



THE HIGHSCOPE
curriculum

AND

COR *Advantage*®

**2022 Texas Prekindergarten
Guidelines**

2026 HighScope Alignment

ALIGN
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Domain	Subdomain	Standard Code (PK3)	PK3 Outcome	Standard Code (PK4)	PK4 Outcome	COR Advantage Items	Key Developmental Indicators (KDIs)	Early Learning Goals (ELGs)
I. Social and Emotional Development	A. Self-Awareness	PK3.I.A.1	Child demonstrates awareness of personal space.	PK4.I.A.1	Child demonstrates awareness of and respect for personal space.	T. Geometry: Shapes and spatial awareness	18. Body awareness: Children know about their bodies and how to navigate them in space.	PDH 3.1.2 Gross Motor: Children demonstrate body and spatial awareness by adjusting position, speed, and/or direction to avoid obstacles.
		PK3.I.A.2	Child can identify own physical attributes and indicate some likes and dislikes when prompted.	PK4.I.A.2	Child shows self-awareness of physical attributes, personal preferences, and own abilities.	FF. Knowledge of self and others	7. Self-identity: Children have a positive self-identity.	SS 8.1.1 Self & Social Systems: Children recognize and describe similarities and differences among themselves and others in their families, classroom, and local community.
		PK3.I.A.3	Child begins to show awareness of own abilities.	PK4.I.A.3	Child shows reasonable opinion of his own abilities and limitations.	FF. Knowledge of self and others	7. Self-identity: Children have a positive self-identity.	No direct ELG alignment
		PK3.I.A.4	Child shows initiative in trying new activities but may not persist when obstacles or challenges arise.	PK4.I.A.4	Child shows initiative in trying new activities and demonstrates perseverance when attempting to overcome obstacles or challenges.	A. Initiative and planning	1. Initiative: Children demonstrate initiative as they explore their world.	AL 1.1.1 Initiative & Planning: Children take the lead in investigating their environment, making their own choices about what to explore and how to participate in new experiences.
	B. Self-Regulation - 1. Behavior Control	PK3.I.B.1.a	Child follows simple rules and routines when assisted by adults.	PK4.I.B.1.a	Child follows classroom rules and routines with occasional reminders from adults.	G. Community	11. Community: Children participate in the community of the classroom.	No direct ELG alignment
		PK3.I.B.1.b	Child takes care of and manages classroom materials with adult assistance.	PK4.I.B.1.b	Child takes care of and manages classroom materials.	G. Community	11. Community: Children participate in the community of the classroom.	No direct ELG alignment
		PK3.I.B.1.c	Child manages own behavior with adult guidance and assistance.	PK4.I.B.1.c	Child regulates own behavior with occasional reminders or assistance from adults.	D. Emotions	9. Emotions: Children recognize, label, and regulate their feelings.	SE 2.1.2 Self-Awareness and Emotions: Children regulate their emotions and actions with increasing independence.
	B. Self-Regulation - 2. Emotional Control	PK3.I.B.2.a	Child recognizes and expresses a range of emotions.	PK4.I.B.2.a	Child begins to understand the connection between emotions and behaviors.	D. Emotions	9. Emotions: Children recognize, label, and regulate their feelings.	No direct ELG alignment
		PK3.I.B.2.b	Child is familiar with basic feeling words (e.g., happy, sad, mad, scared).	PK4.I.B.2.b	Child uses verbal and nonverbal communication to communicate basic emotions and feelings.	D. Emotions	9. Emotions: Children recognize, label, and regulate their feelings.	SE 2.1.1 Self-Awareness and Emotions: Children name emotions and identify how others make them feel.
		PK3.I.B.2.c	Child manages intensity of emotions with adult assistance.	PK4.I.B.2.c	Child is able to manage intensity of emotions more consistently, although adult guidance is sometimes necessary.	D. Emotions	9. Emotions: Children recognize, label, and regulate their feelings.	SE 2.1.2 Self-Awareness and Emotions: Children regulate their emotions and actions with increasing independence.
	B. Self-Regulation - 3. Control of Attention	PK3.I.B.3.a	Child focuses attention on one task at a time but may not stay with it to completion.	PK4.I.B.3.a	Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed.	No direct COR alignment	3. Engagement: Children focus on activities that interest them.	AL 1.2.1 Engagement & Persistence: Children sustain attention and engagement during both child- and adult-initiated experiences.
		PK3.I.B.3.b	Child remains focused on engaging, teacher-led group activities for up to 10–15 minutes at a time.	PK4.I.B.3.b	Child remains focused on engaging, teacher-led group activities for up to 20 minutes.	No direct COR alignment	3. Engagement: Children focus on activities that interest them.	AL 1.2.1 Engagement & Persistence: Children sustain attention and engagement during both child- and adult-initiated experiences.
	C. Relationships with Others	PK3.I.C.1	Child forms positive relationships with adults and peers.	PK4.I.C.1	Child uses effective verbal and nonverbal communication skills to build relationships with adults and peers.	E. Building relationships with adults; F. Building relationships with other children	12. Building relationships: Children build relationships with other children and adults.	SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.
		PK3.I.C.2	Child assumes roles and responsibilities as part of the classroom community with adult assistance.	PK4.I.C.2	Child assumes various roles and responsibilities as part of the classroom community.	G. Community	11. Community: Children participate in the community of the classroom.	SS 8.2.1 Community Membership: Children collaboratively generate solutions(s) that benefit the classroom community or to solve problems that occur in the classroom community with adult support.
