbers			
Prekindergarten	Kindergarten	Grade 1	Grade 2
B. Adding To/Taking Away Skills	K(3) Number and operations. The student applies mathematical process standards to develop an understanding of addition and subtraction situations in order to solve problems. The student is expected to:	1(3) Number and operations. The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems. The student is expected to:	2(4) Number and operations. The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve addition and subtraction problems with efficiency and accuracy. The student is expected to:
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 models or makes a verbal word problem for subtracting 0-5 objects from a set.	K(3)(A) model the action of joining to represent addition and the action of separating to represent subtraction.	1(3)(B) use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 20 and unknowns as any one of the terms in the problem such as $2 + 4 = [ ]$ ; $3 + [ ] = 7$ ; and $5 = [ ] - 3$ .	
	K(3)(B) solve word problems using objects and drawings to find sums up to 10 and differences within 10.	1(3)(C) compose 10 with two or more addends with and without concrete objects.	
	K(3)(C) explain the strategies used to solve problems involving adding and subtracting within 10 using spoken words, concrete and pictorial models, and number sentences.	1(3)(E) explain strategies used to solve addition and subtraction problems up to 20 using spoken words, objects, pictorial models, and number sentences.	2(4)(B) add up to four two-digit numbers and subtract two-digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations
		1(3)(A) use concrete and pictorial models to determine the sum of a multiple of 10 and a one-digit number in problems up to 99.	2(4)(C) solve one-step and multistep word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms.
		1(3)(D) apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10.	2(4)(A) recall basic facts to add and subtract within 20 with automaticity.
		1(3)(F) generate and solve problem situations when given a number sentence involving addition or subtraction of numbers within 20.	2(4)(D) generate and solve problem situations for a given mathematical number sentence involving addition and subtraction of whole numbers within 1,000.

Representing and Determining the Values of Coins and Bills			
Prekindergarten	Kindergarten	Grade 1	Grade 2
	K(4) Number and operations. The student applies mathematical process standards to identify coins in order to recognize the need for monetary transactions. The student is expected to:	1(4) Number and operations. The student applies mathematical process standards to identify coins, their values, and the relationships among them in order to recognize the need for monetary transactions. The student is expected to:	2(5) Number and operations. The student applies mathematical process standards to determine the value of coins in order to solve monetary transactions. The student is expected to:
	K(4)(A) identify U.S. coins by name, including pennies, nickels, dimes, and quarters.	1(4)(A) identify U.S. coins, including pennies, nickels, dimes, and quarters, by value and describe the relationships among them.	
		1(4)(B) write a number with the cent symbol to describe the value of a coin.	2(5)(B) use the cent symbol, dollar sign, and the decimal point to name the value of a collection of coins.
		1(4)(C) use relationships to count by twos, fives, and tens to determine the value of a collection of pennies, nickels, and/or dimes.	2(5)(A) determine the value of a collection of coins up to one dollar.
			2(6) Number and operations. The student applies mathematical process standards to connect repeated addition and subtraction to multiplication and division situations that involve equal groupings and shares. The student is expected to:
			2(6)(A) model, create, and describe contextual multiplication situations in which equivalent sets of concrete objects are joined.
			2(6)(B) model, create, and describe contextual division situations in which a set of concrete objects is separated into equivalent sets.

Pattern Skills					
Prekindergarten	Kindergarten	Grade 1	Grade 2		
E. Classification and Pattern Skills	K(5) Algebraic reasoning. The student applies mathematical process standards to identify the pattern in the number word list. The student is expected to:	1(5) Algebraic reasoning. The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships. The student is expected to:	2(7) Algebraic reasoning. The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships. The student is expected to:		
V.E.3. Child recognizes and creates patterns.					
<b>Connecting Counting and Reciting</b>					
A. Counting Skills	K(5) Algebraic reasoning. The student applies mathematical process standards to identify the pattern in the number word list. The student is expected to:	1(5) Algebraic reasoning. The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships. The student is expected to:			
V.A.2. Child uses words to rote count from 1 to 30.	K(5)(A) recite numbers up to at least 100 by ones and tens beginning with any given number.	1(5)(A) recite numbers forward and backward from any given number between 1 and 120.			
<b>Connecting Counting and Divisibility</b>					
		1(5) Algebraic reasoning. The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships. The student is expected to:	2(7) Algebraic reasoning. The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships. The student is expected to:		
		1(5)(B) skip count by twos, fives, and tens to determine the total number of objects up to 120 in a set.	2(7)(A) determine whether a number up to 40 is even or odd using pairings of objects to represent the number.		
		<b>Connecting Counting and Place Value</b>			
		1(5) Algebraic reasoning. The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships. The student is expected to:	2(7) Algebraic reasoning. The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships. The student is expected to:		
		1(5)(C) use relationships to determine the number that is 10 more and 10 less than a given number up to 120.	2(7)(B) use an understanding of place value to determine the number that is 10 or 100 more or less than a given number up to 1,200.		

Representing Problem Situations with the Equal Sign			
Prekindergarten	Kindergarten	Grade 1	Grade 2
		1(5) Algebraic reasoning. The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships. The student is expected to:	2(7) Algebraic reasoning. The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships. The student is expected to:
		1(5)(D) represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences.	2(7)(C) represent and solve addition and subtraction word problems where unknowns may be any one of the terms in the problem.
		1(5)(E) understand that the equal sign represents a relationship where expressions on each side of the equal sign represent the same value(s).	
		<b>Representing Problem Situations with the Equations and Inequalities</b>	
		1(5) Algebraic reasoning. The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships. The student is expected to:	2(7) Algebraic reasoning. The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships. The student is expected to:
		1(5)(F) determine the unknown whole number in an addition or subtraction equation when the unknown may be any one of the three or four terms in the equation.	2(7)(C) represent and solve addition and subtraction word problems where unknowns may be any one of the terms in the problem.
		1(5)(G) apply properties of operations to add and subtract two or three numbers.	

Defining Attributes of One-Dimensional, Two-Dimensional, and Three-Dimensional Figures			
Prekindergarten	Kindergarten	Grade 1	Grade 2
C. Geometry and Spatial Sense Skills	K(6) Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. The student is expected to:	1(6) Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. The student is expected to:	2(8) Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. The student is expected to:
V.C.1. Child names common shapes.	K(6)(A) identify two-dimensional shapes, including circles, triangles, rectangles, and squares as special rectangles.	1(6)(C) create two-dimensional figures, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons.	2(8)(A) create two-dimensional shapes based on given attributes, including number of sides and vertices.
	K(6)(D) identify attributes of two dimensional shapes using informal and formal geometric language interchangeably.	1(6)(D) identify two-dimensional shapes, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons and describe their attributes using formal geometric language.	
V.C.1. Child names common shapes.	K(6)(B) identify three-dimensional solids, including cylinders, cones, spheres, and cubes, in the real world.	1(6)(E) identify three-dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes), and triangular prisms, and describe their attributes using formal geometric language.	
V.C.1. Child names common shapes.	K(6)(C) identify two-dimensional components of three-dimensional objects.	1(6)(B) distinguish between attributes that define a two-dimensional or three-dimensional figure and attributes that do not define the shape.	
<b>Spatial Sense Skills</b>			
C. Geometry and Spatial Sense Skills			
V.C.4. Child slides, flips, and turns shapes to demonstrate that the shape remains the same.			
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.).			

Classifying and Sorting Two-Dimensional and Three-Dimensional Figures			
Prekindergarten	Kindergarten	Grade 1	Grade 2
	K(6) Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. The student is expected to:	1(6) Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. The student is expected to:	2(8) Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. The student is expected to:
	K(6)(E) classify and sort a variety of regular and irregular two- and three-dimensional figures regardless of orientation or size.	1(6)(A) classify and sort regular and irregular two-dimensional shapes based on attributes using informal geometric language.	2(8)(C) classify and sort polygons with 12 or fewer sides according to attributes, including identifying the number of sides and number of vertices.
			2(8)(B) classify and sort three-dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes as special rectangular prisms), and triangular prisms, based on attributes using formal geometric language.
Composing and Decomposing Two-Dimensional and Three-Dimensional Figures			
C. Geometry and Spatial Sense Skills	K(6) Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. The student is expected to:	1(6) Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. The student is expected to:	2(8) Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. The student is expected to:
V.C.2. Child creates shapes.	K(6)(F) create two dimensional shapes using a variety of materials and drawings.	1(6)(F) compose two-dimensional shapes by joining two, three, or four figures to produce a target shape in more than one way if possible.	2(8)(D) compose two-dimensional shapes and three-dimensional solids with given properties or attributes.
			2(8)(E) decompose two-dimensional shapes such as cutting out a square from a rectangle, dividing a shape in half, or partitioning a rectangle into identical triangles and identify the resulting geometric parts.

Measuring Attributes of Two-Dimensional and Three-Dimensional Objects			
Prekindergarten	Kindergarten	Grade 1	Grade 2
D. Measurement Skills	K(7) Geometry and measurement. The student applies mathematical process standards to directly compare measurable attributes. The student is expected to:		
	K(7)(A) give an example of a measurable attribute of a given object, including length, capacity, and weight.		
V.D.1. Child recognizes and compares heights or lengths of people or objects.	K(7)(B) compare two objects with a common measurable attribute to see which object has more of/less of the attribute and describe the difference.		
V.D.3. Informally recognizes and compares weights of objects or people.			
	<b>Measuring Length of Two-Dimensional and Three-Dimensional Objects</b>		
	K(7) Geometry and measurement. The student applies mathematical process standards to directly compare measurable attributes. The student is expected to:	1(7) Geometry and measurement. The student applies mathematical process standards to select and use units to describe length and time. The student is expected to:	2(9) Geometry and measurement. The student applies mathematical process standards to select and use units to describe length, area, and time. The student is expected to:
	K(7)(A) give an example of a measurable attribute of a given object, including length, capacity, and weight	1(7)(A) use measuring tools to measure the length of objects to reinforce the continuous nature of linear measurement.	2(9)(D) determine the length of an object to the nearest marked unit using rulers, yardsticks, meter sticks, or measuring tapes.
		1(7)(B) illustrate that the length of an object is the number of same-size units of length that, when laid end-to-end with no gaps or overlaps, reach from one end of the object to the other	2(9)(A) find the length of objects using concrete models for standard units of length.
		1(7)(D) describe a length to the nearest whole unit using a number and a unit.	
		1(7)(C) measure the same object/distance with units of two different lengths and describe how and why the measurements differ.	2(9)(B) describe the inverse relationship between the size of the unit and the number of units needed to equal the length of an object.
			2(9)(E) determine a solution to a problem involving length, including estimating lengths.

