

Texas Prekindergarten Guidelines	PreK On My Way™ Teaching Guide Page Numbers	Kindergarten TEKS Alignment
I. Social and Emotional Development Domain		
C. Relationships with Others		
<p>Child shows competence initiating social interactions. (I.C.3)</p>	<p>T3: W2: Math 30–31. T4: W1: Literacy 16–17. T4: W2: Language 34–35; Literacy 34–35. T5: W1: Math 20–21, 22–23. T6: W2: Math 32–33, 34–35. T6: W3: Math 42–43, 44–45.</p>	<p>HE(9)(B) Demonstrate skills for making new acquaintances.</p>
II. Language and Communication Domain		
A. Listening Comprehension Skills		
<p>Child shows understanding by responding appropriately. (II.A.1)</p>	<p>T1: W1: Language 20–21, 22–23. T1: W3: Language 44–45, 46–47, 48–49, 50–51. T2: W1: Language 14–15, 16–17, 18–19, 20–21, 22–23; Literacy 14–15, 16–17, 18–19, 20–21. T2: W2: Language 28–29, 30–31, 32–33, 34–35, 36–37; Literacy 34–35. T2: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51; Literacy 44–45, 46–47, 48–49. T2: W4: Language 56–57, 58–59, 60–61, 62–63; Literacy 56–57, 58–59, 60–61, 62–63. T3: W1: Language 18–19, 22–23; Literacy 18–19. T3: W3: Literacy 42–43, 44–45, 46–47, 48–49, 50–51; Math 42–43, 44–45, 46–47, 48–49, 50–51. T3: W4: Language 56–57. T4: W3: Language 46–47, 50–51. T4: W4: Literacy 56–57, 58–59, 60–61. T5: W1: Literacy 14–15, 20–21. T6: W3: Language 42–43, 44–45, 46–47, 48–49; Literacy 42–43, 46–47. T7: W1: Language 16–17, 18–19, 20–21, 22–23. T7: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51; Literacy 42–43, 44–45, 46–47, 48–49. T8: W1: Language 14–15, 16–17, 18–19; Literacy 16–17. T8: W2: Language 28–29, 32–33, 34–35; Literacy 28–29, 30–31, 34–35. T8: W3: Language 42–43, 44–45, 50–51; Literacy 42–43, 44–45. T8: W4: Language 56–57, 58–59, 60–61, 62–63; Literacy 56–57, 58–59, 60–61, 62–63.</p>	<p>ELA(1)(A) Listen actively and ask questions to understand information and answer questions using multi-word responses.</p>
<p>Child shows understanding by following two-step oral directions and usually follows three-step directions. (II.A.2)</p>	<p>T1: W4: Language 58–59, 60–61, 62–63, 64–65; Literacy 58–59, 62–63. T4: W3: Language 46–47, 48–49. T5: W2: Language 34–35; Literacy 34–35. T5: W3: Language 48–49; Literacy 48–49. T6: W2: Literacy 30–31, 32–33, 34–35, 36–37. T6: W4: Language 56–57, 58–59, 60–61, 62–63, 64–65; Literacy 56–57, 58–59, 60–61, 62–63.</p>	<p>ELA(1)(B) Restate and follow oral directions that involve a short, related sequence of actions.</p>
<p>Child shows understanding of the language being spoken by teachers and peers. (II.A.3)</p>	<p>T2: W1: Language 14–15, 16–17, 18–19, 20–21, 22–23; Literacy 14–15, 16–17. T2: W2: Language 28–29, 30–31, 32–33, 34–35, 36–37; Literacy 34–35. T7: W1: Language 14–15, 18–19, 22–23.</p>	<p>ELA(1)(A) Listen actively and ask questions to understand information and answer questions using multi-word responses.</p>

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B. Speaking (Conversation) Skills		
<p>Child is able to use language for different purposes. (II.B.1)</p>	<p>T2: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51. T3: W1: Language 14–15, 16–17, 18–19, 20–21, 22–23; Literacy 14–15, 16–17, 18–19, 20–21. T3: W2: Language 36–37. T4: W1: Literacy 14–15, 16–17, 20–21. T4: W2: Literacy 28–29, 30–31, 36–37. T8: W4: Math 64–65.</p>	<p>ELA(1)(C) Share information and ideas by speaking audibly and clearly using the conventions of language.</p>
<p>Child engages in conversations in appropriate ways. (II.B.2)</p>	<p>T1: W1: Language 14–15, 16–17, 18–19, 20–21, 22–23; Literacy 14–15, 16–17, 18–19, 20–21. T1: W3: Math 42–43, 44–45, 46–47, 48–49, 50–51. T4: W3: Language 44–45; Literacy 44–45. T5: W2: Language 32–33, 34–35; Literacy 32–33. T5: W3: Language 46–47; Literacy 46–47. T6: W2: Math 30–31, 32–33. T7: W1: Language 22–23. T7: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51, Literacy 42–43, 44–45, 46–47, 48–49.</p>	<p>ELA(1)(E) Develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.</p>
<p>Child demonstrates knowledge of verbal conversational rules. (II.B.4)</p>	<p>T3: W2: Language 28–29, 30–31, 32–33, 34–35; Literacy 28–29, 30–31, 32–33, 34–35. T4: W3: Language 44–45, 46–47; Literacy 44–45. T6: W1: Language 14–15, 16–17, 18–19, 20–21; Literacy 14–15, 16–17, 18–19. T6: W3: Literacy 42–43, 44–45, 46–47, 48–49, 50–51. T8: W4: Language 60–61, 62–63; Literacy 60–61, 62–63.</p>	<p>ELA(1)(D) Work collaboratively with others by following agreed-upon rules for discussion, including taking turns.</p>
C. Speech Production Skills		
<p>Child’s speech is understood by both the teacher and other adults in the school. (II.C.1)</p>	<p>T1: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51. T6: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51. T1: W3: Literacy 42–43, 44–45, 46–47, 48–49. T6: W3: Literacy 42–43, 44–45, 48–49. T3: W2: Math 28–29, 30–31, 32–33, 34–35, 36–37. T5: W2: Math 28–29, 30–31, 32–33, 34–35.</p>	<p>ELA(1)(C) Share information and ideas by speaking audibly and clearly using the conventions of language.</p>
<p>Child perceives differences between similar sounding words. (II.C.2)</p>	<p>T1: W4: Math 64–65. T5: W1: Language 14–15, 20–21; Literacy 14–15, 20–21. T6: W2: Literacy 32–33, 34–35. T7: W3: Literacy 42–43.</p>	
<p>Child investigates and demonstrates growing understanding of the sounds and intonation of language. (II.C.3)</p>	<p>T1: W4: Language 56–57; Literacy 56–57. T2: W4: Language 56–57, 58–59. T3: W2: Language 30–31, 32–33, 34–35, 36–37. T4: W3: Language 42–43, 46–47. T5: W2: Language 36–37. T6: W2: Language 28–29, 30–31, 32–33, 34–35, 36–37; Literacy 28–29, 30–31, 34–35. T7: W2: Literacy 28–29, 30–31, 32–33, 34–35, 36–37. T7: W4: Language 56–57, 58–59, 60–61, 62–63; Literacy 56–57, 58–59, 60–61, 62–63.</p>	<p>ELA(2)(A)(i) Demonstrate phonological awareness by identifying and producing rhyming words.</p>