		PK3.I.C.3	Child shows interest in peer play but may be less skilled in initiating and joining a group.	PK4.I.C.3	Child shows competence in initiating social interactions.	E. Building relationships with adults; F. Building relationships with other children	12. Building relationships: Children build relationships with other children and adults.	SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.
		PK3.I.C.4	Child enjoys parallel and associative play with peers.	PK4.I.C.4	Child increasingly interacts with peers during cooperative play scenarios that share a common plan and goal.	F. Building relationships with other children	12. Building relationships: Children build relationships with other children and adults.	SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.
		PK3.I.C.5	Child seeks adult help when experiencing conflicts with another child.	PK4.I.C.5	Child initiates problem-solving strategies when experiencing conflicts with others and seeks adult support when necessary.	H. Conflict resolution	15. Conflict resolution: Children resolve social conflicts.	SE 2.2.3 Social-Awareness and Relationships: Children use positive strategies to resolve social problems independently and/or engage in HighScope's six steps to conflict resolution.
		PK3.I.C.6	Child responds with concern when a child or adult is distressed.	PK4.I.C.6	Child demonstrates empathy and caring for others.	No direct COR alignment	10. Empathy: Children demonstrate empathy toward others.	SE 2.2.2 Social-Awareness and Relationships: Children show empathy for others through comforting actions/words, identify how their actions made others feel, and give a simple explanation behind others' emotional expressions.
		PK3.I.C.7	Child interacts with peers and may have preferred friends.	PK4.I.C.7	Child interacts with peers and has preferred friends.	F. Building relationships with other children	12. Building relationships: Children build relationships with other children and adults.	SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.

	D. Social Awareness	PK3.I.D.1	Child shows interest in other people and their feelings.	PK4.I.D.1	Child demonstrates an understanding that others have perspectives and feelings that are similar and/or different from her own.	D. Emotions	10. Empathy: Children demonstrate empathy toward others.	SE 2.2.2 Social-Awareness and Relationships: Children show empathy for others through comforting actions/words, identify how their actions made others feel, and give a simple explanation behind others' emotional expressions.
II. Emergent Literacy: Language and Communication	A. Listening	PK3.II.A.1	Child responds to situations in ways that demonstrate an understanding of what has been communicated.	PK4.II.A.1	Child shows understanding by responding appropriately to what has been communicated by adults and peers.			
		PK3.II.A.2	Child shows understanding by following two-step verbal directions.	PK4.II.A.2	Child shows understanding by following three-step verbal directions.	M. Listening and comprehension	21. Comprehension: Children understand language.	LL 4.1.2 Language & Communication: Children understand and respond to questions from others.
	B. Speaking (Conversation)	PK3.II.B.1	Child uses language to communicate basic needs and wants.	PK4.II.B.1	Child uses language for multiple purposes.	M. Listening and comprehension	21. Comprehension: Children understand language.	No direct ELG alignment
		PK3.II.B.2	Child begins to use appropriate language, style, and nonverbal cues during communication with familiar adults and peers.	PK4.II.B.2	Child engages in conversations in appropriate ways, demonstrating knowledge of verbal and nonverbal conversational rules.	L. Speaking	22. Speaking: Children express themselves using language.	LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
		PK3.II.B.3	Child is able to communicate basic information in familiar social settings.	PK4.II.B.3	Child provides appropriate information in various settings.	L. Speaking	22. Speaking: Children express themselves using language.	LL 4.1.5 Language & Communication: Children follow discussion norms during collaborative conversations.
		PK3.II.B.4	Child begins to use appropriate language for different situations.	PK4.II.B.4	Child matches language to social contexts.	L. Speaking	22. Speaking: Children express themselves using language.	No direct ELG alignment
	C. Articulation	PK3.II.C.1	Child's speech is understood by familiar adults and peers.	PK4.II.C.1	Child's speech is understood by both familiar and unfamiliar adults and peers.	L. Speaking	22. Speaking: Children express themselves using language.	No direct ELG alignment
		PK3.II.C.2	Child begins to mimic intonation of language through songs and fingerplay.	PK4.II.C.2	Child demonstrates growing understanding of the intonation of language.	L. Speaking	22. Speaking: Children express themselves using language.	No direct ELG alignment
	D. Vocabulary	PK3.II.D.1	Child understands (receptive) and uses (expressive) expected words to label and describe common objects, people, places, actions, and events.	PK4.II.D.1	Child understands (receptive) and uses (expressive) a wide variety of words to label, describe and make connections among objects, people, places, actions, and events.	M. Listening and comprehension	21. Comprehension: Children understand language.	No direct ELG alignment
		PK3.II.D.2	Child understands (receptive) the instructional language of the classroom.	PK4.II.D.2	Child understands (receptive) and uses (expressive) the instructional language of the classroom.	Primary: M. Listening and comprehension Secondary: L. Speaking	Primary: 23. Vocabulary: Children understand and use a variety of words and phrases. Secondary: 21. Comprehension: Children understand language. Other: 22. Speaking: Children express themselves using language.	LL 4.1.4 Language & Communication: Children understand and accurately use a variety of vocabulary words.
		PK3.II.D.3	Child shows a steady increase in understanding (receptive) and using (expressive) language learned from books, conversations, and play.	PK4.II.D.3	Child consistently understands (receptive) and uses (expressive) new vocabulary acquired through books, conversations, and play.	Primary: M. Listening and comprehension Secondary: L. Speaking	Primary: 21. Comprehension: Children understand language. Secondary: 22. Speaking: Children express themselves using language.	Primary: LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning. Secondary: LL 4.1.2 Language & Communication: Children understand and respond to questions from others.