Measuring Time			
Prekindergarten	Kindergarten	Grade 1	Grade 2
D. Measurement Skills		1(7) Geometry and measurement. The student applies mathematical process standards to select and use units to describe length and time. The student is expected to:	2(9) Geometry and measurement. The student applies mathematical process standards to select and use units to describe length, area, and time. The student is expected to:
V.D.4. Child uses language to describe concepts associated with the passing of time.		1(7)(E) tell time to the hour and half hour using analog and digital clocks.	2(9)(G) read and write time to the nearest one-minute increment using analog and digital clocks and distinguish between a.m. and p.m.
			<b>Measuring Distance on a Number Line</b>
			2(9) Geometry and measurement. The student applies mathematical process standards to select and use units to describe length, area, and time. The student is expected to 2(9)(C) represent whole numbers as distances from any given location on a number line.
Measuring Area and Volume			
D. Measurement Skills		1(6) Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. The student is expected to:	2(9) Geometry and measurement. The student applies mathematical process standards to select and use units to describe length, area, and time. The student is expected to:
			2(9)(F) use concrete models of square units to find the area of a rectangle by covering it with no gaps or overlaps, counting to find the total number of square units, and describing the measurement using a number and the unit.
V.B.3. Child uses informal strategies to separate up to 10 items into equal groups		1(6)(G) partition two-dimensional figures into two and four fair shares or equal parts and describe the parts using words.	
		1(6)(H) identify examples and non-examples of halves and fourths.	
V.D.2. Child recognizes how much can be placed within an object.			

Representing Data			
Prekindergarten	Kindergarten	Grade 1	Grade 2
E. Classification and Pattern Skills	K(8) Data analysis. The student applies mathematical process standards to collect and organize data to make it useful for interpreting information. The student is expected to:	1(8) Data analysis. The student applies mathematical process standards to organize data to make it useful for interpreting information and solving problems. The student is expected to:	2(10) Data analysis. The student applies mathematical process standards to organize data to make it useful for interpreting information and solving problems. The student is expected to:
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.	K(8)(A) collect, sort, and organize data into two or three categories.	1(8)(A) collect, sort, and organize data in up to three categories using models/representations such as tally marks or T-charts.	
V.E.2. Child collects data and organizes it in a graphic representation.			
			2(10)(A) explain that the length of a bar in a bar graph or the number of pictures in a pictograph represents the number of data points for a given category.
V.E.2. Child collects data and organizes it in a graphic representation.	K(8)(B) use data to create real-object and picture graphs.	1(8)(B) use data to create picture and bar graphs.	2(10)(B) organize a collection of data with up to four categories using pictographs and bar graphs with intervals of one or more.
	<b>Drawing Conclusions and Solving Problems Using Representations of Data</b>		
	K(8) Data analysis. The student applies mathematical process standards to collect and organize data to make it useful for interpreting information. The student is expected to:	1(8) Data analysis. The student applies mathematical process standards to organize data to make it useful for interpreting information and solving problems. The student is expected to:	2(10) Data analysis. The student applies mathematical process standards to organize data to make it useful for interpreting information and solving problems. The student is expected to:
	K(8)(C) draw conclusions from real-object and picture graphs.	1(8)(C) draw conclusions and generate and answer questions using information from picture and bar-type graphs.	2(10)(D) draw conclusions and make predictions from information in a graph.
			2(10)(C) write and solve one-step word problems involving addition or subtraction using data represented within pictographs and bar graphs with intervals of one.

Considering Income and Careers				
Prekindergarten	Kindergarten	Grade 1	Grade 2	
	K(9) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:	1(9) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:	2(11) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:	
	K(9)(A) identify ways to earn income.	1(9)(A) define money earned as income		
	K(9)(D) distinguish between wants and needs and identify income as a source to meet one's wants and needs.	1(9)(B) identify income as a means of obtaining goods and services, oftentimes making choices between wants and needs.		
			2(11)(F) differentiate between producers and consumers and calculate the cost to produce a simple item.	
	K(9)(B) differentiate between money received as income and money received as gifts.			
	K(9)(C) list simple skills required for jobs.			
		Considering Saving and Investing		
		1(9) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:	2(11) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:	
		1(9)(C) distinguish between spending and saving.	2(11)(A) calculate how money saved can accumulate into a larger amount over time.	
			2(11)(B) explain that saving is an alternative to spending.	

Prekindergarten	Kindergarten	Grade 1	Grade 2
			<b>Considering Credit and Debt</b> 2(11) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to: 2(11)(D) identify examples of borrowing and distinguish between responsible and irresponsible borrowing 2(11)(E) identify examples of lending and use concepts of benefits and costs to evaluate lending decisions
			<b>Considering Planning and Money Management</b> 1(9) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to: 1(9)(D) consider charitable giving
			2(11) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to: 2(11)(C) distinguish between a deposit and a withdrawal.



# Science Vertical Alignment, *Prekindergarten – Grade 2*

Grade Level	Prekindergarten	Kindergarten	Grade 1	Grade 2
<b>Standards</b>	Texas Prekindergarten Guidelines	Texas Essential Knowledge and Skills (TEKS)	Texas Essential Knowledge and Skills (TEKS)	Texas Essential Knowledge and Skills (TEKS)
<b>Domain / Content Area</b>	VI. Science Domain	Science	Science	Science
<b>Sub-Domains / Strands</b>	<ul style="list-style-type: none"> <li>A. Physical Science Skills</li> <li>B. Life Science Skills</li> <li>C. Earth and Space Science Skills</li> </ul>	<ul style="list-style-type: none"> <li>1. Scientific Investigation and Reasoning</li> <li>2. Matter and Energy</li> <li>3. Force, Motion, and Energy</li> <li>4. Earth Space</li> <li>5. Organisms and Environment</li> </ul>	<ul style="list-style-type: none"> <li>1. Scientific Investigation and Reasoning</li> <li>2. Matter and Energy</li> <li>3. Force, Motion, and Energy</li> <li>4. Earth Space</li> <li>5. Organisms and Environment</li> </ul>	<ul style="list-style-type: none"> <li>1. Scientific Investigation and Reasoning</li> <li>2. Matter and Energy</li> <li>3. Force, Motion, and Energy</li> <li>4. Earth Space</li> <li>5. Organisms and Environment</li> </ul>

Grey cells indicate no standard present in the vertical progression

**Scientific Investigation and Reasoning**

<b>Prekindergarten</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
	K(1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures and uses environmentally appropriate and responsible practices. The student is expected to:	1(1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures and uses environmentally appropriate and responsible practices. The student is expected to:	2(1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures. The student is expected to:
	K(1)(A) identify, discuss, and demonstrate safe and healthy practices as outlined in Texas Education Agency-approved safety standards during classroom and outdoor investigations, including wearing safety goggles or chemical splash goggles, as appropriate, washing hands, and using materials appropriately; and	1(1)(A) identify, discuss, and demonstrate safe and healthy practices as outlined in Texas Education Agency-approved safety standards during classroom and outdoor investigations, including wearing safety goggles or chemical splash goggles, as appropriate, washing hands, and using materials appropriately; and	2(1)(A) identify, describe, and demonstrate safe practices as outlined in Texas Education Agency-approved safety standards during classroom and outdoor investigations, including wearing safety goggles or chemical splash goggles, as appropriate, washing hands, and using materials appropriately; and
	K(2) Scientific investigation and reasoning. The student develops abilities to ask questions and seek answers in classroom and outdoor investigations. The student is expected to:	1(2) Scientific investigation and reasoning. The student develops abilities to ask questions and seek answers in classroom and outdoor investigations. The student is expected to:	2(2) Scientific investigation and reasoning. The student develops abilities necessary to do scientific inquiry in classroom and outdoor investigations. The student is expected to:
	K(2)(A) ask questions about organisms, objects, and events observed in the natural world;	1(2)(A) ask questions about organisms, objects, and events observed in the natural world;	2(2)(A) ask questions about organisms, objects, and events during observations and investigations;
	K(2)(B) plan and conduct simple descriptive investigations;	1(2)(B) plan and conduct simple descriptive investigations;	2(2)(B) plan and conduct simple descriptive investigations;
	K(2)(C) collect data and make observations using simple tools:	1(2)(C) collect data and make observations using simple tools:	2(2)(C) collect data and make observations using scientific tools:
	K(2)(D) record and organize data and observations using pictures, numbers, and words; and	1(2)(D) record and organize data and observations using pictures, numbers, and words; and	2(2)(D) record and organize data and observations using pictures, numbers, and words; and
	K(2)(E) communicate observations about simple descriptive investigations.	1(2)(E) communicate observations and provide reasons for explanations using student-generated data from simple descriptive investigations	2(2)(E) communicate observations and justify explanations using student-generated data from simple descriptive investigations; and
			2(2)(F) compare results of investigations with what students and scientists know about the world.