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D. Vocabulary Skills

<p>Child uses a wide variety of words to label and describe people, places, things, and actions. (II.D.1)</p>	<p>T2: W4: Language 64–65. T3: W1: Language 18–19, 20–21, 22–23; Literacy 18–19, 20–21. T3: W2: Language 28–29, 30–31, 32–33, 34–35, 36–37; Literacy 28–29, 30–31, 32–33, 34–35. T3: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51; Literacy 44–45, 46–47, 48–49, 50–51. T3: W4: Language 56–57, 58–59, 60–61, 62–63, 64–65; Literacy 60–61, 62–63. T4: W1: Math 14–15, 16–17, 18–19, 20–21. T4: W2: Language 28–29, 30–31, 32–33, 34–35, 36–37; Literacy 28–29, 30–31, 32–33, 34–35; Math 32–33. T4: W3: Language 44–45, 50–51; Math 44–45, 46–47, 48–49, 50–51. T4: W4: Language 56–57, 60–61, 62–63, 64–65; Literacy 56–57, 60–61, 62–63. T5: W1: Language 18–19; Literacy 18–19; Math 14–15, 16–17, 20–21. T5: W2: Language 30–31, 32–33, 34–35, 36–37; Literacy 30–31, 32–33, 34–35. T5: W4: Language 56–57, 58–59, 60–61, 62–63, 64–65; Literacy 56–57, 58–59, 62–63. T6: W1: Language 14–15, 16–17, 18–19, 20–21; Literacy 14–15, 16–17, 18–19, 20–21, 22–23; Math 14–15, 16–17, 18–19, 20–21, 22–23. T6: W3: Math 42–43, 46–47. T7: W1: Language 20–21. T7: W2: Language 28–29, 30–31, 32–33, 34–35, 36–37; Literacy 34–35. T7: W3: Language 46–47, 48–49, 50–51; Literacy 48–49. T8: W1: Language 22–23; Literacy 14–15, 16–17, 18–19; Math 14–15, 16–17, 18–19, 20–21, 22–23. T8: W2: Language 28–29, 30–31, 36–37; Literacy 28–29, 30–31, 32–33, 34–35, 36–37. T8: W3: Language 50–51. T8: W4: Language 58–59; Literacy 58–59.</p>	<p>ELA(3)(C) Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.</p>
<p>Child demonstrates understanding of terms used in the instructional language of the classroom. (II.D.2)</p>	<p>T2: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51. T2: W4: Language 58–59. T3: W3: Language 42–43, 48–49; Literacy 48–49. T4: W1: Language 14–15, 16–17, 18–19, 20–21, 22–23; Literacy 14–15, 16–17, 18–19, 20–21; Math 14–15. T4: W2: Language 30–31, 32–33, 34–35, 36–37; Literacy 30–31, 32–33, 34–35. T4: W3: Language 42–43, 46–47, 48–49; Literacy 42–43, 46–47. T5: W1: Language 14–15, 16–17, 18–19, 20–21, 22–23; Literacy 14–15, 16–17, 20–21. T5: W2: Math 28–29, 34–35. T5: W3: Math 42–43, 44–45, 46–47, 48–49, 50–51. T6: W2: Language 34–35. T6: W3: Literacy 42–43, 44–45, 46–47, 48–49. T6: W4: Math 56–57, 58–59, 60–61, 62–63. T7: W1: Language 14–15, 16–17; Literacy 14–15, 16–17. T7: W2: Math 28–29, 30–31, 32–33, 34–35. T7: W4: Literacy 56–57, 58–59, 62–63. T8: W1: Literacy 14–15, 16–17, 18–19, 20–21. T8: W2: Language 28–29. T8: W3: Math 42–43, 44–45, 46–47, 48–49, 50–51.</p>	<p>ELA(6)(F) Respond using newly acquired vocabulary as appropriate.</p> <p>ELA(6)(F) Respond using newly acquired vocabulary as appropriate.</p>

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<p>Child uses a large speaking vocabulary, adding several new words daily. (II.D.4)</p>	<p>T1: W1: Language 14–15, 16–17, 18–19, 20–21, 22–23; Literacy 14–15, 16–17, 18–19, 20–21; Math 14–15, 16–17, 18–19, 20–21, 22–23. T1: W2: Language 28–29, 30–31, 32–33, 34–35, 36–37; Literacy 28–29, 30–31, 32–33, 34–35; Math 28–29, 30–31, 32–33, 34–35, 36–37. T1: W3: Literacy 42–43; Math 42–43, 44–45, 46–47, 48–49. T1: W4: Language 60–61; Literacy 60–61; Math 56–57, 58–59, 60–61, 62–63, 64–65.</p> <p>T2: W1: Math 14–15, 16–17, 18–19, 20–21, 22–23. T2: W2: Math 28–29, 30–31, 32–33, 34–35, 36–37. T2: W3: Language 48–49; Literacy 48–49; Math 42–43, 44–45, 46–47, 48–49, 50–51. T2: W4: Language 56–57, 58–59, 60–61, 62–63, 64–65; Literacy 56–57, 58–59, 60–61, 62–63; Math 56–57, 58–59, 60–61, 62–63, 64–65. T3: W1: Language 22–23; Math 14–15, 16–17, 18–19, 20–21, 22–23. T3: W2: Language 32–33; Math 28–29, 30–31, 32–33, 34–35. T3: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51; Literacy 42–43, 44–45, 46–47; Math 42–43, 44–45, 46–47, 48–49, 50–51. T3: W4: Language 64–65; Math 56–57, 58–59, 60–61, 62–63, 64–65. T4: W1: Math 14–15, 16–17, 18–19, 20–21. T4: W2: Math 28–29, 30–31, 32–33, 34–35. T4: W3: Literacy 42–43, 44–45, 46–47, 48–49, 50–51; Math 42–43, 44–45, 46–47, 48–49, 50–51. T4: W4: Math 56–57, 58–59, 60–61, 62–63. T5: W1: Math 14–15, 16–17, 20–21. T5: W2: Math 28–29, 30–31, 32–33, 34–35, 36–37. T5: W3: Math 42–43, 44–45, 46–47, 48–49. T5: W4: Math 56–57, 58–59, 60–61, 62–63, 64–65. T6: W1: Math 14–15, 16–17, 18–19, 20–21, 22–23. T6: W2: Math 30–31, 32–33, 34–35. T6: W3: Math 42–43, 44–45, 46–47, 48–49, 50–51. T6: W4: Language 56–57, 58–59, 60–61, 62–63, 64–65; Literacy 56–57, 58–59, 60–61, 62–63, 64–65; Math 56–57, 58–59, 60–61, 62–63. T7: W1: Language 14–15; Literacy 14–15; Math 14–15, 16–17, 20–21. T7: W2: Math 28–29, 30–31, 32–33, 34–35, 36–37. T7: W3: Language 42–43, 44–45; Literacy 42–43; Math 42–43, 44–45, 46–47, 48–49. T7: W4: Language 56–57; Literacy 56–57; Math 56–57, 58–59, 60–61, 62–63.</p> <p>T8: W1: Literacy 14–15, 16–17, 18–19. T8: W3: Language 44–45, 46–47, 48–49, 50–51; Literacy 42–43, 44–45, 46–47, 48–49.</p>	<p>ELA(3)(A) Use a resource such as a picture dictionary or digital resource to find words.</p> <p>ELA(3)(B) Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.</p> <p>ELA(6)(F) Respond using newly acquired vocabulary as appropriate.</p>