	E. Sentences and Structure	PK3.II.E.1	Child typically uses simple sentences of three to four words, usually in correct word order.	PK4.II.E.1	Child typically uses complete sentences of four or more words with age-appropriate grammatical complexity, usually in standard word order.	L. Speaking	22. Speaking: Children express themselves using language.	No direct ELG alignment
		PK3.II.E.2	Child begins to use regular plurals and regular past tense correctly.	PK4.II.E.2	Child correctly uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.	L. Speaking	22. Speaking: Children express themselves using language.	No direct ELG alignment
		PK3.II.E.3	Child uses simple sentence structures with at least one idea.	PK4.II.E.3	Child uses sentences that combine multiple phrases or ideas.	L. Speaking	22. Speaking: Children express themselves using language.	No direct ELG alignment
		PK3.II.E.4	Child understands increasingly longer sentences that combine two ideas.	PK4.II.E.4	Child uses sentences that provide many details, remains on topic, and clearly communicates intended meaning.	L. Speaking	22. Speaking: Children express themselves using language.	LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
	A. Motivation to Read	PK3.III.A.1	Child demonstrates an interest in pictures, text, and stories read aloud.	PK4.III.A.1	Child engages in story-related pre-reading activities.	Q. Book enjoyment and knowledge	28. Book Knowledge: Children demonstrate knowledge about books.	LL 4.5.2 Book Enjoyment: Children enjoy participating in shared reading experiences.
		PK3.III.A.2	Child tells a story by looking at pictures or from memory.	PK4.III.A.2	Child self-selects books and other written materials to engage in pre-reading behaviors.	Q. Book enjoyment and knowledge	26. Reading: Children read for pleasure and information.	LL 4.5.1 Book Enjoyment: Children show an interest in reading books.
		PK3.III.A.3	Child notices and connects meaning to environmental print.	PK4.III.A.3	Child recognizes that all print carries meaning and serves as a means for communication.	P. Reading	27. Concepts of Print: Children demonstrate knowledge about environmental print.	LL 4.4.1 Print Concepts: Children understand that print appears in many forms and communicates ideas that can be read, viewed, and understood by others.
		PK3.III.B.1	Child recognizes when a word in a spoken sentence is changed.	PK4.III.B.1	Child identifies the individual words in a spoken sentence.	N. Phonological awareness	24. Phonological Awareness: Children identify distinct sounds in spoken language.	No direct ELG alignment
		PK3.III.B.2	Child begins to distinguish differences between similar-sounding words.	PK4.III.B.2	Child distinguishes differences between similar-sounding words.	N. Phonological awareness	24. Phonological Awareness: Children identify distinct sounds in spoken language.	No direct ELG alignment

III. Emergent Literacy: Reading	B. Phonological Awareness	PK3.III.B.3	Child recognizes the individual words in a compound word.	PK4.III.B.3	Child uses two familiar base words to form a compound word with pictorial or gestural supports.	N. Phonological awareness	24. Phonological Awareness: Children identify distinct sounds in spoken language.	No direct ELG alignment
		PK3.III.B.4	*Three-year olds do not typically develop word manipulation skills, so no outcome is included*	PK4.III.B.4	Child manipulates compound words with pictorial or gestural support.	N. Phonological awareness	24. Phonological Awareness: Children identify distinct sounds in spoken language.	No direct ELG alignment
		PK3.III.B.5	Child participates in oral syllabication activities.	PK4.III.B.5	Child begins to blend and segment syllables in multisyllabic words.	N. Phonological awareness	24. Phonological Awareness: Children identify distinct sounds in spoken language.	No direct ELG alignment
		PK3.III.B.6	Child uses rhyming words through playful activities such as songs, nursery rhymes, and fingerplay.	PK4.III.B.6	Child identifies rhyming words.	N. Phonological awareness	24. Phonological Awareness: Children identify distinct sounds in spoken language.	LL 4.3.1 Phonological Awareness: Children manipulate rhyming sounds.
		PK3.III.B.7	Child uses alliteration through playful activities such as songs and read alouds.	PK4.III.B.7	Child identifies alliterative words with pictorial support.	N. Phonological awareness	24. Phonological Awareness: Children identify distinct sounds in spoken language.	No direct ELG alignment
		PK3.III.B.8	Child participates in onset-rime blending activities (in English only).	PK4.III.B.8	Child identifies a familiar one-syllable word that is segmented by onset and rime (in English only).	N. Phonological awareness	24. Phonological Awareness: Children identify distinct sounds in spoken language.	No direct ELG alignment
		PK3.III.B.9	*Three-year olds do not typically develop phonemic awareness, so no outcome is included*	PK4.III.B.9	Child blends and segments one-syllable words by phonemes with visual or gestural support.	N. Phonological awareness	24. Phonological Awareness: Children identify distinct sounds in spoken language.	No direct ELG alignment
	C. Alphabet Knowledge	PK3.III.C.1	Child shows awareness of letters by singing alphabet songs and recognizing some frequently encountered letters.	PK4.III.C.1	Child recognizes and names at least 20 letters (upper- or lower-case letters).	O. Alphabetic knowledge	25. Alphabetic Knowledge: Children identify letter names and their sounds.	LL 4.2.1 Alphabet Knowledge: Children name uppercase and lowercase letters.
		PK3.III.C.2	Child identifies the letter associated with the sound of the first letter of his name.	PK4.III.C.2	Child recognizes at least 20 distinct letter-sound correspondences.	O. Alphabetic knowledge	25. Alphabetic Knowledge: Children identify letter names and their sounds.	LL 4.2.2 Alphabet Knowledge: Children recognize that letters represent sounds and know some letter-sound correspondences.