Scientific Investigation and Reasoning			
Prekindergarten	Kindergarten	Grade 1	Grade 2
	K(3) Scientific investigation and reasoning. The student knows that information and critical thinking are used in scientific problem solving. The student is expected to:	1(3) Scientific investigation and reasoning. The student knows that information and critical thinking are used in scientific problem solving. The student is expected to:	2(3) Scientific investigation and reasoning. The student knows that information and critical thinking, scientific problem solving, and the contributions of scientists are used in making decisions. The student is expected to:
	K(3)(A) identify and explain a problem such as the impact of littering and propose a solution;	1(3)(A) identify and explain a problem and propose a solution	2(3)(A) identify and explain a problem and propose a task and solution for the problem
	K(3)(B) make predictions based on observable patterns in nature; and	1(3)(B) make predictions based on observable patterns; and	2(3)(B) make predictions based on observable patterns; and
	K(3)(C) explore that scientists investigate different things in the natural world and use tools to help in their investigations.	1(3)(C) describe what scientists do.	2(3)(C) identify what a scientist is and explore what different scientists do.
A. Physical Science Skills	K(4) Scientific investigation and reasoning. The student uses age-appropriate tools and models to investigate the natural world. The student is expected to:	1(4) Scientific investigation and reasoning. The student uses age-appropriate tools and models to investigate the natural world. The student is expected to:	2(4) Scientific investigation and reasoning. The student uses age-appropriate tools and models to investigate the natural world. The student is expected to:
	K(4)(A) collect information using tools, including computing devices, hand lenses, primary balances, cups, bowls, magnets, collecting nets, and notebooks; timing devices; non-standard measuring items; weather instruments such as demonstration thermometers; and materials to support observations of habitats of organisms such as terrariums and aquariums; and	1(4)(A) collect, record, and compare information using tools, including computers, hand lenses, primary balances, cups, bowls, magnets, collecting nets, notebooks, and safety goggles or chemical splash goggles, as appropriate; timing devices; non-standard measuring items; weather instruments such as demonstration thermometers and wind socks; and materials to support observations of habitats of organisms such as aquariums and terrariums; and	2(4)(A) collect, record, and compare information using tools, including computers, hand lenses, rulers, plastic beakers, magnets, collecting nets, notebooks, and safety goggles or chemical splash goggles, as appropriate; timing devices; weather instruments such as thermometers, wind vanes, and rain gauges; and materials to support observations of habitats of organisms such as terrariums and aquariums; and
	K(4)(B) use the senses as a tool of observation to identify properties and patterns of organisms, objects, and events in the environment.		
VI.A.3. Child uses simple measuring devices to learn about objects.		1(4)(B) measure and compare organisms and objects using non-standard units.	2(4)(B) measure and compare organisms and objects.

Energy and Matter			
Prekindergarten	Kindergarten	Grade 1	Grade 2
A. Physical Science Skills	K(5) Matter and energy. The student knows that objects have properties and patterns. The student is expected to:	1(5) Matter and energy. The student knows that objects have properties and patterns. The student is expected to:	2(5) Matter and energy. The student knows that matter has physical properties and those properties determine how it is described, classified, changed, and used. The student is expected to:
VI.A.1. Child observes, investigates, describes and discusses properties and characteristics of common objects.	K(5)(A) observe and record properties of objects, including bigger or smaller, heavier or lighter, shape, color, and texture; and	1(5)(A) classify objects by observable properties such as larger and smaller, heavier and lighter, shape, color, and texture;	2(5)(A) classify matter by physical properties, including relative temperature, texture, flexibility, and whether material is a solid or liquid;
	K(5)(B) observe, record, and discuss how materials can be changed by heating or cooling.	1(5)(B) predict and identify changes in materials caused by heating and cooling; and	2(5)(B) compare changes in materials caused by heating and cooling;
		1(5)(C) classify objects by the materials from which they are made	
			2(5)(C) demonstrate that things can be done to materials such as cutting, folding, sanding, and melting to change their physical properties; and 2(5)(D) combine materials that when put together can do things that they cannot do by themselves such as building a tower or a bridge and justify the selection of those materials based on their physical properties.

Force, Motion, and Energy			
Prekindergarten	Kindergarten	Grade 1	Grade 2
A. Physical Science Skills	K(6) Force, motion, and energy. The student knows that energy, force, and motion are related and are a part of their everyday life. The student is expected to:	1(6) Force, motion, and energy. The student knows that force, motion, and energy are related and are a part of everyday life. The student is expected to:	2(6) Force, motion, and energy. The student knows that forces cause change and energy exists in many forms. The student is expected to:
VI.A.4. Child observes, investigates, describes and discusses sources of energy including light, heat, and electricity.	K(6)(A) use the senses to explore different forms of energy such as light, thermal, and sound;	1(6)(A) identify and discuss how different forms of energy such as light, thermal, and sound are important to everyday life;	2(6)(A) investigate the effects on objects by increasing or decreasing amounts of light, heat, and sound energy such as how the color of an object appears different in dimmer light or how heat melts butter;
	K(6)(B) explore interactions between magnets and various materials;	1(6)(B) predict and describe how a magnet can be used to push or pull an object;	2(6)(B) observe and identify how magnets are used in everyday life; and
VI.A.2. Child observes, investigates, describes, and discusses position and motion of objects.	K(6)(C) observe and describe the location of an object in relation to another such as above, below, behind, in front of, and beside; and		
	K(6)(D) observe and describe the ways that objects can move such as in a straight line, zigzag, up and down, back and forth, round and round, and fast and slow.	1(6)(C) demonstrate and record the ways that objects can move such as in a straight line, zig zag, up and down, back and forth, round and round, and fast and slow.	2(6)(C) trace and compare patterns of movement of objects such as sliding, rolling, and spinning over time.

**Earth and Space**

<b>Prekindergarten</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
C. Earth and Space Skills	K(1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures and uses environmentally appropriate and responsible practices. The student is expected to:	1(1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures and uses environmentally appropriate and responsible practices. The student is expected to:	2(1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures. The student is expected to:
VI.C.4. Child demonstrates the importance of caring for our environment and our planet.	K(1)(B) demonstrate how to use, conserve, and dispose of natural resources and materials such as conserving water and reusing or recycling paper, plastic, and metal.	1(1)(B) identify and learn how to use natural resources and materials, including conservation and reuse or recycling of paper, plastic, and metals.	2(1)(B) identify and demonstrate how to use, conserve, and dispose of natural resources and materials such as conserving water and reuse or recycling of paper, plastic, and metal.
C. Earth and Space Science Skills	K(7) Earth and space. The student knows that the natural world includes earth materials. The student is expected to:	1(7) Earth and space. The student knows that the natural world includes rocks, soil, and water that can be observed in cycles, patterns, and systems. The student is expected to:	2(7) Earth and space. The student knows that the natural world includes earth materials. The student is expected to:
VI.C.1. Child observes, investigates, describes and discusses earth materials, and their properties and uses.	K(7)(A) observe, describe, and sort rocks by size, shape, color, and texture;		2(7)(A) observe, describe, and compare rocks by size, texture, and color;
		1(7)(A) observe, compare, describe, and sort components of soil by size, texture, and color;	
	K(7)(B) observe and describe physical properties of natural sources of water, including color and clarity; and	1(7)(B) identify and describe a variety of natural sources of water, including streams, lakes, and oceans; and	2(7)(B) identify and compare the properties of natural sources of freshwater and saltwater; and
	K(7)(C) give examples of ways rocks, soil, and water are useful.	1(7)(C) identify how rocks, soil, and water are used to make products.	
			2(7)(C) distinguish between natural and manmade resources.
C. Earth and Space Science Skills	K(8) Earth and space. The student knows that there are recognizable patterns in the natural world and among objects in the sky. The student is expected to:	1(8) Earth and space. The student knows that the natural world includes the air around us and objects in the sky. The student is expected to:	2(8) Earth and space. The student knows that there are recognizable patterns in the natural world and among objects in the sky. The student is expected to:
VI.C.3. Child observes and describes what happens during changes in the earth and sky.	K(8)(A) observe and describe weather changes from day to day and over seasons;	1(8)(A) record weather information, including relative temperature such as hot or cold, clear or cloudy, calm or windy, and rainy or icy;	2(8)(A) measure, record, and graph weather information, including temperature, wind conditions, precipitation, and cloud coverage, in order to identify patterns in the data;
	K(8)(B) identify events that have repeating patterns, including seasons of the year and day and night; and		

**Earth and Space**

<b>Prekindergarten</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
		1(8)(C) identify characteristics of the seasons of the year and day and night; and	
			2(8)(B) identify the importance of weather and seasonal information to make choices in clothing, activities, and transportation;
VI.C.2. Child identifies, observes, and discusses objects in the sky.	K(8)(C) observe, describe, and illustrate objects in the sky such as the clouds, Moon, and stars, including the Sun.	1(8)(B) observe and record changes in the appearance of objects in the sky such as the Moon and stars, including the Sun;	2(8)(C) observe, describe, and record patterns of objects in the sky, including the appearance of the Moon.
		1(8)(D) demonstrate that air is all around us and observe that wind is moving air.	

**Organisms and Environments**

<b>Prekindergarten</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
B. Life Sciences Skills	K(9) Organisms and environments. The student knows that plants and animals have basic needs and depend on the living and nonliving things around them for survival. The student is expected to:	1(9) Organisms and environments. The student knows that the living environment is composed of relationships between organisms and the life cycles that occur. The student is expected to:	2(9) Organisms and environments. The student knows that living organisms have basic needs that must be met for them to survive within their environment. The student is expected to:
	K(9)(A) differentiate between living and nonliving things based upon whether they have basic needs and produce offspring; and	1(9)(A) sort and classify living and nonliving things based upon whether they have basic needs and produce offspring;	
	K(9)(B) examine evidence that living organisms have basic needs such as food, water, and shelter for animals and air, water, nutrients, sunlight, and space for plants.		2(9)(A) identify the basic needs of plants and animals;
		1(9)(B) analyze and record examples of interdependence found in various situations such as terrariums and aquariums or pet and caregiver; and	
		1(9)(C) gather evidence of interdependence among living organisms such as energy transfer through food chains or animals using plants for shelter.	2(9)(C) compare the ways living organisms depend on each other and on their environments, such as through food chains.
VI.B.3. Child observes, investigates, describes and discusses the relationship of organisms to their environments.			2(9)(B) identify factors in the environment, including temperature and precipitation, that affect growth and behavior such as migration, hibernation, and dormancy of living things; and
B. Life Sciences Skills	K(10) Organisms and environments. The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments. The student is expected to:	1(10) Organisms and environments. The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments. The student is expected to:	2(10) Organisms and environments. The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments. The student is expected to:
VI.B.1. Child observes, investigates, describes and discusses the characteristics of organisms.	K(10)(A) sort plants and animals into groups based on physical characteristics such as color, size, body covering, or leaf shape;		

**Organisms and Environments**

<b>Prekindergarten</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
		1(10)(A) investigate how the external characteristics of an animal are related to where it lives, how it moves, and what it eats;	2(10)(A) observe, record, and compare how the physical characteristics and behaviors of animals help them meet their basic needs;
	K(10)(B) identify basic parts of plants and animals	1(10)(B) identify and compare the parts of plants;	2(10)(B) observe, record, and compare how the physical characteristics of plants help them meet their basic needs such as stems carry water throughout the plant; and
	K(10)(C) identify ways that young plants resemble the parent plant; and	1(10)(C) compare ways that young animals resemble their parents; and	
VI.B.2. Child describes life cycles of organisms.	K(10)(D) observe changes that are part of a simple life cycle of a plant: seed, seedling, plant, flower, and fruit.	1(10)(D) observe and record life cycles of animals such as a chicken, frog, or fish.	2(10)(C) investigate and record some of the unique stages that insects such as grasshoppers and butterflies undergo during their life cycle.