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<p>Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases. (II.D.5)</p>	<p>T2: W3: Math 42–43. T2: W4: Language 64–65. T3: W1: Language 22–23. T3: W2: Language 28–29, 30–31, 32–33, 34–35, 36–37; Literacy 28–29, 30–31, 32–33, 34–35; Math 36–37. T3: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51. T3: W4: Language 58–59, 60–61, 62–63; Literacy 60–61, 62–63. T4: W2: Language 28–29, 30–31, 32–33, 34–35, 36–37; Literacy 30–31, 32–33, 34–35. T4: W3: Language 44–45. T4: W4: Language 56–57, 60–61, 62–63; Literacy 56–57, 60–61, 62–63. T5: W2: Language 34–35; Literacy 34–35. T5: W4: Literacy 60–61. T6: W1: Language 14–15, 16–17, 18–19, 20–21, 22–23; Literacy 14–15, 16–17, 18–19, 20–21. T6: W3: Language 42–43. T7: W1: Literacy 16–17, 18–19, 20–21, 22–23. T7: W2: Language 28–29, 36–37; Literacy 28–29. T8: W1: Language 16–17, 18–19, 20–21, 22–23; Literacy 16–17, 18–19, 20–21; Math 14–15, 16–17, 18–19, 20–21. T8: W3: Language 42–43, 48–49; Literacy 42–43, 48–49. T8: W4: Language 56–57, 58–59, 60–61, 62–63, 64–65; Literacy 56–57, 58–59, 60–61, 62–63.</p>	<p>ELA(3)(C) Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.</p>
<p>Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English. (II.D.6)</p>	<p>T1: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51; Literacy 42–43, 44–45, 46–47, 48–49. T2: W4: Language 58–59. T6: W1: Language 14–15, 22–23. T7: W3: Language 46–47. T7: W4: Language 56–57, 60–61, 64–65. T8: W4: Language 56–57; Literacy 56–57.</p>	
<p>E. Sentence and Structure Skills</p>		
<p>Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object orders. (II.E.1)</p>	<p>T3: W1: Language 14–15, 16–17, 18–19, 20–21, 22–23; Literacy 14–15, 16–17. T3: W4: Language 56–57, 58–59, 60–61, 62–63, 64–65; Literacy 56–57, 60–61, 62–63. T4: W1: Language 14–15, 16–17, 18–19, 20–21, 22–23; Literacy 14–15, 16–17, 18–19, 20–21. T5: W1: Language 18–19. T5: W2: Math 30–31. T6: W3: Language 46–47, 48–49, 50–51; Literacy 48–49. T7: W1: Language 16–17; Literacy 16–17; Math 14–15, 16–17, 18–19, 20–21, 22–23. T7: W2: Language 28–29, 30–31, 32–33; Literacy 30–31, 32–33.</p>	<p>ELA(10)(D)(i) Edit drafts with adult assistance using standard English conventions, including complete sentences.</p>

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<p>Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement. (II.E.2)</p>	<p>T1: W4: Language 56–57, 58–59, 60–61, 62–63, 64–65; Literacy 56–57, 58–59, 62–63. T2: W1: Language 14–15, 16–17, 18–19, 20–21; Literacy 14–15, 16–17, 18–19, 20–21. T2: W2: Language 28–29, 30–31, 32–33; Literacy 28–29, 30–31, 32–33. T2: W3: Language 44–45, 46–47; Literacy 44–45, 46–47. T2: W4: Language 56–57, 58–59, 60–61, 62–63, 64–65; Literacy 56–57, 58–59, 60–61, 62–63. T3: W2: Literacy 28–29, 36–37. T4: W2: Language 28–29, 30–31, 32–33, 34–35, 36–37; Literacy 30–31, 32–33, 34–35. T4: W3: Literacy 48–49. T5: W1: Literacy 14–15, 18–19, 20–21. T5: W4: Language 60–61, 64–65; Literacy 60–61. T6: W1: Language 14–15, 16–17, 20–21, 22–23; Literacy 14–15, 18–19, 20–21. T7: W1: Literacy 14–15, 16–17, 18–19; Math 14–15, 16–17, 18–19, 20–21, 22–23. T7: W3: Math 42–43, 50–51. T7: W4: Literacy 56–57. T8: W1: Language 14–15, 16–17, 18–19, 20–21; Literacy 14–15, 16–17, 20–21. T8: W2: Language 28–29, 32–33, 34–35; Literacy 28–29, 32–33, 34–35. T8: W4: Literacy 58–59, 62–63.</p>	<p>ELA(10)(D)(i) Edit drafts with adult assistance using standard English conventions, including complete sentences.</p> <p>ELA(10)(D)(ii) Edit drafts with adult assistance using standard English conventions, including verbs.</p> <p>ELA(10)(D)(iii) Edit drafts with adult assistance using standard English conventions, including singular and plural nouns.</p> <p>ELA(10)(D)(vi) Edit drafts with adult assistance using standard English conventions, including pronouns, including subjective, objective, and possessive cases.</p>
<p>Child uses sentences with more than one phrase. (II.E.3)</p>	<p>T4: W3: Language 42–43, 46–47, 48–49; Literacy 48–49. T5: W4: Language 58–59, 60–61, 62–63, 64–65; Literacy 60–61. T8: W3: Math 42–43, 44–45, 46–47, 48–49, 50–51. T8: W4: Language 56–57, 58–59, 60–61, 64–65; Literacy 58–59, 60–61.</p>	<p>ELA(10)(D)(vii) Edit drafts with adult assistance using standard English conventions, including capitalization of the first letter in a sentence and name.</p> <p>ELA(10)(D)(viii) Edit drafts with adult assistance using standard English conventions, including punctuation marks at the end of declarative sentences.</p> <p>ELA(1)(A) Listen actively and ask questions to understand information and answer questions using multi-word responses.</p>
<p>Child combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning. (II.E.5)</p>	<p>T2: W3: Language 42–43, 44–45, 50–51; Literacy 42–43. T4: W4: Language 56–57, 60–61. T7: W1: Language 18–19, 20–21, 22–23; Literacy 18–19, 20–21. T7: W2: Language 28–29, 30–31, 32–33; Literacy 28–29, 30–31, 32–33.</p>	<p>ELA(1)(A) Listen actively and ask questions to understand information and answer questions using multi-word responses.</p> <p>ELA(1)(C) Share information and ideas by speaking audibly and clearly using the conventions of language.</p>
<p>Child uses single words and simple phrases to communicate meaning in social situations. (II.E.7)</p>	<p>T1: W2: Language 28–29, 30–31, 32–33, 34–35, 36–37; Literacy 28–29, 30–31, 32–33, 34–35. T2: W1: Literacy 14–15, 16–17, 18–19, 20–21. T6: W2: Language 30–31, 32–33, 34–35, 36–37; Literacy 32–33, 34–35. T7: W1: Language 16–17; Literacy 16–17. T7: W4: Math 64–65.</p>	<p>ELA(1)(E) Develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.</p>
<p>Child attempts to use new vocabulary and grammar in speech. (II.E.8)</p>	<p>T1: W4: Language 56–57, 58–59, 60–61, 62–63, 64–65. T5: W1: Literacy 14–15, 18–19, 20–21. T6: W4: Math 60–61, 64–65.</p>	<p>ELA(6)(F) Respond using newly acquired vocabulary as appropriate.</p>