		PK3.III.C.3	Child produces the correct sound for the first letter of his name.	PK4.III.C.3	Child produces at least 20 distinct letter-sound correspondences.	O. Alphabetic knowledge	25. Alphabetic Knowledge: Children identify letter names and their sounds.	LL 4.2.2 Alphabet Knowledge: Children recognize that letters represent sounds and know some letter-sound correspondences.
	D. Comprehension of Text	PK3.III.D.1	Child re-enacts a story after it has been read aloud.	PK4.III.D.1	Child retells or re-enacts a story with a clear beginning, middle, and end.	M. Listening and comprehension Q. Book enjoyment and knowledge	21. Comprehension: Children understand language.	LL 4.7.1 Comprehension/Narrative: Children retell familiar stories, including key details.
		PK3.III.D.2	Child makes personal connections to books read aloud.	PK4.III.D.2	Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.	M. Listening and comprehension	21. Comprehension: Children understand language.	No direct ELG alignment
		PK3.III.D.3	Child asks and answers age-appropriate questions about a book.	PK4.III.D.3	Child asks and responds to questions relevant to the text read aloud.	M. Listening and comprehension	21. Comprehension: Children understand language.	LL 4.1.2 Language & Communication: Children understand and respond to questions from others.
		PK3.III.D.4	Child attempts to make predictions by looking at the cover of a book or the pictures within a story.	PK4.III.D.4	Child makes inferences and predictions about a text.	M. Listening and comprehension	21. Comprehension: Children understand language.	LL 4.7.3 Comprehension/Narrative: Children predict what might happen next based on story clues and their prior knowledge during shared reading. LL 4.7.4 Comprehension/Narrative: Children make inferences about a character's emotions during shared reading.
	E. Concepts of Print	PK3.III.E.1	Child can distinguish between pictures and print.	PK4.III.E.1	Child can distinguish between elements of print including letters, words, and pictures.	P. Reading	27. Concepts of Print: Children demonstrate knowledge about environmental print.	LL 4.4.1 Print Concepts: Children understand that print appears in many forms and communicates ideas that can be read, viewed, and understood by others.
		PK3.III.E.2	Child handles books with increasing skill and imitates reading with awareness of directionality.	PK4.III.E.2	Child holds books right side up and demonstrates understanding of print directionality.	Q. Book enjoyment and knowledge	28. Book Knowledge: Children demonstrate knowledge about books.	LL 4.4.2 Print Concepts: Children demonstrate reading conventions by identifying the parts of the book, the starting point in a line of text, and the direction in which text is read.
		PK3.III.E.3	Child begins to notice the basic features of print (e.g., repeating words, space between words, punctuation vs. letters).	PK4.III.E.3	Child can identify some conventional features of print that communicate meaning including end punctuation and case.	P. Reading	27. Concepts of Print: Children demonstrate knowledge about environmental print.	No direct ELG alignment
	A. Motivation to Write	PK3.IV.A.1	Child engages in free-choice drawing and writing activities.	PK4.IV.A.1	Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.	R. Writing	29. Writing: Children write for many different purposes.	LL 4.6.1 Writing: Children use writing tools to write letter-like forms, words, or short phrases.
		PK3.IV.A.2	Child attempts to draw and write for many purposes and begins to explore different writing tools.	PK4.IV.A.2	Child independently draws and writes for many purposes to communicate ideas, using a variety of writing tools.	R. Writing	29. Writing: Children write for many different purposes.	LL 4.6.1 Writing: Children use writing tools to write letter-like forms, words, or short phrases.
	B. Writing as a Process	PK3.IV.B.1	Child discusses and contributes ideas for drafts composed in whole/small group writing activities with adult prompting.	PK4.IV.B.1	Child discusses and contributes ideas for drafts composed in whole/small group writing activities.	L. Speaking R. Writing	22. Speaking: Children express themselves using language. 29. Writing: Children write for many different purposes.	LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
		PK3.IV.B.2	Child observes and discusses ideas for revising (add, take out, change) drawings and/or written words in whole/small group writing activities.	PK4.IV.B.2	Child interacts and provides suggestions for revisions (add, take out, change order) and edits (conventions) in whole/small group writing activities.	L. Speaking	22. Speaking: Children express themselves using language.	LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
		PK3.IV.B.3	Child shares written products with others.	PK4.IV.B.3	Child shares and celebrates class-made and individual written products.	R. Writing	29. Writing: Children write for many different purposes.	No direct ELG alignment

IV. Emergent Literacy: Writing	C. Conventions in Writing	PK3.IV.C.1	Child attempts to write some letters of own name (usually beginning with the first letter).	PK4.IV.C.1	Child writes first name (or nickname) using legible letters in the proper sequence.	R. Writing	29. Writing: Children write for many different purposes.	LL 4.6.1 Writing: Children use writing tools to write letter-like forms, words, or short phrases.
		PK3.IV.C.2	Child uses drawings, scribbles, and mock letters to communicate ideas.	PK4.IV.C.2	Child progresses from using scribbles and mock letters to forming letters and letter strings as a way to communicate.	R. Writing	29. Writing: Children write for many different purposes.	LL 4.6.1 Writing: Children use writing tools to write letter-like forms, words, or short phrases.
		PK3.IV.C.3	Child begins to write using letter-like forms.	PK4.IV.C.3	Child begins to write familiar words using letter-sound correspondences, often using letters associated with beginning and/or ending sounds to write words.	R. Writing O. Alphabetic knowledge	29. Writing: Children write for many different purposes. 25. Alphabetic Knowledge: Children identify letter names and their sounds.	LL 4.6.1 Writing: Children use writing tools to write letter-like forms, words, or short phrases. LL 4.2.2 Alphabet Knowledge: Children recognize that letters represent sounds and know some letter-sound correspondences.