## Social Studies Vertical Alignment, *Prekindergarten – Grade 2*

Grade Level	Prekindergarten	Kindergarten	Grade 1	Grade 2
<b>Standards</b>	Texas Prekindergarten Guidelines	Texas Essential Knowledge and Skills (TEKS)	Texas Essential Knowledge and Skills (TEKS)	Texas Essential Knowledge and Skills (TEKS)
<b>Domain / Content Area</b>	VII. Social Studies Domain	Social Studies	Social Studies	Social Studies
<b>Sub-Domains / Strands</b>	A. People, Past and Present Skills B. Economic Skills C. Geography Skills D. Citizenship Skills	1. History 2. Geography 3. Economics 4. Government 5. Citizenship 6. Culture 7. Science, Technology, and Society 8. Social Studies Skills	1. History 2. Geography 3. Economics 4. Government 5. Citizenship 6. Culture 7. Science, Technology, and Society 8. Social Studies Skills	1. History 2. Geography 3. Economics 4. Government 5. Citizenship 6. Culture 7. Science, Technology, and Society 8. Social Studies Skills

Grey cells indicate no standard present in the vertical progression

History			
Prekindergarten	Kindergarten	Grade 1	Grade 2
	K(1) History. The student understands that holidays are celebrations of special events. The student is expected to:	1(1) History. The student understands the origins of customs, holidays, and celebrations. The student is expected to:	2(1) History. The student understands the historical significance of landmarks and celebrations in the community, state, and nation. The student is expected to:
	K(1)(A) explain the reasons for national patriotic holidays such as Presidents' Day, Veterans Day, and Independence Day; and	1(1)(A) describe the origins of customs, holidays, and celebrations of the community, state, and nation such as San Jacinto Day, Independence Day, and Veterans Day; and	2(1)(A) explain the significance of various community, state, and national celebrations such as Veterans Day, Memorial Day, Independence Day, and Thanksgiving; and
	K(1)(B) identify customs associated with national patriotic holidays such as parades and fireworks on Independence Day.	1(1)(B) compare the observance of holidays and celebrations, past and present.	
			2(1)(B) identify and explain the significance of various community, state, and national landmarks such as monuments and government buildings.
	K(2) History. The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation. The student is expected to:	1(2) History. The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation. The student is expected to:	2(4) History. The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation. The student is expected to:
	K(2)(A) identify contributions of historical figures, including Stephen F. Austin, George Washington, Christopher Columbus, and José Antonio Navarro, who helped to shape the state and nation; and	1(2)(A) identify contributions of historical figures, including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr., who have influenced the community, state, and nation;	2(4)(A) identify contributions of historical figures, including Thurgood Marshall, Irma Rangel, John Hancock, and Theodore Roosevelt, who have influenced the community, state, and nation;
		1(2)(B) identify historical figures such as Alexander Graham Bell, Thomas Edison, Garrett Morgan, and Richard Allen, and other individuals who have exhibited individualism and inventiveness; and	2(4)(B) identify historical figures such as Amelia Earhart, W. E. B. DuBois, Robert Fulton, and George Washington Carver who have exhibited individualism and inventiveness; and
	K(2)(B) identify contributions of patriots and good citizens who have shaped the community.	1(2)(C) compare the similarities and differences among the lives and activities of historical figures and other individuals who have influenced the community, state, and nation.	2(4)(C) explain how people and events have influenced local community history.

History			
Prekindergarten	Kindergarten	Grade 1	Grade 2
VII.A.3. Child connects their life to events, time, and routines.			
A. People, Past, Present Skills	K(3) History. The student understands the concept of chronology. The student is expected to:	1(3) History. The student understands the concepts of time and chronology. The student is expected to:	2(2) History. The student understands the concepts of time and chronology. The student is expected to:
	K(3)(A) place events in chronological order; and	1(3)(A) distinguish among past, present, and future;	2(2)(A) describe the order of events by using designations of time periods such as historical and present times;
	K(3)(B) use vocabulary related to time and chronology, including before, after, next, first, last, yesterday, today, and tomorrow.		2(2)(B) apply vocabulary related to chronology, including past, present, and future; and
		1(3)(B) describe and measure calendar time by days, weeks, months, and years; and	
		1(3)(C) create a calendar and simple timeline.	2(2)(C) create and interpret timelines for events in the past and present.
			2(3) History. The student understands how various sources provide information about the past and present. The student is expected to:
			2(3)(A) identify several sources of information about a given period or event such as reference materials, biographies, newspapers, and electronic sources; and
			2(3)(B) describe various evidence of the same time period using primary sources such as photographs, journals, and interviews.

Geography			
Prekindergarten	Kindergarten	Grade 1	Grade 2
C. Geography Skills	K(4) Geography. The student understands the concept of location. The student is expected to:	1(4) Geography. The student understands the relative location of places. The student is expected to:	
	K(4)(A) use terms, including over, under, near, far, left, and right, to describe relative location;		
	K(4)(B) locate places on the school campus and describe their relative locations; and	1(4)(A) locate places using the four cardinal directions; and 1(4)(B) describe the location of self and objects relative to other locations in the classroom and school.	
		1(5) Geography. The student understands the purpose of maps and globes. The student is expected to:	
VII.C.2. Child explores geography tools and resources.	K(4)(C) identify tools that aid in determining location, including maps and globes.	1(5)(A) create and use simple maps such as maps of the home, classroom, school, and community; and	2(5) Geography. The student uses simple geographic tools such as maps and globes. The student is expected to: 2(5)(B) create maps to show places and routes within the home, school, and community.
			2(5)(A) interpret information on maps and globes using basic map elements such as title, orientation (north, south, east, west), and legend/map keys; and
		1(5) Geography. The student understands the purpose of maps and globes. The student is expected to:	2(6) Geography. The student understands the locations and characteristics of places and regions in the community, state, and nation. The student is expected to:
			2(6)(A) identify major landforms and bodies of water, including each of the continents and each of the oceans, on maps and globes;
		1(5)(B) locate the community, Texas, and the United States on maps and globes.	2(6)(B) locate places of significance, including the local community, Texas, the state capital, the U.S. capital, major cities in Texas, the coast of Texas, Canada, Mexico, and the United States on maps and globes; and
			2(6)(C) examine information from various sources about places and regions.

**Geography**

<b>Prekindergarten</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
C. Geography Skills	K(5) Geography. The student understands physical and human characteristics of place. The student is expected to:	1(6) Geography. The student understands various physical and human characteristics. The student is expected to:	2(7) Geography. The student understands how physical characteristics of places and regions affect people's activities and settlement patterns. The student is expected to:
VII.C.1. Child identifies and creates common features in the natural environment.	K(5)(A) identify the physical characteristics of place such as landforms, bodies of water, natural resources, and weather; and	1(6)(A) identify and describe the physical characteristics of place such as landforms, bodies of water, natural resources, and weather;	
		1(6)(B) identify examples of and uses for natural resources in the community, state, and nation; and	2(7)(C) explain how people depend on the physical environment and natural resources to meet basic needs; and
	K(5)(B) identify how the human characteristics of place such as ways of earning a living, shelter, clothing, food, and activities are based upon geographic location.	1(6)(C) identify and describe how the human characteristics of place such as shelter, clothing, food, and activities are based upon geographic location.	
			2(7)(A) describe how weather patterns and seasonal patterns affect activities and settlement patterns;
			2(7)(B) describe how natural resources and natural hazards affect activities and settlement patterns;
			2(7)(D) identify the characteristics of different communities, including urban, suburban, and rural, and how they affect activities and settlement patterns.
			2(8) Geography. The student understands how humans use and modify the physical environment. The student is expected to:
			2(8)(A) identify ways in which people have modified the physical environment such as building roads, clearing land for urban development and agricultural use, and drilling for oil;
			2(8)(B) identify positive and negative consequences of human modification of the physical environment such as the use of irrigation to improve crop yields; and
			2(8)(C) identify ways people can conserve and replenish natural resources.

**Economics**

<b>Prekindergarten</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
B. Economic Skills	K(6) Economics. The student understands that basic human needs and wants are met in many ways. The student is expected to:	1(7) Economics. The student understands how families meet basic human needs. The student is expected to:	
VII.B.1. Child demonstrates that all people need food, clothing, and shelter.	K(6)(A) identify basic human needs of food, clothing, and shelter;		
	K(6)(B) explain the difference between needs and wants; and		
	K(6)(C) explain how basic human needs can be met such as through self-producing, purchasing, and trading	1(7)(A) describe ways that families meet basic human needs; and 1(7)(B) describe similarities and differences in ways families meet basic human needs.	
B. Economic Skills	K(7) Economics. The student understands the value of jobs. The student is expected to:	1(10) Economics. The student understands the value of work. The student is expected to:	2(9) Economics. The student understands the value of work. The student is expected to:
VII.B.3. Child discusses the roles and responsibilities of family, school, and community helpers.	K(7)(A) identify jobs in the home, school, and community; and		
		1(10)(A) describe the components of various jobs and the characteristics of a job well performed; and	
	K(7)(B) explain why people have jobs.		2(9)(A) explain how work provides income to purchase goods and services; and
		1(10)(B) describe how specialized jobs contribute to the production of goods and services.	
			2(9)(B) explain the choices people in the U.S. free enterprise system can make about earning, spending, and saving money and where to live and work.