Texas Prekindergarten Guidelines	PreK On My Way™ Teaching Guide Page Numbers	Kindergarten TEKS Alignment
III. Emergent Literacy – Reading Domain		
A. Motivation to Read Skills		
<p>Child engages in pre-reading and reading-related activities. (III.A.1)</p>	<p>T1: W1: Literacy 14–15, 18–19, 20–21, 22–23. T1: W3: Literacy 42–43, 44–45, 46–47, 48–49, 50–51. T3: W2: Literacy 28–29, 30–31, 36–37. T4: W4: Literacy 56–57, 64–65. T7: W1: Language 20–21. T7: W3: Language 42–43, 44–45. T8: W1: Literacy 14–15; Math 14–15, 16–17, 20–21, 22–23. T8: W2: Math 30–31.</p>	<p>ELA(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.</p>
<p>Child self-selects books and other written materials to engage in prereading behaviors. (III.A.2)</p>	<p>T1: W4: Literacy 56–57, 58–59, 60–61, 62–63. T3: W1: Literacy 18–19. T4: W3: Language 50–51. T5: W2: Math 30–31. T8: W1: Literacy 20–21, 22–23.</p>	
<p>Child recognizes that text has meaning. (III.A.3)</p>	<p>T1: W2: Literacy 28–29, 30–31, 32–33, 34–35, 36–37. T1: W3: Literacy 42–43, 44–45, 46–47, 48–49, 50–51. T3: W1: Literacy 14–15, 16–17, 20–21. T7: W2: Math 28–29, 30–31, 32–33, 36–37. T8: W2: Math 28–29, 30–31, 32–33, 34–35.</p>	<p>ELA(5)(A) Establish purpose for reading assigned and self-selected texts with adult assistance.</p>
B. Phonological Awareness Skills		
<p>Child separates a normally spoken four-word sentence into individual words. (III.B.1)</p>	<p>T1: W4: Language 56–57, 58–59, 60–61, 62–63, 64–65. T2: W1: Literacy 20–21. T2: W4: Language 56–57. T6: W3: Math 48–49.</p>	<p>ELA(2)(A)(iii) Demonstrate phonological awareness by identifying the individual words in a spoken sentence.</p>
<p>Child combines words to make a compound word. (III.B.2)</p>	<p>T2: W4: Language 60–61. T3: W2: Literacy 30–31, 32–33. T7: W3: Language 44–45, 48–49. T8: W4: Literacy 56–57.</p>	<p>ELA(2)(A)(v) Demonstrate phonological awareness by blending syllables to form multisyllabic words.</p>
<p>Child blends syllables into words. (III.B.4)</p>	<p>T3: W2: Literacy 32–33. T5: W2: Math 28–29. T7: W2: Literacy 32–33, 34–35, 36–37. T8: W4: Language 60–61.</p>	
<p>Child can segment a syllable from a word. (III.B.5)</p>	<p>T1: W2: Math 28–29. T4: W1: Literacy 18–19. T5: W2: Language 28–29. T6: W1: Literacy 18–19, 22–23. T7: W4: Language 56–57, 62–63.</p>	<p>ELA(2)(A)(vi) Demonstrate phonological awareness by segmenting multisyllabic words into syllables.</p>
<p>Child can recognize rhyming words. (III.B.6)</p>	<p>T2: W4: Literacy 60–61, 62–63. T4: W4: Literacy 58–59, 62–63. T5: W3: Literacy 46–47. T5: W4: Literacy 62–63. T6: W1: Literacy 14–15. T6: W2: Language 28–29, 30–31, 32–33, 36–37; Literacy 32–33, 34–35; Math 32–33, 34–35, 36–37. T6: W3: Language 46–47.</p>	<p>ELA(2)(A)(i) Demonstrate phonological awareness by identifying and producing rhyming words.</p>
	<p>T6: W4: Literacy 56–57, 58–59, 60–61, 62–63, 64–65. T7: W1: Literacy 14–15, 22–23. T7: W2: Literacy 32–33. T7: W3: Literacy 50–51. T7: W4: Literacy 56–57. T8: W4: Math 56–57, 62–63.</p>	<p>ELA(8)(B) Discuss rhyme and rhythm in nursery rhymes and a variety of poems.</p>
<p>Child can produce a word that begins with the same sound as a given pair of words. (III.B.7)</p>	<p>T5: W2: Literacy 28–29, 32–33. T7: W1: Language 18–19, 22–23. T8: W2: Language 32–33; Literacy 28–29, 30–31, 32–33, 34–35, 36–37.</p>	<p>ELA(2)(A)(ii) Demonstrate phonological awareness by recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound.</p>