		PK3.IV.C.4	Child begins to show understanding of directionality (e.g., attempts to write top to bottom, left to right), but may still start at random places on a page.	PK4.IV.C.4	Child uses appropriate directionality when writing (e.g., top to bottom, left to right).	R. Writing	29. Writing: Children write for many different purposes.	No direct ELG alignment
		PK3.IV.C.5	*There is not enough research to support the inclusion of a PK3 outcome*	PK4.IV.C.5	Child begins to experiment with punctuation when writing.	R. Writing	29. Writing: Children write for many different purposes.	No direct ELG alignment
V. Mathematics	A. Number Sense	PK3.V.A.1	Child rote counts from 1 to 10.	PK4.V.A.1	Child rote counts from 1 to 30.	S. Number and counting	32. Counting: Children count things.	No direct ELG alignment
		PK3.V.A.2	Child counts up to 5 objects with one-to-one correspondence.	PK4.V.A.2	Child counts up to 10 objects with one-to-one correspondence.	S. Number and counting	32. Counting: Children count things.	M 5.1.3 Number Sense, Counting, & Cardinality: Children use one-to-one correspondence to accurately count objects in small sets.
		PK3.V.A.3	Child counts up to 5 items and demonstrates cardinality by communicating that the last number indicates how many items are in the set.	PK4.V.A.3	Child counts up to 10 items and demonstrates cardinality by communicating that the last number indicates how many items are in the set.	S. Number and counting	32. Counting: Children count things.	M 5.1.4 Number Sense, Counting, & Cardinality: Children recognize that the final number word names the total quantity.
		PK3.V.A.4	Child instantly recognizes the quantity of up to 3 objects without counting (subitizes).	PK4.V.A.4	Child instantly recognizes the quantity of up to 6 objects without counting (subitizes).	S. Number and counting	32. Counting: Children count things.	M 5.1.2 Number Sense, Counting, & Cardinality: Children perceptually subitize sets of 1–5.
		PK3.V.A.5	Child recognizes numerals 0-5.	PK4.V.A.5	Child recognizes numerals 0-10.	S. Number and counting	31. Number Words and Symbols: Children recognize and use number words and symbols.	M 5.1.5 Number Sense, Counting, & Cardinality: Children recognize and write some numerals 0–10.
		PK3.V.A.6	Child represents quantities up to 5.	PK4.V.A.6	Child represents quantities up to 10.	S. Number and counting	31. Number words and symbols: Children recognize and use number words and symbols.	No direct ELG alignment
		PK3.V.A.7	*There is not enough research to support the inclusion of a PK3 outcome*	PK4.V.A.7	Child begins to understand that numbers 0-10 can be composed and decomposed in various ways to represent a quantity.	S. Number and counting	33. Part-whole relationships: Children combine and separate quantities of objects.	M 5.2.1 Number Relationships & Operations: Children compose and decompose any number from 2 to 5.
		PK3.V.A.8	Child compares sets of objects up to 5 using comparative language (e.g., more than, less than, same number of).	PK4.V.A.8	Child compares sets of objects up to 10 using comparative language (e.g., greater/more than, less/fewer than, equal to/same number of).	S. Number and counting	No direct KDI alignment	No direct ELG alignment
	B. Joining and Separating	PK3.V.B.1	Child uses objects to demonstrate that adding one or more objects to a set will increase the number of objects in the set.	PK4.V.B.1	Child uses objects, pictorial models, and/or a verbal word problem to represent adding up to 5 objects.	S. Number and counting	33. Part-whole relationships: Children combine and separate quantities of objects.	M 5.2.2 Number Relationships & Operations: Children join and separate objects in concrete ways.
		PK3.V.B.2	Child uses objects to demonstrate that taking away one or more objects from a set will decrease the number of objects in the set.	PK4.V.B.2	Child uses objects, pictorial models, and/or a verbal word problem to represent subtracting objects from a set of 5.	S. Number and counting	33. Part-whole relationships: Children combine and separate quantities of objects.	M 5.2.2 Number Relationships & Operations: Children join and separate objects in concrete ways.
	C. Geometry and Spatial Sense	PK3.V.C.1	Child names and describes common 2D shapes.	PK4.V.C.1	Child names and describes common 2D shapes and names at least 1 solid 3D shape.	T. Geometry: Shapes and spatial awareness	34. Shapes: Children identify, name, and describe shapes.	M 5.4.1 Geometry & Spatial Awareness: Children identify two- and three-dimensional shapes and describe shape attributes.
		PK3.V.C.2	Child attempts to create shapes using materials and/or manipulatives.	PK4.V.C.2	Child creates shapes using materials and/or manipulatives.	T. Geometry: Shapes and spatial awareness	34. Shapes: Children identify, name, and describe shapes.	M 5.4.2 Geometry & Spatial Awareness: Children transform (compose and decompose) shapes into new shapes or forms.
		PK3.V.C.3	Child begins to use language to describe position of objects.	PK4.V.C.3	Child demonstrates use of position words.	T. Geometry: Shapes and spatial awareness	35. Spatial awareness: Children recognize spatial relationships among people and objects.	M 5.4.3 Geometry & Spatial Awareness: Children show awareness about concepts of space, direction, and location by using positional, spatial, and directional words.