Economics			
Prekindergarten	Kindergarten	Grade 1	Grade 2
		<p>1(8) Economics. The student understands the concepts of goods and services. The student is expected to:</p> <p>1(8)(A) identify examples of goods and services in the home, school, and community;</p> <p>1(8)(B) identify ways people exchange goods and services; and</p> <p>1(8)(C) identify the role of markets in the exchange of goods and services.</p> <p>1(9) Economics. The student understands the condition of not being able to have all the goods and services one wants. The student is expected to:</p> <p>1(9)(A) identify examples of people wanting more than they can have;</p> <p>1(9)(B) explain why wanting more than they can have requires that people make choices; and</p> <p>1(9)(C) identify examples of choices families make when buying goods and services.</p>	
B. Economic Skills			<p>2(10) Economics. The student understands the roles of producers and consumers in the production of goods and services. The student is expected to:</p> <p>2(10)(A) distinguish between producing and consuming;</p> <p>2(10)(B) identify ways in which people are both producers and consumers; and</p> <p>2(10)(C) examine the development of a product from a natural resource to a finished product.</p>
VII.B.2. Child demonstrates understanding of what it means to be a consumer.			

**Government**

Prekindergarten	Kindergarten	Grade 1	Grade 2
	K(8) Government. The student understands the purpose of rules. The student is expected to:	1(11) Government. The student understands the purpose of rules and laws. The student is expected to:	2(11) Government: The student understands the purpose of governments. The student is expected to:
	K(8)(A) identify purposes for having rules; and	1(11)(A) explain the purpose for rules and laws in the home, school, and community; and	
	K(8)(B) identify rules that provide order, security, and safety in the home and school.	1(11)(B) identify rules and laws that establish order, provide security, and manage conflict.	2(11)(A) identify functions of governments such as establishing order, providing security, and managing conflict;
			2(11)(B) identify governmental services in the community such as police and fire protection, libraries, schools, and parks and explain their value to the community; and
			2(11)(C) describe how governments tax citizens to pay for services
	K(9) Government. The student understands the role of authority figures. The student is expected to:	1(12) Government. The student understands the role of authority figures, public officials, and citizens. The student is expected to:	2(12) Government. The student understands the role of public officials. The student is expected to:
	K(9)(A) identify authority figures in the home, school, and community; and		2(12)(A) name current public officials, including mayor, governor, and president;
	K(9)(B) explain how authority figures make and enforce rules.	1(12)(A) identify the responsibilities of authority figures in the home, school, and community;	2(12)(B) compare the roles of public officials, including mayor, governor, and president;
		1(12)(B) identify and describe the roles of public officials in the community, state, and nation; and	
			2(12)(C) identify ways that public officials are selected, including election and appointment to office; and
	1(12)(C) identify and describe the role of a good citizen in maintaining a constitutional republic.	2(12)(D) identify how citizens participate in their own governance through staying informed of what public officials are doing, providing input to them, and volunteering to participate in government functions.	

Citizenship			
Prekindergarten	Kindergarten	Grade 1	Grade 2
D. Citizenship Skills	K(10) Citizenship. The student understands important symbols, customs, and responsibilities that represent American beliefs and principles and contribute to our national identity. The student is expected to:	1(14) Citizenship. The student understands important symbols, customs, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to:	2(14) Citizenship. The student identifies customs, symbols, and celebrations that represent American beliefs and principles that contribute to our national identity. The student is expected to:
VII.D.1. Child identifies flags of the United States and Texas.	K(10)(A) identify the flags of the United States and Texas;	1(14)(A) explain state and national patriotic symbols, including the United States and Texas flags, the Liberty Bell, the Statue of Liberty, and the Alamo;	2(14)(C) identify selected symbols such as state and national birds and flowers and patriotic symbols such as the U.S. and Texas flags and Uncle Sam; and
VII.D.2. Child recites the Pledge of Allegiances to the United States flag and the state flag and observes a moment of silence.	K(10)(B) recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag;	1(14)(B) recite and explain the meaning of the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag;	2(14)(A) recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag;
		1(14)(C) identify anthems and mottoes of Texas and the United States;	2(14)(B) identify selected patriotic songs, including "The Star-Spangled Banner" and "America the Beautiful";
	K(10)(C) identify Constitution Day as a celebration of American freedom; and	1(14)(F) identify Constitution Day as a celebration of American freedom.	
VII.D.3. The child engages in voting as a method for group decision-making.	K(10)(D) use voting as a method for group decision making.	1(14)(D) explain and practice voting as a way of making choices and decisions;	
		1(14)(E) explain how patriotic customs and celebrations reflect American individualism and freedom; and	2(14)(D) identify how selected customs, symbols, and celebrations reflect an American love of individualism, inventiveness, and freedom.
		1(13) Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to:	2(13) Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to:
		1(13)(A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting;	2(13)(A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting;

Citizenship			
Prekindergarten	Kindergarten	Grade 1	Grade 2
		1(13)(B) identify historical figures such as Benjamin Franklin, Francis Scott Key, and Eleanor Roosevelt who have exemplified good citizenship; and	2(13)(B) identify historical figures such as Paul Revere, Abigail Adams, World War II Women Airforce Service Pilots (WASPs) and Navajo Code Talkers, and Sojourner Truth who have exemplified good citizenship;
		1(13)(C) identify other individuals who exemplify good citizenship.	2(13)(C) identify other individuals who exemplify good citizenship; and
			2(13)(D) identify ways to actively practice good citizenship, including involvement in community service.

Culture			
Prekindergarten	Kindergarten	Grade 1	Grade 2
A. People, Past, Present Skills	K(11) Culture. The student understands similarities and differences among people. The student is expected to:		
VII.A.1. Child identifies similarities and differences between himself, classmates and other children inclusive of specific characteristics and cultural influences.	K(11)(A) identify similarities and differences among people such as kinship, laws, and religion; and		
	K(11)(B) identify similarities and differences among people such as music, clothing, and food.		
	K(12) Culture. The student understands the importance of family customs and traditions. The student is expected to:	1(15) Culture. The student understands the importance of family and community beliefs, customs, language, and traditions. The student is expected to:	
	K(12)(A) describe and explain the importance of family customs and traditions; and	1(15)(A) describe and explain the importance of various beliefs, customs, language, and traditions of families and communities; and	
VII.A.2. Child identifies similarities and difference in characteristics of families.	K(12)(B) compare family customs and traditions.		
			2(16) Culture. The student understands ethnic and/or cultural celebrations. The student is expected to:
			2(16)(A) identify the significance of various ethnic and/or cultural celebrations; and
			2(16)(B) compare ethnic and/or cultural celebrations.
			2(15) Culture. The student understands the significance of works of art in the local community. The student is expected to:
		1(15)(B) explain the way folktales and legends such as Aesop's fables reflect beliefs, customs, language, and traditions of communities.	2(15)(A) identify selected stories, poems, statues, paintings, and other examples of the local cultural heritage; and
			2(15)(B) explain the significance of selected stories, poems, statues, paintings, and other examples of the local cultural heritage.

**Science, Technology, and Society**

Prekindergarten	Kindergarten	Grade 1	Grade 2
	K(13) Science, technology, and society. The student understands ways technology is used in the home and school and how technology affects people's lives. The student is expected to:	1(16) Science, technology, and society. The student understands how technology affects daily life, past and present. The student is expected to:	2(17) Science, technology, and society. The student understands how science and technology have affected life, past and present. The student is expected to:
	K(13)(A) identify examples of technology used in the home and school;		
	K(13)(B) describe how technology helps accomplish specific tasks and meet people's needs; and	1(16)(A) describe how technology changes the ways families live; 1(16)(C) describe how technology changes the way people work.	2(17)(B) explain how science and technology change the ways in which people meet basic needs.
	K(13)(C) describe how his or her life might be different without modern technology.	1(16)(B) describe how technology changes communication, transportation, and recreation; and	2(17)(A) describe how science and technology change communication, transportation, and recreation; and

**Social Studies Skills**

Prekindergarten	Kindergarten	Grade 1	Grade 2
	K(14) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	1(17) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	2(18) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
	K(14)(A) obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music;	1(17)(A) obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music;	2(18)(A) obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music;
	K(14)(B) obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, print material, and artifacts; and	1(17)(B) obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, maps, literature, and artifacts; and	2(18)(B) obtain information about a topic using a variety of valid visual sources such as pictures, maps, electronic sources, literature, reference sources, and artifacts;
	K(14)(C) sequence and categorize information.	1(17)(C) sequence and categorize information.	2(18)(D) sequence and categorize information; and

Social Studies Skills			
Prekindergarten	Kindergarten	Grade 1	Grade 2
			2(18)(C) use various parts of a source, including the table of contents, glossary, and index, as well as keyword internet searches to locate information;
			2(18)(E) interpret oral, visual, and print material by identifying the main idea, predicting, and comparing and contrasting.
	K(15) Social studies skills. The student communicates in oral and visual forms. The student is expected to:	1(18) Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to:	2(19) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
	K(15)(A) express ideas orally based on knowledge and experiences; and	1(18)(A) express ideas orally based on knowledge and experiences; and	2(19)(A) express ideas orally based on knowledge and experiences; and
	K(15)(B) create and interpret visuals, including pictures and maps.	1(18)(B) create and interpret visual and written material.	2(19)(B) create written and visual material such as stories, poems, maps, and graphic organizers to express ideas.
	K(16) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:	1(19) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:	2(20) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:
	K(16)(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and	1(19)(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and	2(20)(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and
	K(16)(B) use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of the decision.	1(19)(B) use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of that decision.	2(20)(B) use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of that decision.