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Child blends onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with and without pictorial support. (III.B.8)	T6: W3: Literacy 44–45. T7: W3: Literacy 42–43, 44–45, 46–47, 48–49. T8: W2: Math 28–29, 30–31, 32–33, 34–35.	ELA(2)(A)(vii) Demonstrate phonological awareness by blending spoken onsets and rimes to form simple words.
Child recognizes and blends spoken phonemes into one-syllable words with pictorial support. (III.B.9)	T6: W2: Literacy 28–29, 30–31, 32–33. T7: W2: Language 36–37. T8: W3: Literacy 48–49.	ELA(2)(A)(viii) Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words.
C. Alphabet Knowledge Skills		
Child names at least 20 uppercase and at least 20 lowercase letters in the language of instruction. (III.C.1)	T1: W2: Literacy 28–29, 32–33. T1: W3: Literacy 42–43. T1: W4: Literacy 56–57. T2: W1: Literacy 14–15. T2: W2: Literacy 28–29. T2: W3: Literacy 42–43. T2: W4: Literacy 56–57. T3: W1: Literacy 14–15, 16–17. T3: W4: Literacy 56–57, 62–63. T4: W1: Literacy 14–15. T4: W2: Literacy 28–29, 34–35. T4: W3: Literacy 42–43, 44–45. T5: W3: Language 42–43. T5: W4: Literacy 56–57. T7: W2: Literacy 28–29. T8: W3: Language 44–45; Literacy 42–43.	ELA(2)(D) Demonstrate print awareness by identifying all uppercase and lowercase letters.
Child recognizes at least 20 distinct letter sounds in the language of instruction. (III.C.2)	T3: W2: Literacy 28–29. T3: W3: Literacy 42–43, 44–45, 46–47, 48–49, 50–51. T5: W4: Literacy 62–63. T6: W4: Language 56–57; Literacy 56–57. T7: W1: Math 14–15, 16–17, 18–19, 20–21, 22–23. T8: W1: Literacy 14–15, 18–19. T8: W2: Language 28–29; Literacy 28–29, 34–35.	
Child produces at least 20 distinct letter-sound correspondences in the language of instruction. (III.C.3)	T4: W4: Literacy 56–57, 58–59, 62–63. T5: W1: Literacy 14–15, 16–17. T5: W2: Literacy 28–29, 30–31, 32–33. T5: W3: Literacy 42–43, 44–45. T6: W1: Literacy 14–15. T6: W2: Literacy 28–29, 32–33. T6: W3: Literacy 42–43. T6: W4: Literacy 56–57, 62–63. T7: W1: Literacy 14–15, 18–19. T7: W2: Language 28–29, 30–31, 34–35, 36–37; Literacy 28–29. T7: W3: Literacy 42–43. T7: W4: Literacy 56–57. T8: W3: Language 50–51; Literacy 42–43, 48–49. T8: W4: Literacy 56–57.	ELA(2)(B)(i) Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent.
D. Comprehension of Text Read-Aloud Skills		
Child retells or re-enacts a story after it is read aloud (III.D.1)	T1: W1: Literacy 22–23. T1: W2: Literacy 36–37. T1: W3: Literacy 50–51. T1: W4: Literacy 64–65. T2: W4: Language 64–65. T3: W1: Literacy 22–23. T3: W3: Literacy 50–51. T3: W4: Literacy 64–65. T4: W3: Literacy 50–51. T4: W4: Language 64–65. T5: W1: Literacy 22–23. T5: W2: Language 36–37. T5: W3: Literacy 50–51. T5: W4: Literacy 64–65. T6: W1: Language 20–21; Literacy 20–21, 22–23; Math 14–15, 16–17, 18–19, 20–21, 22–23. T6: W2: Literacy 36–37. T6: W3: Language 44–45, 50–51; Literacy 44–45, 50–51. T6: W4: Literacy 64–65. T7: W1: Literacy 22–23. T7: W2: Literacy 36–37. T7: W3: Language 48–49, 50–51; Literacy 50–51. T7: W4: Literacy 64–65. T8: W2: Literacy 36–37. T8: W3: Language 50–51; Literacy 50–51. T8: W4: Literacy 64–65.	<p>ELA(6)(D) Retell texts in ways that maintain meaning.</p> <p>ELA(7)(A) Discuss topics and determine the basic theme using text evidence with adult assistance.</p> <p>ELA(7)(C) Describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance.</p> <p>ELA(7)(D) Describe the setting.</p>

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<p>Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting. (III.D.2)</p>	<p>T1: W1: Literacy 14–15, 16–17, 18–19, 20–21. T1: W2: Literacy 28–29, 30–31, 32–33, 34–35. T1: W4: Literacy 56–57, 58–59, 60–61, 62–63. T2: W1: Literacy 14–15, 16–17, 18–19, 20–21, 22–23. T2: W4: Literacy 56–57, 58–59, 60–61, 62–63, 64–65. T3: W1: Literacy 14–15, 16–17, 18–19, 20–21; Math 18–19, 22–23. T3: W2: Language 28–29; Literacy 28–29, 32–33, 34–35, 36–37. T3: W3: Literacy 42–43, 44–45, 46–47, 48–49. T3: W4: Literacy 56–57, 58–59, 60–61. T4: W1: Literacy 14–15, 16–17, 18–19, 20–21, 22–23. T4: W3: Literacy 42–43, 44–45, 46–47, 48–49. T4: W4: Language 56–57, 58–59, 60–61, 62–63, 64–65; Literacy 56–57. T5: W1: Literacy 14–15, 16–17, 18–19, 20–21. T5: W2: Literacy 28–29, 30–31, 32–33, 34–35, 36–37. T5: W3: Language 42–43, 44–45, 46–47, 48–49; Literacy 42–43, 44–45, 46–47, 48–49. T5: W4: Language 58–59, 60–61, 62–63; Literacy 56–57, 58–59, 60–61, 64–65. T6: W1: Literacy 14–15, 16–17, 18–19, 20–21. T6: W2: Literacy 28–29, 30–31, 32–33, 34–35. T6: W3: Literacy 42–43, 44–45, 46–47, 48–49. T6: W4: Literacy 56–57, 58–59, 60–61, 62–63. T7: W2: Language 32–33; Literacy 28–29, 32–33, 34–35. T7: W4: Language 56–57, 64–65; Literacy 56–57, 58–59, 60–61, 62–63. T8: W2: Language 32–33, 34–35, 36–37; Literacy 30–31. T8: W3: Language 42–43, 46–47, 48–49, 50–51; Literacy 42–43, 44–45, 46–47, 48–49, 50–51. T8: W4: Language 58–59, 64–65; Literacy 56–57, 58–59, 62–63, 64–65.</p>	<p>ELA(8)(D)(i) Recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance.</p> <p>ELA(8)(D)(ii) Recognize characteristics and structures of informational text, including titles and simple graphics to gain information.</p> <p>ELA(8)(D)(iii) Recognize characteristics and structures of informational text, including the steps in a sequence with adult assistance.</p>
<p>Child asks and responds to questions relevant to the text read aloud. (III.D.3)</p>	<p>T1: W3: Literacy 42–43, 44–45, 46–47, 48–49. T3: W1: Language 18–19; Literacy 18–19. T4: W1: Literacy 14–15, 16–17, 18–19, 20–21, 22–23. T4: W2: Language 32–33; Literacy 28–29, 30–31, 32–33, 34–35, 36–37. T6: W3: Language 42–43. T7: W1: Literacy 14–15, 16–17, 18–19, 20–21; Math 14–15, 16–17, 18–19, 20–21, 22–23. T7: W2: Literacy 30–31. T7: W3: Literacy 42–43, 44–45, 46–47, 48–49. T7: W4: Language 58–59. T8: W1: Literacy 18–19. T8: W4: Language 56–57.</p>	<p>ELA(5)(B) Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance.</p>
<p>Child will make inferences and predictions about text. (III.D.4)</p>	<p>T1: W3: Literacy 42–43. T2: W2: Literacy 28–29, 30–31, 32–33, 34–35, 36–37. T2: W3: Literacy 42–43, 44–45, 46–47, 48–49, 50–51. T4: W4: Literacy 56–57, 58–59, 60–61, 62–63, 64–65. T5: W2: Language 28–29, 30–31, 32–33, 34–35; Literacy 28–29, 34–35. T5: W3: Literacy 46–47. T6: W3: Literacy 46–47, 50–51. T7: W3: Language 46–47; Math 42–43, 44–45, 46–47, 48–49. T8: W1: Literacy 16–17, 18–19, 20–21, 22–23. T8: W3: Literacy 46–47. T8: W4: Literacy 60–61.</p>	<p>ELA(5)(C) Make and confirm predictions using text features and structures with adult assistance.</p> <p>ELA(5)(F) Make inferences and use evidence to support understanding with adult assistance.</p>
<p>E. Print Concepts</p>		
<p>Child can identify some conventional features of print that communicate meaning including end punctuation and case. (III.E.3)</p>	<p>T3: W2: Literacy 30–31, 34–35. T5: W3: Literacy 42–43, 44–45, 46–47. T7: W1: Literacy 14–15.</p>	<p>ELA(10)(D)(viii) Edit drafts with adult assistance using standard English conventions, including: (viii) punctuation marks at the end of declarative sentences.</p>