		PK3.V.C.4	Child recognizes common shapes, regardless of size.	PK4.V.C.4	Child recognizes common shapes, regardless of orientation and size.	T. Geometry: Shapes and spatial awareness	34. Shapes: Children identify, name, and describe shapes.	M 5.4.1 Geometry & Spatial Awareness: Children identify two- and three-dimensional shapes and describe shape attributes.
	D. Measurement	PK3.V.D.1	Child understands that lengths of objects can vary and be compared.	PK4.V.D.1	Child recognizes and compares heights or lengths of people or objects.	U. Measurement	36. Measuring: Children measure to describe, compare, and order things	M 5.5.1 Measurement: Children compare objects directly and indirectly using nonstandard and standard units with increasing accuracy.
		PK3.V.D.2	Child begins to recognize capacity based on how much space exists within an object.	PK4.V.D.2	Child recognizes and compares capacity based on how much space exists within an object.	U. Measurement	36. Measuring: Children measure to describe, compare, and order things	M 5.5.2 Measurement: Children use comparative language to describe and explain similarities and differences between objects.

VI. Science	E. Classification and Patterns	PK3.V.D.3	Child understands that weights of objects can vary and be compared.	PK4.V.D.3	Child recognizes and compares weights of objects.	U. Measurement	36. Measuring: Children measure to describe, compare, and order things	M 5.5.1 Measurement: Children compare objects directly and indirectly using nonstandard and standard units with increasing accuracy.
		PK3.V.D.4	Child shows awareness of the passage of time within a day.	PK4.V.D.4	Child uses language to describe concepts associated with the passing of time within a day.	HH. History	57. History: Children understand past, present, and future.	8.4.1 Time, Continuity & Change: Children communicate about past events in their own lives.
		PK3.V.E.1	Child sorts objects that are the same and different.	PK4.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.	BB. Observing and classifying	45. Observing: Children observe the materials and processes in their environment.	M 5.6.1 Data: Children sort objects into categories according to more than one attribute and count how many in each group.
		PK3.V.E.2	Child participates in group activities of collecting data and organizing it into graphic representations.	PK4.V.E.2	Child collects data and organizes it in a graphic representation.	W. Data analysis	39. Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems.	M 5.6.2 Data: Children represent and interpret data in concrete and abstract ways.
	A. Physical Science	PK3.V.E.3	Child recognizes and duplicates patterns.	PK4.V.E.3	Child recognizes, duplicates, extends, and creates patterns.	V. Patterns	38. Patterns: Children identify, describe, copy, complete, and create patterns.	M 5.3.1 Patterns & Algebraic Thinking: Children identify, copy, extend, create, and explain patterns.
		No PK3 outcome	No PK3 outcomes for this domain of learning.	PK4.VI.A.1	Child observes, investigates, describes, and discusses the properties of objects and materials.	DD. Natural and physical world	51. Natural and physical world: Children gather knowledge about the natural and physical world.	S 6.3.1 Physical Science: Children observe, describe, and compare properties of materials and objects.
		No PK3 outcome	No PK3 outcomes for this domain of learning.	PK4.VI.A.2	Child observes, investigates, describes, and discusses position and motion of objects.	DD. Natural and physical world	51. Natural and physical world: Children gather knowledge about the natural and physical world.	S 6.3.2 Physical Science: Children describe how objects move and change, and give explanations about why change occurs.
		No PK3 outcome	No PK3 outcomes for this domain of learning.	PK4.VI.A.3	Child uses simple scientific tools to learn about objects.	EE. Tools and technology	52. Tools and technology: Children explore and use tools and technology.	TE 7.1.1 Tools & Technology: Children select and use analog tools safely in their attempt to accomplish goals and solve problems.
	B. Life Science	No PK3 outcome	No PK3 outcomes for this domain of learning.	PK4.VI.A.4	Child observes, investigates, describes, and discusses sources of energy including light, heat, and electricity.	DD. Natural and physical world	51. Natural and physical world: Children gather knowledge about the natural and physical world.	No direct ELG alignment
		No PK3 outcome	No PK3 outcomes for this domain of learning.	PK4.VI.B.1	Child observes, investigates, describes, and discusses the characteristics of organisms.	DD. Natural and physical world	51. Natural and physical world: Children gather knowledge about the natural and physical world.	S 6.2.1 Natural Environment: Children describe characteristics of living things and their habitats, and notice simple patterns of growth and change over time.
		No PK3 outcome	No PK3 outcomes for this domain of learning.	PK4.VI.B.2	Child observes, describes, and discusses the life cycles of organisms.	DD. Natural and physical world	51. Natural and physical world: Children gather knowledge about the natural and physical world.	S 6.2.1 Natural Environment: Children describe characteristics of living things and their habitats, and notice simple patterns of growth and change over time.
		No PK3 outcome	No PK3 outcomes for this domain of learning.	PK4.VI.B.3	Child observes, investigates, describes, and discusses the relationship of organisms in their environments.	DD. Natural and physical world	51. Natural and physical world: Children gather knowledge about the natural and physical world.	S 6.2.1 Natural Environment: Children describe characteristics of living things and their habitats, and notice simple patterns of growth and change over time.
	C. Earth and Space Science	No PK3 outcome	No PK3 outcomes for this domain of learning.	PK4.VI.C.1	Child observes, investigates, describes, and discusses earth materials, and their properties and uses.	DD. Natural and physical world	51. Natural and physical world: Children gather knowledge about the natural and physical world.	S 6.2.2 Natural Environment: Children observe and describe features and changes in the earth, sky, and other natural phenomena.