# Fine Arts Vertical Alignment, *Prekindergarten – Grade 2*

Grade Level	Prekindergarten	Kindergarten	Grade 1	Grade 2
<b>Standards</b>	Texas Prekindergarten Guidelines	Texas Essential Knowledge and Skills (TEKS)	Texas Essential Knowledge and Skills (TEKS)	Texas Essential Knowledge and Skills (TEKS)
<b>Domain / Content Area</b>	VI. Fine Arts Domain	Art, Music, and Theatre	Art, Music, and Theatre	Art, Music, and Theatre
<b>Sub-Domains / Strands</b>	A. Art Skills B. Music Skills C. Dramatic Expression Skills	<p><b>Art</b></p> <ol style="list-style-type: none"> <li>Foundations: Observation and Perception</li> <li>Creative Expression</li> <li>Historical and Cultural Relevance</li> <li>Critical Evaluation and Response</li> </ol> <p><b>Music</b></p> <ol style="list-style-type: none"> <li>Foundations: Music Literacy</li> <li>Creative Expression</li> <li>Historical and Cultural Relevance</li> <li>Critical Evaluation and Response</li> </ol> <p><b>Theatre</b></p> <ol style="list-style-type: none"> <li>Foundations: Inquiry and Understanding</li> <li>Creative Expression: Performance</li> <li>Creative Expression: Production</li> <li>Historical and Cultural Relevance</li> <li>Critical Evaluation and Response</li> </ol>	<p><b>Art</b></p> <ol style="list-style-type: none"> <li>Foundations: Observation and Perception</li> <li>Creative Expression</li> <li>Historical and Cultural Relevance</li> <li>Critical Evaluation and Response</li> </ol> <p><b>Music</b></p> <ol style="list-style-type: none"> <li>Foundations: Music Literacy</li> <li>Creative Expression</li> <li>Historical and Cultural Relevance</li> <li>Critical Evaluation and Response</li> </ol> <p><b>Theatre</b></p> <ol style="list-style-type: none"> <li>Foundations: Inquiry and Understanding</li> <li>Creative Expression: Performance</li> <li>Creative Expression: Production</li> <li>Historical and Cultural Relevance</li> <li>Critical Evaluation and Response</li> </ol>	<p><b>Art</b></p> <ol style="list-style-type: none"> <li>Foundations: Observation and Perception</li> <li>Creative Expression</li> <li>Historical and Cultural Relevance</li> <li>Critical Evaluation and Response</li> </ol> <p><b>Music</b></p> <ol style="list-style-type: none"> <li>Foundations: Music Literacy</li> <li>Creative Expression</li> <li>Historical and Cultural Relevance</li> <li>Critical Evaluation and Response</li> </ol> <p><b>Theatre</b></p> <ol style="list-style-type: none"> <li>Foundations: Inquiry and Understanding</li> <li>Creative Expression: Performance</li> <li>Creative Expression: Production</li> <li>Historical and Cultural Relevance</li> <li>Critical Evaluation and Response</li> </ol>

Grey cells indicate no standard present in the vertical progression



# Art

## Foundations

Prekindergarten	Kindergarten	Grade 1	Grade 2
VIII.A. Art Skills	K(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating artworks. The student is expected to:	1(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning, understanding, and applying the elements of art and principles of design. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating artworks. The student is expected to:	2(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating artworks. The student is expected to:
	K(1)(A) gather information from subjects in the environment using the senses; and	1(1)(A) identify similarities, differences, and variations among subjects in the environment using the senses; and	2(1)(A) compare and contrast variations in objects and subjects from the environment using the senses; and
VIII.A.1 Child uses a variety of art materials and activities for sensory experience and exploration.	K(1)(B) identify the elements of art, including line, shape, color, texture, and form, and the principles of design, including repetition/pattern and balance, in the environment.	1(1)(B) identify the elements of art, including line, shape, color, texture, and form, and the principles of design, including emphasis, repetition/pattern, and balance, in nature and human-made environments.	2(1)(B) identify the elements of art, including line, shape, color, texture, form, and space, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, and balance.

Creative Expression			
Prekindergarten	Kindergarten	Grade 1	Grade 2
VIII.A. Art Skills	K(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	1(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	2(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:
VIII.A.2 Child uses art as a form of creative self-expression and representation.	K(2)(A) create artworks using a variety of lines, shapes, colors, textures, and forms;	1(2)(A) invent images that combine a variety of lines, shapes, colors, textures, and forms;	2(2)(A) express ideas and feelings in personal artworks using a variety of lines, shapes, colors, textures, forms, and space;
	K(2)(B) arrange components intuitively to create artworks; and	1(2)(B) place components in orderly arrangements to create designs; and	2(2)(B) create compositions using the elements of art and principles of design; and
VIII.A.1 Child uses a variety of art materials and activities for sensory experience and exploration.	K(2)(C) use a variety of materials to develop manipulative skills while engaging in opportunities for exploration through drawing, painting, printmaking, construction artworks, and sculpting, including modeled forms.	1(2)(C) increase manipulative skills necessary for using a variety of materials to produce drawings, paintings, prints, constructions, and sculptures, including modeled forms.	2(2)(C) identify and practice skills necessary for producing drawings, paintings, prints, constructions, and sculpture, including modeled forms, using a variety of materials.

Historical and Cultural Relevance			
Prekindergarten	Kindergarten	Grade 1	Grade 2
	K(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	1(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	2(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:
	K(3)(A) identify simple subjects expressed in artworks;	1(3)(A) identify simple ideas expressed in artworks through different media;	2(3)(A) interpret stories, content, and meanings in a variety of artworks;
VIII.A.2 Child uses art as a form of creative self-expression and representation.	K(3)(B) share ideas about personal experiences such as family and friends and develop awareness and sensitivity to differing experiences and opinions through artwork;	1(3)(B) demonstrate an understanding that art is created globally by all people throughout time;	2(3)(B) examine historical and contemporary artworks created by men and women, making connections to various cultures;
	K(3)(C) identify the uses of art in everyday life; and	1(3)(C) discuss the art in everyday life; and	2(3)(C) analyze how art effects everyday life and is connected to jobs in art and design; and
	K(3)(D) relate visual art concepts to other disciplines.	1(3)(D) relate visual art concepts to other disciplines.	2(3)(D) relate visual art concepts to other disciplines.
Critical Evaluation and Response			
	K(4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	1(4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	2(4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:
VIII.A.2 Child uses art as a form of creative self-expression and representation.	K(4)(A) express ideas about personal artworks or portfolios;	1(4)(A) explain ideas about personal artworks;	2(4)(A) support reasons for preferences in personal artworks;
VIII.A.3 Child demonstrates interest in and shows appreciation for the creative work of others.	K(4)(B) express ideas found in collections such as real or virtual art museums, galleries, portfolios, or exhibitions using original artworks created by artists or peers; and	1(4)(B) identify ideas found in collections such as real or virtual art museums, galleries, portfolios, or exhibitions using original artworks created by artists or peers; and	2(4)(B) compare and contrast ideas found in collections such as real or virtual art museums, galleries, portfolios, or exhibitions using original artworks created by artists or peers; and
	K(4)(C) compile collections of artwork such as physical artwork, electronic images, sketchbooks, or portfolios for the purposes of self-evaluations or exhibitions.	1(4)(C) compile collections of artwork such as physical artwork, electronic images, sketchbooks, or portfolios for the purposes of self-evaluations or exhibitions.	2(4)(C) compile collections of artwork such as physical artwork, electronic images, sketchbooks, or portfolios for the purposes of self-evaluations or exhibitions.

Foundations: Music Literacy			
Prekindergarten	Kindergarten	Grade 1	Grade 2
	K(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	1(1) Foundations: music literacy. The student describes and analyzes musical sounds and reads, writes, and reproduces music notation. The student is expected to:	2(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:
	K(1)(A) identify the differences between the five voices, including singing, speaking, inner, whispering, and calling voices;	1(1)(A) identify the known five voices and adult/children singing voices;	2(1)(A) identify choral voices, including unison versus ensemble;
	K(1)(B) identify the timbre of adult and child singing voices;		
	K(1)(C) identify the timbre of instrument families;	1(1)(B) identify visually and aurally the instrument families;	2(1)(B) identify instruments visually and aurally;
	K(1)(D) identify same/different in beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances; and	1(1)(C) use basic music terminology in describing changes in tempo, including allegro/largo, and dynamics, including forte/piano; and	2(1)(C) use known music terminology to explain musical examples of tempo, including presto, moderato, and andante, and dynamics, including fortissimo and pianissimo; and
	K(1)(E) identify beat, rhythm, and simple two-tone or three-tone melodies using iconic representation.	1(1)(D) identify and label repetition and contrast in simple songs such as ab, aaba, or abac patterns.	2(1)(D) identify and label simple small forms such as aaba and abac.
		1(2) Foundations: music literacy. The student reads, writes, and reproduces music notation. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:	2(2) Foundations: music literacy. The student reads, writes, and reproduces music notations. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:
		1(2)(A) read, write, and reproduce rhythmic patterns, including quarter note/paired eighth notes and quarter, and	2(2)(A) read, write, and reproduce rhythmic patterns using standard notation in 2/4 meter, including half note/half rest;
		1(2)(B) read, write, and reproduce melodic patterns, including three tones from the pentatonic scale.	2(2)(B) read, write, and reproduce pentatonic melodic patterns using standard staff notation; and
			2(2)(C) read, write, and reproduce basic music terminology, including allegro/largo and forte/piano.