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IV. Emergent Literacy – Writing Domain

A. Motivation to Write Skills

<p>Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning. (IV.A.1)</p>	<p>T1: W2: Math 30–31. T1: W3: Literacy 48–49, 50–51; Math 44–45. T1: W4: Literacy 60–61, 62–63, 64–65; Math 60–61. T2: W2: Language 36–37. T2: W3: Language 50–51; Literacy 46–47, 48–49, 50–51. T2: W4: Math 64–65. T3: W1: Language 22–23; Literacy 14–15, 16–17, 18–19, 20–21, 22–23. T3: W2: Language 36–37. T4: W2: Math 34–35, 36–37. T4: W3: Literacy 48–49. T4: W4: Math 64–65. T5: W1: Math 22–23. T5: W3: Language 46–47, 50–51; Literacy 48–49. T7: W4: Literacy 62–63, 64–65. T8: W2: Language 34–35, 36–37. T8: W3: Language 50–51. T8: W4: Language 64–65; Literacy 64–65.</p>	<p>ELA(10)(B) Develop drafts in oral, pictorial, or written form by organizing ideas.</p> <p>ELA(10)(E) Share writing.</p>
<p>Child independently writes to communicate his/her ideas for a variety of purposes. (IV.A.2)</p>	<p>T1: W2: Math 32–33, 34–35, 36–37. T1: W4: Math 62–63, 64–65. T2: W1: Literacy 22–23; Math 22–23. T2: W4: Literacy 64–65. T3: W1: Math 22–23. T3: W2: Literacy 32–33, 34–35, 36–37; Math 36–37. T3: W4: Literacy 64–65; Math 64–65. T4: W1: Math 22–23. T4: W2: Literacy 28–29, 30–31, 34–35, 36–37; Math 30–31. T4: W3: Literacy 50–51; Math 50–51. T4: W4: Language 64–65. T5: W1: Literacy 20–21, 22–23. T5: W2: Language 36–37; Literacy 34–35, 36–37; Math 36–37. T5: W3: Literacy 46–47, 50–51; Math 50–51. T6: W1: Language 22–23; Literacy 20–21, 22–23. T6: W2: Language 36–37. T6: W3: Language 50–51; Literacy 48–49, 50–51; Math 50–51. T6: W4: Literacy 62–63, 64–65. T7: W1: Literacy 20–21, 22–23. T7: W2: Literacy 34–35, 36–37. T7: W3: Literacy 48–49, 50–51; Math 50–51. T7: W4: Language 64–65; Literacy 62–63, 64–65. T8: W1: Literacy 22–23. T8: W2: Literacy 36–37; Math 36–37. T8: W3: Language 46–47, 48–49, 50–51; Literacy 50–51; Math 50–51.</p>	<p>ELA(10)(A) Plan by generating ideas for writing through class discussions and drawings.</p>

B. Writing as a Process

<p>Child discusses and contributes ideas for drafts composed in whole- /small-group writing activities. (IV.B.1)</p>	<p>T1: W2: Literacy 32–33. T1: W3: Literacy 46–47. T1: W4: Math 58–59. T2: W1: Literacy 18–19, 20–21. T4: W2: Literacy 32–33. T4: W3: Literacy 46–47. T4: W4: Literacy 58–59, 60–61. T5: W1: Literacy 18–19. T5: W2: Literacy 32–33. T6: W1: Literacy 18–19. T6: W4: Literacy 60–61. T7: W2: Math 32–33, 34–35, 36–37. T8: W1: Literacy 18–19.</p>	<p>ELA(10)(A) Plan by generating ideas for writing through class discussions and drawings.</p> <p>ELA(11)(A) Dictate or compose literary texts, including personal narratives.</p> <p>ELA(11)(B) Dictate or compose informational texts.</p>
<p>Child interacts and provides suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts. (IV.B.2)</p>	<p>T4: W1: Literacy 22–23. T7: W3: Language 44–45, 46–47, 48–49. T8: W2: Literacy 32–33.</p>	<p>ELA(10)(C) Revise drafts by adding details in pictures or words.</p> <p>ELA(10)(D) Edit drafts with adult assistance using standard English conventions.</p>