		No PK3 outcome	No PK3 outcomes for this domain of learning.	PK4.VI.C.2	Child identifies, observes, describes, and discusses objects in the sky.	DD. Natural and physical world	51. Natural and physical world: Children gather knowledge about the natural and physical world.	S 6.2.2 Natural Environment: Children observe and describe features and changes in the earth, sky, and other natural phenomena.
		No PK3 outcome	No PK3 outcomes for this domain of learning.	PK4.VI.C.3	Child observes and describes what happens during changes in the earth and sky.	DD. Natural and physical world	51. Natural and physical world: Children gather knowledge about the natural and physical world.	S 6.2.2 Natural Environment: Children observe and describe features and changes in the earth, sky, and other natural phenomena.
		No PK3 outcome	No PK3 outcomes for this domain of learning.	PK4.VI.C.4	Child demonstrates an understanding of the importance of caring for our environment and our planet.	DD. Natural and physical world	58. Ecology: Children understand the importance of taking care of their environment.	S 6.2.3 Natural Environment: Children actively care for the natural environment by engaging in everyday practices and giving reasons why their actions are important.
	A. People Past and Present	No PK3 outcome	No PK3 outcomes for this domain of learning.	PK4.VII.A.1	Child identifies similarities and differences between himself, classmates, and other people through specific characteristics and cultural influences.	FF. Knowledge of self and others	7. Self-identity: Children have a positive self-identity. 53. Diversity: Children understand that people have diverse characteristics, interests, and abilities.	SS 8.1.1 Self & Social Systems: Children recognize and describe similarities and differences among themselves and others in their families, classroom, and local community.
		No PK3 outcome	No PK3 outcomes for this domain of learning.	PK4.VII.A.2	Child identifies similarities and differences in characteristics of families.	FF. Knowledge of self and others	53. Diversity: Children understand that people have diverse characteristics, interests, and abilities.	SS 8.1.1 Self & Social Systems: Children recognize and describe similarities and differences among themselves and others in their families, classroom, and local community.

VII. Social Studies		No PK3 outcome	No PK3 outcomes for this domain of learning.	PK4.VII.A.3	Child connects his life to events, time, and routines.	HH. History	57. History: Children understand past, present, and future.	8.4.1 Time, Continuity & Change: Children communicate about past events in their own lives.
	B. Economics	No PK3 outcome	No PK3 outcomes for this domain of learning.	PK4.VII.B.1	Child demonstrates an understanding that all people need food, clothing, and shelter.	No direct COR alignment	No direct KDI alignment	No direct ELG alignment
		No PK3 outcome	No PK3 outcomes for this domain of learning.	PK4.VII.B.2	Child demonstrates an understanding of what it means to be a consumer.	No direct COR alignment	No direct KDI alignment	8.5.2 Economic Systems: Children identify forms of exchange to get physical things that people make (goods) or things that people do (services).
		No PK3 outcome	No PK3 outcomes for this domain of learning.	PK4.VII.B.3	Child discusses the roles and responsibilities of family, school, and community helpers.	FF. Knowledge of self and others	54. Community roles: Children recognize that people have different roles and functions in the community.	8.5.1 Economic Systems: Children identify roles within their family, classroom, and community and describe the different work people do to help others.
	C. Geography	No PK3 outcome	No PK3 outcomes for this domain of learning.	PK4.VII.C.1	Child identifies and creates common geographic features.	GG. Geography	56. Geography: Children recognize and interpret features and locations in their environment.	8.3.1 Sense of Place & Environment: Children name and describe physical features of familiar locations within their school and community.
		No PK3 outcome	No PK3 outcomes for this domain of learning.	PK4.VII.C.2	Child explores geography tools and resources.	GG. Geography	56. Geography: Children recognize and interpret features and locations in their environment.	No direct ELG alignment
	D. Citizenship	No PK3 outcome	No PK3 outcomes for this domain of learning.	PK4.VII.D.1	Child identifies the United States and Texas flag.	No direct COR alignment	No direct KDI alignment	No direct ELG alignment
		No PK3 outcome	No PK3 outcomes for this domain of learning.	PK4.VII.D.2	Child recites the Pledge of Allegiance to the United States flag and the Texas flag and observes a moment of silence.	No direct COR alignment	No direct KDI alignment	No direct ELG alignment
		No PK3 outcome	No PK3 outcomes for this domain of learning.	PK4.VII.D.3	The child engages in voting as a method for group decision-making.	G. Community	55. Decision Making: Children participate in making classroom decisions.	SS 8.2.1 Community Membership: Children collaboratively generate solutions(s) that benefit the classroom community or to solve problems that occur in the classroom community with adult support.
VIII. Fine Arts	A. Art	No PK3 outcome	No PK3 outcomes for this domain of learning.	PK4.VIII.A.1	Child uses a variety of art materials for sensory experiences and exploration.	X. Art	40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.	CA 9.1.1 Visual Arts: Children initiate and lead as they create 2-D and 3-D art representations.
		No PK3 outcome	No PK3 outcomes for this domain of learning.	PK4.VIII.A.2	Child uses art as a form of creative self-expression and representation.	X. Art	40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.	CA 9.1.1 Visual Arts: Children initiate and lead as they create 2-D and 3-D art representations.
		No PK3 outcome	No PK3 outcomes for this domain of learning.	PK4.VIII.A.3	Child demonstrates interest in and shows appreciation for the creative work of others.	X. Art	44. Appreciating the arts: Children appreciate the creative arts.	CA 9.5.1 Art Appreciation: Children show appreciation for the arts by expressing preferences and by naming the emotions or thoughts evoked or focus on a specific detail in the work of art.