Creative Expression			
Prekindergarten	Kindergarten	Grade 1	Grade 2
B. Music Skills	K(2) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	1(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal and formal settings. The student is expected to:	2(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:
VIII.B.1 Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms.	K(2)(A) sing or play classroom instruments independently or in groups;	1(3)(A) sing tunefully or play classroom instruments, including rhythmic and melodic patterns, independently or in groups;	2(3)(A) sing tunefully or play classroom instruments, including rhythmic and melodic patterns, independently or in groups;
VIII.B.1 Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms.	K(2)(B) sing songs or play classroom instruments from diverse cultures and styles independently or in groups;	1(3)(B) sing songs or play classroom instruments from diverse cultures and styles, independently or in groups;	2(3)(B) sing songs or play classroom instruments from diverse cultures and styles, independently or in groups;
VIII.B.1 Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms.	K(2)(C) move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement;	1(3)(C) move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement;	2(3)(C) move alone or with others to a varied repertoire of music using gross and fine motor locomotor and non-locomotor movement;
VIII.B.2 Child responds to different musical styles through movement and play.			
	K(2)(D) perform simple part work, including beat versus rhythm; and	1(3)(D) perform simple part work, including beat versus rhythm ostinato, and vocal exploration; and	2(3)(D) perform simple part work, including rhythmic ostinato, and vocal exploration such as singing, speaking, and chanting; and
	K(2)(E) perform music using louder/softer and faster/slower.	1(3)(E) perform music using tempo, including allegro/largo, and dynamics, including forte/piano.	2(3)(E) perform music using tempo, including presto, moderato, and andante, and dynamics, including fortissimo and pianissimo.
		1(4) Creative expression. The student creates and explores new musical ideas. The student is expected to:	2(4) Creative expression. The student creates and explores new musical ideas. The student is expected to:
		1(4)(A) create short, rhythmic patterns using known rhythms;	2(4)(A) create rhythmic phrases using known rhythms;
		1(4)(B) create short melodic patterns using known pitches; and	2(4)(B) create melodic phrases using known pitches; and
		1(4)(C) explore new musical ideas using singing voice and classroom instruments.	2(4)(C) explore new musical ideas in phrases using singing voice and classroom instruments.

Historical and Cultural Relevance			
Prekindergarten	Kindergarten	Grade 1	Grade 2
B. Music Skills	K(3) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	1(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	2(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:
VIII.B.1 Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms.	K(3)(A) sing songs and play musical games, including rhymes, folk music, and seasonal music; and	1(5)(A) sing songs and play musical games, including rhymes, patriotic events, folk music, and seasonal music;	2(5)(A) sing songs and play musical games, including patriotic, folk, and seasonal music;
VIII.B.2 Child responds to different musical styles through movement and play.			
		1(5)(B) identify steady beat in short musical excerpts from various periods or times in history and diverse cultures; and	2(5)(B) examine short musical excerpts from various periods or times in history and diverse and local cultures; and
	K(3)(B) identify simple interdisciplinary concepts related to music.	1(5)(C) identify simple interdisciplinary concepts relating to music.	2(5)(C) identify simple interdisciplinary concepts relating to music.
Critical Evaluation and Response			
VIII.B. Music Skills	K(4) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:	1(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:	2(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:
	K(4)(A) identify and demonstrate appropriate audience behavior during live or recorded performances;	1(6)(A) identify and demonstrate appropriate audience behavior live or recorded performances;	2(6)(A) begin to practice appropriate audience behavior during live or recorded performances;
	K(4)(B) identify steady beat in musical performances; and	1(6)(B) recognize known rhythmic and melodic elements aural examples using known terminology;	2(6)(B) recognize known rhythmic and melodic elements in simple aural examples using known terminology;
	K(4)(C) compare same/different in beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances.	1(6)(C) distinguish same/different between beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances; and	2(6)(C) distinguish between rhythms, higher/lower pitches, louder/softer dynamics, faster/slower tempos, and simple patterns in musical performances; and
VIII.B.2 Child responds to different musical styles through movement and play.		1(6)(D) respond verbally or through movement to short musical examples.	2(6)(D) respond verbally or through movement to short musical examples.

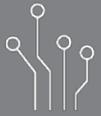
**Foundations**

Prekindergarten	Kindergarten	Grade 1	Grade 2
	K(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to:	1(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to:	2(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to:
VIII.C.I Child creates or recreates stories, moods, or experiences through dramatic representations.	K(1)(A) develop self-awareness through dramatic play;	1(1)(A) develop confidence and self-awareness through dramatic play;	2(1)(A) react to sensory experiences such as sight or sound through dramatic play;
	K(1)(B) explore space through expressive movement;	1(1)(B) develop spatial awareness in dramatic play using expressive and rhythmic movement;	2(1)(B) expand spatial awareness in dramatic play using expressive and rhythmic movement;
	K(1)(C) imitate sounds; and	1(1)(C) imitate actions and sounds; and	2(1)(D) role play, imitate, and recreate dialogue.
	K(1)(D) imitate and recreate objects in dramatic play.	1(1)(D) imitate and create animate and inanimate objects in dramatic play.	2(1)(C) participate in dramatic play using actions, sounds, and dialogue; and

**Creative Expression**

D. Dramatic Expression Skills	K(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:	1(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:	2(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:
	K(2)(A) demonstrate safe use of movement and voice;	1(2)(A) demonstrate safe use of movement and voice;	2(2)(A) demonstrate safe use of movement and voice;
VIII.C.I Child creates or recreates stories, moods, or experiences through dramatic representations	K(2)(B) assume roles through imitation and recreation;	1(2)(B) create roles through imitation;	2(2)(B) role play in real life and imaginative situations through narrative pantomime, dramatic play, and story dramatization;
	K(2)(C) identify the characteristics of dramatic play; and	1(2)(C) dramatize simple stories; and	2(2)(C) create dramatizations of limited-action stories using simple pantomime or puppetry; and
	K(2)(D) participate in dramatic play.	1(2)(D) dramatize poems and songs.	2(2)(D) dramatize poems and songs using simple pantomime or puppetry.

VIII.C. Dramatic Expression Skills	K(3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:	1(3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:	2(3) Creative expression: production. The student applies design, direction, and theatre production concepts and skills. The student is expected to:
		1(3)(A) discuss aspects of the environment for use in dramatic play such as location or climate;	2(3)(A) select aspects of the environment such as location, climate, or time for use in dramatic play;
	K(3)(A) create playing space using common objects such as tables or chairs;	1(3)(B) adapt the environment for dramatic play using common objects such as tables or chairs;	2(3)(B) adapt the environment for dramatic play using common objects such as tables or chairs;
	K(3)(B) create costumes using simple materials such as cardboard, newspaper, or fabric;		
VIII.C.I Child creates or recreates stories, moods, or experiences through dramatic representations	K(3)(C) rehearse dramatic play; and	1(3)(C) rehearse dramatic play; and	2(3)(C) plan dramatic play; and
	K(3)(D) cooperate with others in dramatic play.	1(3)(D) cooperate with others in dramatic play.	2(3)(D) cooperate and interact with others in dramatic play.
<b>Historical and Cultural Relevance</b>			
VIII.C. Dramatic Expression Skills	K(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:	1(4) Historical and cultural relevance. The student related theatre to history, society, and culture. The student is expected to:	2(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:
VIII.C.I Child creates or recreates stories, moods, or experiences through dramatic representations	K(4)(A) rehearse and perform real and imaginative situations of family cultures of students in the class; and	1(4)(A) imitate life experiences from school and community cultures in dramatic play; and	2(4)(A) imitate life experiences from school and community cultures in dramatic play; and
	K(4)(B) rehearse and perform stories from American history.	1(4)(B) explore diverse cultural and historical experiences through fables, myths, or fairytales in dramatic play.	2(4)(B) explore diverse cultural and historical experiences through fables, myths, or fairytales in dramatic play.
<b>Critical Evaluation and Response</b>			
	K(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	1(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:	2(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:
	K(5)(A) discuss, practice, and display appropriate audience behavior; and	1(5)(A) discuss, practice, and display appropriate audience behavior;	2(5)(A) discuss, practice, and display appropriate audience behavior;
	K(5)(B) respond to dramatic activities through discussion.	1(5)(B) discuss dramatic activities; and	2(5)(B) react to and discuss dramatic activities; and
		1(5)(C) discuss the use of music, creative movement, and visual components in dramatic play.	2(5)(C) integrate music, creative movement, and visual components in dramatic play.



# Technology Vertical Alignment, Prekindergarten – Grade 2

Grade Level	Prekindergarten	Kindergarten	Grade 1	Grade 2
Standards	Texas Prekindergarten Guidelines	Texas Essential Knowledge and Skills (TEKS)	Texas Essential Knowledge and Skills (TEKS)	Texas Essential Knowledge and Skills (TEKS)
Domain / Content Area	X. Technology Domain	Technology Applications	Technology Applications	Technology Applications
Sub-Domains / Strands	A. Technology and Devices Skills	<ol style="list-style-type: none"> <li>1. Creativity and innovation</li> <li>2. Communication and collaboration</li> <li>3. Research and information fluency</li> <li>4. Critical thinking, problem solving, and decision making</li> <li>5. Digital citizenship</li> <li>6. Technology operations and concepts</li> </ol>	<ol style="list-style-type: none"> <li>1. Creativity and innovation</li> <li>2. Communication and collaboration</li> <li>3. Research and information fluency</li> <li>4. Critical thinking, problem solving, and decision making</li> <li>5. Digital citizenship</li> <li>6. Technology operations and concepts</li> </ol>	<ol style="list-style-type: none"> <li>1. Creativity and innovation</li> <li>2. Communication and collaboration</li> <li>3. Research and information fluency</li> <li>4. Critical thinking, problem solving, and decision making</li> <li>5. Digital citizenship</li> <li>6. Technology operations and concepts</li> </ol>