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Child shares and celebrates class-made and individual written products. (IV.B.3)	T2: W2: Literacy 32–33, 34–35, 36–37. T3: W2: Literacy 34–35, 36–37. T4: W1: Literacy 22–23. T5: W1: Language 18–19, 20–21, 22–23. T5: W2: Language 36–37. T6: W3: Literacy 46–47, 48–49. T6: W2: Math 32–33, 36–37. T8: W1: Language 22–23.	ELA(10)(E) Share writing.
C. Conventions in Writing		
Child begins to experiment with punctuation when writing. (IV.C.5)	T4: W2: Literacy 34–35, 36–37. T5: W4: Literacy 56–57, 58–59, 60–61, 62–63, 64–65. T7: W1: Language 18–19, 20–21.	ELA(10)(D)(viii) Edit drafts with adult assistance using standard English conventions, including punctuation marks at the end of declarative sentences.
V. Mathematics Domain		
A. Counting Skills		
Child uses words to rote count from 1 to 30. (V.A.2)	T1: W1: Math 14–15, 18–19, 22–23. T1: W2: Math 32–33. T2: W3: Math 42–43, 50–51. T5: W3: Math 42–43, 48–49, 50–51. T7: W1: Math 14–15, 22–23.	MATH(5)(A) Recite numbers up to at least 100 by ones and tens beginning with any given number.
Child counts 1–10 items, with one count per item. (V.A.3)	T1: W2: Math 28–29, 30–31, 32–33, 34–35, 36–37. T1: W4: Math 56–57, 58–59, 60–61, 62–63. T3: W1: Math 14–15, 16–17, 18–19, 20–21, 22–23. T3: W2: Language 34–35. T4: W1: Math 16–17, 22–23. T4: W3: Math 42–43, 44–45, 46–47, 48–49. T5: W3: Math 42–43. T6: W3: Language 42–43. T7: W3: Math 44–45. T8: W4: Math 56–57, 58–59, 62–63, 64–65.	MATH(2)(A) Count forward and backward to at least 20 with and without objects.
Child counts up to 10 items and demonstrates that the last count indicates how many items were counted. (V.A.5)	T1: W2: Math 28–29, 30–31, 32–33, 34–35, 36–37. T1: W3: Math 42–43. T2: W4: Math 56–57, 58–59, 60–61, 64–65. T3: W2: Math 28–29, 30–31, 32–33, 34–35, 36–37. T4: W4: Math 56–57, 58–59, 60–61, 62–63, 64–65. T5: W3: Math 44–45. T7: W3: Math 44–45, 48–49, 50–51. T8: W2: Math 28–29, 30–31, 32–33, 34–35, 36–37.	MATH(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.
Child verbally identifies, without counting, the number of objects from 1 to 5. (V.A.8)	T1: W3: Math 42–43, 44–45, 48–49, 50–51. T4: W2: Math 32–33, 34–35, 36–37. T6: W4: Math 56–57, 58–59, 60–61, 62–63. T8: W1: Math 16–17, 18–19, 20–21. T8: W2: Math 28–29.	MATH(2)(D) Recognize instantly the quantity of a small group of objects in organized and random arrangements
Child recognizes one-digit numerals, 0–9. (V.A.9)	T1: W2: Math 36–37. T3: W1: Math 20–21, 22–23. T3: W3: Math 44–45. T5: W2: Math 28–29, 30–31, 32–33, 34–35, 36–37. T8: W4: Math 56–57, 58–59, 62–63, 64–65.	MATH(2)(B) Read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures.

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B. Adding To/Taking Away Skills		
<p>Child uses concrete objects, creates pictorial models and shares a verbal word problem for adding up to 5 objects. (V.B.1)</p>	<p>T3: W2: Math 28–29, 30–31, 36–37. T3: W4: Math 58–59, 60–61, 62–63, 64–65. T4: W1: Math 18–19, 22–23. T5: W1: Math 18–19. T5: W2: Math 28–29, 32–33, 34–35, 36–37. T6: W4: Math 56–57, 58–59, 62–63. T7: W3: Math 46–47. T8: W1: Math 14–15, 16–17. T8: W2: Math 28–29, 34–35, 36–37.</p>	<p>MATH(3)(A) Model the action of joining to represent addition and the action of separating to represent subtraction.</p> <p>MATH(3)(B) Solve word problems using objects and drawings to find sums up to 10 and differences within 10.</p> <p>MATH(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.</p>
<p>Child uses concrete models or makes a verbal word problem for subtracting 0–5 objects from a set. (V.B.2)</p>	<p>T3: W2: Math 28–29, 30–31, 36–37. T3: W4: Math 58–59, 60–61, 62–63, 64–65. T4: W1: Math 18–19, 22–23. T5: W1: Math 18–19. T5: W2: Math 30–31, 32–33, 34–35, 36–37. T6: W4: Math 60–61, 62–63, 64–65. T7: W3: Math 46–47. T8: W1: Math 14–15, 16–17. T8: W2: Math 28–29, 34–35, 36–37.</p>	<p>MATH(3)(A) Model the action of joining to represent addition and the action of separating to represent subtraction.</p> <p>MATH(3)(B) Solve word problems using objects and drawings to find sums up to 10 and differences within 10.</p> <p>MATH(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.</p>
C. Geometry and Spatial Sense Skills		
<p>Child names common shapes. (V.C.1)</p>	<p>T1: W1: Language 20–21; Literacy 20–21. T2: W2: Math 28–29, 30–31, 32–33, 34–35, 36–37. T2: W3: Math 44–45, 46–47, 48–49. T3: W1: Language 14–15. T3: W2: Language 28–29. T3: W3: Math 44–45. T6: W2: Math 28–29, 30–31, 32–33, 34–35, 36–37. T6: W3: Math 42–43, 44–45, 46–47, 48–49, 50–51. T7: W4: Math 56–57, 58–59, 60–61, 62–63, 64–65.</p>	<p>MATH(6)(A) Identify two-dimensional shapes, including circles, triangles, rectangles, and squares as special rectangles.</p> <p>MATH(6)(B) Identify three-dimensional solids, including cylinders, cones, spheres, and cubes, in the real world.</p> <p>MATH(6)(C) Identify two-dimensional components of three-dimensional objects.</p>
<p>Child creates shapes. (V.C.2)</p>	<p>T2: W2: Math 30–31, 32–33, 34–35, 36–37. T2: W4: Math 60–61, 62–63, 64–65. T6: W2: Math 30–31, 34–35, 36–37. T6: W3: Math 44–45, 48–49.</p>	<p>MATH(6)(F) create two dimensional shapes using a variety of materials and drawings.</p>
D. Measurement Skills		
<p>Child recognizes and compares heights or lengths of people or objects. (V.D.1)</p>	<p>T1: W1: Math 20–21, 22–23. T1: W3: Math 46–47, 50–51. T3: W2: Math 32–33, 34–35. T3: W3: Language 42–43, 44–45, 46–47, 48–49; Literacy 42–43, 44–45, 46–47, 48–49; Math 42–43, 44–45, 46–47, 48–49, 50–51. T3: W4: Math 56–57, 58–59, 60–61, 64–65. T4: W2: Math 28–29, 30–31, 32–33. T5: W2: Language 32–33. T6: W1: Math 14–15, 16–17, 18–19, 20–21. T7: W3: Math 46–47, 48–49, 50–51. T8: W3: Math 42–43, 44–45, 46–47, 48–49, 50–51.</p>	<p>MATH(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.</p>