	B. Music	No PK3 outcome	No PK3 outcomes for this domain of learning.	PK4.VIII.B.1	Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms.	Y. Music Z. Movement	41. Music: Children express and represent what they observe, think, imagine, and feel through music. 42. Movement: Children express and represent what they observe, think, imagine, and feel through movement.	CA 9.2.1 Music: Children create music. CA 9.3.1 Expressive Movement: Children create movement sequences.
		No PK3 outcome	No PK3 outcomes for this domain of learning.	PK4.VIII.B.2	Child responds to different musical styles through movement and play.	Y. Music Z. Movement	41. Music: Children express and represent what they observe, think, imagine, and feel through music. 42. Movement: Children express and represent what they observe, think, imagine, and feel through movement.	CA 9.2.1 Music: Children create music. CA 9.3.1 Expressive Movement: Children create movement sequences.
	C. Dramatic Expression	No PK3 outcome	No PK3 outcomes for this domain of learning.	PK4.VIII.C.1	Child creates or recreates stories, moods, or experiences through dramatic representations.	AA. Pretend play	43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.	CA 9.4.1 Dramatic Play: Children create play scenarios.
IX. Physical Education	A. Gross Motor Development	PK3.IX.A.1	Child masters basic skills of running, jumping, climbing, and pedaling.	PK4.IX.A.1	Child demonstrates coordination and balance in isolation.	I. Gross-motor skills	16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.	PDH 3.1.1 Gross Motor: Children move their bodies in a variety of locomotor and nonlocomotor ways with flexibility, strength, and control.
		PK3.IX.A.2	Child engages in movement sequences with adult support.	PK4.IX.A.2	Child coordinates sequence of movements to perform tasks.	I. Gross-motor skills	16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.	PDH 3.1.1 Gross Motor: Children move their bodies in a variety of locomotor and nonlocomotor ways with flexibility, strength, and control.
	B. Fine Motor Development	PK3.IX.B.1	Child experiments with a variety of fine motor tasks but may lack strength and control.	PK4.IX.B.1	Child shows control of tasks that require small-muscle strength and control.	J. Fine-motor skills	17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.	PDH 3.2.1 Fine Motor: Children use their small muscles with coordination and increased dexterity.
		PK3.IX.B.2	Child shows emerging proficiency in tasks requiring eye-hand coordination.	PK4.IX.B.2	Child shows increasing control of tasks that require eye-hand coordination.	J. Fine-motor skills	17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.	PDH 3.2.1 Fine Motor: Children use their small muscles with coordination and increased dexterity.

IX. Physical Development	C. Personal Safety and Health	No PK3 outcome	No PK3 outcomes for this skill.	PK4.IX.C.1	Child practices good habits of personal safety.	K. Personal care and healthy behavior	20. Healthy behavior: Children engage in healthy practices.	PDH 3.3.2 Health, Safety, and Well-Being: Children follow safety practices and give explanations for safety practices.
		No PK3 outcome	No PK3 outcomes for this skill.	PK4.IX.C.2	Child practices good habits of personal health and hygiene.	K. Personal care and healthy behavior	19. Personal care: Children carry out personal care routines on their own. 20. Healthy behavior: Children engage in healthy practices.	PDH 3.3.3 Health, Safety, and Well-Being: Children complete personal care routines independently. PDH 3.3.1 Health, Safety, and Well-Being: Children discuss healthy choices and the importance of maintaining health when prompted by an adult.
		No PK3 outcome	No PK3 outcomes for this skill.	PK4.IX.C.3	Child identifies good habits of nutrition and exercise.	K. Personal care and healthy behavior	20. Healthy behavior: Children engage in healthy practices.	PDH 3.3.1 Health, Safety, and Well-Being: Children discuss healthy choices and the importance of maintaining health when prompted by an adult.
X. Technology Applications	A. Technology and Devices	No PK3 outcome	No PK3 outcomes for this domain of learning.	PK4.X.A.1	Child opens and navigates through digital learning applications and programs, when appropriate.	EE. Tools and technology	52. Tools and technology: Children explore and use tools and technology.	TE 7.1.2 Tools & Technology: Children use age-appropriate digital tools and devices safely to explore information, communicate ideas, and answer questions.
		No PK3 outcome	No PK3 outcomes for this domain of learning.	PK4.X.A.2	Child uses and names a variety of digital tools that support and enhance learning.	EE. Tools and technology	52. Tools and technology: Children explore and use tools and technology.	TE 7.1.2 Tools & Technology: Children use age-appropriate digital tools and devices safely to explore information, communicate ideas, and answer questions.
		No PK3 outcome	No PK3 outcomes for this domain of learning.	PK4.X.A.3	Child uses digital learning applications to contribute to class-made digital products that express own ideas, as appropriate.	EE. Tools and technology	52. Tools and technology: Children explore and use tools and technology.	TE 7.1.2 Tools & Technology: Children use age-appropriate digital tools and devices safely to explore information, communicate ideas, and answer questions.
		No PK3 outcome	No PK3 outcomes for this domain of learning.	PK4.X.A.4	Child uses technology to access appropriate information, with adult assistance.	EE. Tools and technology	52. Tools and technology: Children explore and use tools and technology.	TE 7.1.2 Tools & Technology: Children use age-appropriate digital tools and devices safely to explore information, communicate ideas, and answer questions.
		No PK3 outcome	No PK3 outcomes for this domain of learning.	PK4.X.A.5	Child practices safe behavior while using digital tools and resources.	EE. Tools and technology	52. Tools and technology: Children explore and use tools and technology.	TE 7.1.2 Tools & Technology: Children use age-appropriate digital tools and devices safely to explore information, communicate ideas, and answer questions.