Grey cells indicate no standard present in the vertical progression

Creativity and Innovation			
Prekindergarten	Kindergarten	Grade 1	Grade 2
A. Technology and Device Skills	K(1) Creativity and innovation. The student uses creative thinking and innovative processes to construct knowledge and develop digital products. The student is expected to:	1(1) Creativity and innovation. The student uses creative thinking and innovation processes to construct knowledge and develop digital products. The student is expected to:	2(1) Creativity and innovation. The student uses creative thinking and innovation processes to construct knowledge and develop digital products. The student is expected to:
X.A.3. Child uses digital learning applications and programs to create digital products and express own ideas.	K(1)(A) apply prior knowledge to develop new ideas, products, and processes;	1(1)(A) apply prior knowledge to develop new ideas, products, and processes;	2(1)(A) apply prior knowledge to develop new ideas, products, and processes;
	K(1)(B) create original products using a variety of resources;	1(1)(B) create original products using a variety of resources;	2(1)(B) create original products using a variety of resources;
	K(1)(C) explore virtual environments, simulations, models, and programming languages to enhance learning;	1(1)(C) explore virtual environments, simulations, models, and programming languages to enhance learning;	2(1)(C) explore virtual environments, simulations, models, and programming languages to enhance learning;
	K(1)(D) create and execute steps to accomplish a task; and	1(1)(D) create and execute steps to accomplish a task; and	2(1)(D) create and execute steps to accomplish a task; and
	K(1)(E) evaluate and modify steps to accomplish a task.	1(1)(E) evaluate and modify steps to accomplish a task.	2(1)(E) evaluate and modify steps to accomplish a task.
Communication and Collaboration			
A. Technology and Device Skills	K(2) Communication and collaboration. The student collaborates and communicates both locally and globally using digital tools and resources to reinforce and promote learning. The student is expected to:	1(2) Communication and collaboration. The student collaborates and communicates both locally and globally using digital tools and resources to reinforce and promote learning. The student is expected to:	2(2) Communication and collaboration. The student collaborates and communicates both locally and globally using digital tools and resources to reinforce and promote learning. The student is expected to:
	K(2)(A) use communication tools that allow for anytime, anywhere access to interact, collaborate, or publish with peers locally and globally;	1(2)(A) use communication tools that allow for anytime, anywhere access to interact, collaborate, or publish with peers locally and globally;	2(2)(A) use communication tools that allow for anytime, anywhere access to interact, collaborate, or publish with peers locally and globally;
	K(2)(B) participate in digital environments to develop cultural understanding by interacting with learners of multiple cultures;	1(2)(B) participate in digital environments to develop cultural understanding by interacting with learners of multiple cultures;	2(2)(B) participate in digital environments to develop cultural understanding by interacting with learners of multiple cultures;
X.A.3. Child uses digital learning applications and programs to create digital products and express own ideas.	K(2)(C) format digital information, including font attributes, color, white space, graphics, and animation for a defined audience and communication medium; and	1(2)(C) format digital information, including font attributes, color, white space, graphics, and animation, for a defined audience and communication medium; and	2(2)(C) format digital information, including font attributes, color, white space, graphics, and animation, for a defined audience and communication medium; and
	K(2)(D) select, store, and deliver products using a variety of media, formats, devices, and virtual environments.	1(2)(D) select, store, and deliver products using a variety of media, formats, devices, and virtual environments.	2(2)(D) select, store, and deliver products using a variety of media, formats, devices, and virtual environments.

Research and Information Fluency			
Prekindergarten	Kindergarten	Grade 1	Grade 2
A. Technology and Device Skills	K(3) Research and information fluency. The student acquires and evaluates digital content. The student is expected to:	1(3) Research and information fluency. The student acquires and evaluates digital content. The student is expected to:	2(3) Research and information fluency. The student acquires and evaluates digital content. The student is expected to:
X.A.4. Child uses technology to access appropriate information	K(3)(A) use search strategies to access information to guide inquiry;	1(3)(A) use search strategies to access information to guide inquiry;	2(3)(A) use search strategies to access information to guide inquiry;
	K(3)(B) use research skills to build a knowledge base regarding a topic, task, or assignment; and	1(3)(B) use research skills to build a knowledge base regarding a topic, task, or assignment; and	2(3)(B) use research skills to build a knowledge base regarding a topic, task or assignment; and
	K(3)(C) evaluate the usefulness of acquired digital content.	1(3)(C) evaluate the usefulness of acquired digital content.	2(3)(C) evaluate the usefulness of acquired digital content.
Critical Thinking, Problem Solving, and Decision Making			
	K(4) Critical thinking, problem solving, and decision making. The student applies critical-thinking skills to solve problems, guide research, and evaluate projects using digital tools and resources. The student is expected to:	1(4) Critical thinking, problem solving, and decision making. The student applies critical-thinking skills to solve problems, guide research, and evaluate projects using digital tools and resources. The student is expected to:	2(4) Critical thinking, problem solving, and decision making. The student applies critical-thinking skills to solve problems, guide research, and evaluate projects using digital tools and resources. The student is expected to:
	K(4)(A) identify what is known and unknown and what needs to be known regarding a problem and explain the steps to solve the problem;	1(4)(A) identify what is known and what needs to be known regarding a problem and explain the steps to solve the problem;	2(4)(A) identify what is known and unknown and what needs to be known regarding a problem and explain the steps to solve the problem;
	K(4)(B) evaluate the appropriateness of a digital tool to achieve the desired product;	1(4)(B) evaluate the appropriateness of a digital tool to achieve the desired product;	2(4)(B) evaluate the appropriateness of a digital tool to achieve the desired product;
	K(4)(C) evaluate products prior to final submission; and	1(4)(C) evaluate products prior to final submission; and	2(4)(C) evaluate products prior to final submission; and
	K(4)(D) collect, analyze, and represent data using tools such as word processing, spreadsheets, graphic organizers, charts, multimedia, simulations, models, and programming languages.	1(4)(D) collect, analyze, and represent data using tools such as word processing, spreadsheets, graphic organizers, charters multimedia, simulations, models, and programming languages.	2(4)(D) collect, analyze, and represent data using tools such as word processing, spreadsheets, graphic organizers, charts, multimedia, simulations, models and programming languages.

Digital Citizenship			
Prekindergarten	Kindergarten	Grade 1	Grade 2
A. Technology and Device Skills	K(5) Digital citizenship. The student practices safe, responsible, legal, and ethical behavior while using digital tools and resources. The student is expected to:	1(5) Digital citizenship. The student practices safe, responsible, legal, and ethical behavior while using digital tools and resources. The student is expected to:	2(5) Digital citizenship. The student practices safe, responsible, legal, and ethical behavior while using digital tools and resources. The student is expected to:
X.A.5. Child practices safe behavior while using digital tools and resources.	K(5)(A) adhere to acceptable use policies reflecting appropriate behavior in a digital environment;	1(5)(A) adhere to acceptable use policies reflecting appropriate behavior in a digital environment;	2(5)(A) adhere to acceptable use policies reflecting appropriate behavior in a digital environment;
	K(5)(B) comply with acceptable digital safety rules, fair use guidelines, and copyright laws; and	1(5)(B) comply with acceptable digital safety rules, fair use guidelines, and copyright laws; and	2(5)(B) comply with acceptable digital safety rules, fair use guidelines, and copyright laws; and
	K(5)(C) practice the responsible use of digital information regarding intellectual property, including software, text, images, audio, and video.	1(5)(C) practice the responsible use of digital information regarding intellectual property, including software, text, images, audio, and video.	2(5)(C) practice the responsible use of digital information regarding intellectual property, including software, text, images, audio, and video.

Technology Operations and Concepts			
Prekindergarten	Kindergarten	Grade 1	Grade 2
A. Technology and Device Skills	K(6) Technology operations and concepts. The student demonstrates knowledge and appropriate use of technology systems, concepts, and operations. The student is expected to:	1(6) Technology operations and concepts. The student demonstrates knowledge and appropriate use of technology systems, concepts, and operations. The student is expected to:	2(6) Technology operations and concepts. The student demonstrates knowledge and appropriate use of technology systems, concepts, and operations. The student is expected to:
X.A.2. Child uses, operates, and names a variety of digital tools.	K(6)(A) use appropriate terminology regarding basic hardware, software applications, programs, networking, virtual environments, and emerging technologies;	1(6)(A) use appropriate terminology regarding basic hardware, software applications, programs, networking, virtual environments, and emerging technologies;	2(6)(A) use appropriate terminology regarding basic hardware, software applications, programs, networking, virtual environments, and emerging technologies;
	K(6)(B) use appropriate digital tools and resources for storage, access, file management, collaboration, and designing solutions to problems;	1(6)(B) use appropriate digital tools and resources for storage, access, file management, collaboration, and designing solutions to problems;	2(6)(B) use appropriate digital tools and resources for storage, access, file management, collaboration, and designing solutions to problems;
X.A.1. Child opens and navigates through digital learning applications and programs.	K(6)(C) perform basic software application functions, including opening an application and creating, modifying, printing, and saving files;	1(6)(C) perform basic software application functions, including opening an application and creating, modifying, printing, and saving files;	2(6)(C) perform basic software application functions, including opening an application and creating, modifying, printing, and saving files;
	K(6)(D) use a variety of input, output, and storage devices;	1(6)(D) use a variety of input, output, and storage devices;	2(6)(D) use a variety of input, output, and storage devices;
	K(6)(E) use proper keyboarding techniques such as ergonomically correct hand and body positions appropriate for Kindergarten-Grade 2 learning;	1(6)(E) use proper keyboarding techniques such as ergonomically correct hand and body positions appropriate for Kindergarten-Grade 2 learning;	2(6)(E) use proper keyboarding techniques such as ergonomically correct hand and body positions appropriate for Kindergarten-Grade 2 learning;
	K(6)(F) demonstrate keyboarding techniques for operating the alphabetic, numeric, punctuation, and symbol keys appropriate for Kindergarten-Grade 2 learning; and	1(6)(F) demonstrate keyboarding techniques for operating the alphabetic, numeric, punctuation, and symbol keys appropriate for Kindergarten-Grade 2 learning; and	2(6)(F) demonstrate keyboarding techniques for operating the alphabetic, numeric, punctuation, and symbol keys appropriate for Kindergarten-Grade 2 learning; and
	K(6)(G) use the help feature online and in applications.	1(6)(G) use the help feature online and in applications.	2(6)(G) use the help feature online and in applications.