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<p>Child informally recognizes and compares weights of objects or people. (V.D.3)</p>	<p>T3: W3: Language 48–49. T3: W3: Literacy 48–49. T3: W3: Math 42–43, 44–45, 48–49. T3: W4: Math 56–57, 58–59, 60–61, 62–63, 64–65. T4: W2: Math 32–33, 34–35, 36–37. T6: W4: Math 56–57, 58–59, 60–61, 62–63, 64–65.</p>	<p>MATH(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.</p>
<p>E. Classification and Patterns Skills</p>		
<p>Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different. (V.E.1)</p>	<p>T1: W1: Language 20–21; Literacy 20–21. T1: W3: Math 46–47. T2: W1: Language 18–19, 20–21; Literacy 18–19, 20–21. T2: W4: Language 62–63; Literacy 62–63, Math 58–59, 60–61, 62–63, 64–65. T3: W2: Math 32–33, 34–35, 36–37. T3: W3: Language 42–43; Literacy 42–43. T3: W4: Language 56–57, 58–59, 60–61; Literacy 56–57, 58–59, 60–61. T4: W2: Language 28–29; Literacy 28–29; Math 34–35. T4: W3: Language 48–49; Literacy 48–49. T4: W4: Math 56–57, 58–59, 60–61. T5: W2: Language 34–35; Literacy 34–35. T6: W3: Math 46–47. T7: W1: Language 18–19; Literacy 18–19. T7: W2: Language 32–33, 34–35; Literacy 34–35. T7: W3: Language 42–43; Literacy 42–43. T8: W2: Language 28–29, 34–35; Literacy 28–29, 34–35. T8: W3: Language 48–49; Literacy 48–49.</p>	<p>MATH(8)(A) Collect, sort, and organize data into two or three categories.</p>
<p>Child collects data and organizes it in a graphic representation. (V.E.2)</p>	<p>T3: W2: Math 32–33, 34–35. T3: W3: Math 46–47, 50–51. T5: W4: Math 60–61, 62–63, 64–65. T6: W3: Math 48–49. T8: W3: Math 42–43, 44–45, 46–47, 48–49, 50–51.</p>	<p>MATH(8)(A) Collect, sort, and organize data into two or three categories.</p> <p>MATH(8)(B) Use data to create real-object and picture graphs.</p>
<p>Child recognizes and creates patterns. (V.E.3)</p>	<p>T4: W1: Math 20–21. T4: W4: Math 62–63, 64–65. T5: W1: Math 14–15, 16–17, 18–19, 20–21, 22–23. T6: W1: Math 16–17, 18–19. T6: W2: Math 32–33, 34–35, 36–37. T7: W3: Math 44–45, 48–49.</p>	<p>MATH(5) Algebraic reasoning. The student applies mathematical process standards to identify the pattern in the number word list.</p>
<p>VI. Science</p>		
<p>A. Physical Science Skills</p>		
<p>Child observes, investigates, describes, and discusses properties and characteristics of common objects. (VI.A.1)</p>	<p>T2: W1: Language 18–19; Literacy 18–19. T3: W1: Language 16–17, 22–23; Literacy 16–17, 18–19, 20–21. T3: W3: Language 42–43, 44–45, 46–47, 50–51; Literacy 44–45, 46–47. T3: W4: Literacy 56–57, 58–59, 60–61, 62–63, 64–65. T4: W4: Literacy 62–63; Math 64–65. T5: W1: Language 14–15, 20–21, 22–23; Literacy 14–15. T6: W1: Math 14–15, 16–17, 18–19, 22–23. T6: W4: Language 56–57, 58–59, 60–61, 62–63, 64–65; Literacy 58–59, 60–61. T7: W2: Literacy 28–29, 30–31, 32–33, 34–35, 36–37. T7: W3: Math 42–43, 44–45, 46–47, 48–49, 50–51. T7: W4: Language 60–61, 62–63; Literacy 60–61, 62–63. T8: W1: Language 14–15.</p>	<p>SCI(5)(A) Observe and record properties of objects, including bigger or smaller, heavier or lighter, shape, color, and texture.</p>

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<p>Child observes, investigates, describes, and discusses position and motion of objects. (VI.A.2)</p>	<p>T2: W4: Language 62–63; Literacy 62–63; Math 62–63, 64–65. T3: W4: Language 56–57, 58–59, 60–61, 62–63, 64–65; Literacy 56–57, 58–59, 60–61, 62–63; Math 58–59, 62–63, 64–65. T5: W3: Literacy 50–51. T6: W4: Math 56–57, 58–59, 60–61, 62–63, 64–65.</p>	<p>SCI(6)(C) Observe and describe the location of an object in relation to another such as above, below, behind, in front of, and beside.</p> <p>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.</p>
<p>Child observes, investigates, describes, and discusses sources of energy, including light, heat, and electricity. (VI.A.4)</p>	<p>T3: W2: Literacy 30–31. T7: W4: Literacy 58–59, 60–61, 62–63. T8: W1: Math 14–15, 22–23.</p>	<p>SCI(6)(A) Use the senses to explore different forms of energy such as light, thermal, and sound.</p>
<p>B. Life Science Skills</p>		
<p>Child observes, investigates, describes, and discusses the characteristics of organisms. (VI.B.1)</p>	<p>T4: W1: Math 14–15, 16–17, 18–19, 20–21, 22–23. T4: W3: Literacy 42–43, 44–45, 46–47, 48–49, 50–51. T4: W4: Language 60–61, 62–63, 64–65; Literacy 56–57, 58–59, 60–61, 62–63, 64–65; Math 56–57, 58–59, 60–61, 62–63, 64–65. T5: W1: Literacy 18–19, 20–21, 22–23. T8: W4: Language 60–61; Literacy 60–61.</p>	<p>SCI(10)(A) Sort plants and animals into groups based on physical characteristics such as color, size, body covering, or leaf shape.</p>
<p>Child describes life cycles of organisms. (VI.B.2)</p>	<p>T4: W3: Language 42–43, 44–45, 48–49; Literacy 42–43, 48–49. T7: W2: Language 28–29, 32–33, 34–35; Literacy 34–35. T7: W3: Language 42–43, 44–45; Literacy 42–43, 44–45. T8: W3: Language 46–47; Literacy 42–43, 44–45, 46–47, 48–49, 50–51.</p>	<p>SCI(10)(D) Observe changes that are part of a simple life cycle of a plant: seed, seedling, plant, flower, and fruit.</p>
<p>C. Earth and Space Science Skills</p>		
<p>Child observes, investigates, describes, and discusses earth materials and their properties and uses. (VI.C.1)</p>	<p>T2: W4: Literacy 56–57, 58–59, 60–61, 64–65. T3: W2: Math 34–35, 36–37. T4: W3: Language 42–43, 44–45, 50–51; Literacy 44–45. T7: W3: Literacy 42–43, 44–45, 46–47, 48–49, 50–51. T7: W4: Language 56–57; Literacy 56–57.</p>	<p>SCI(7)(A) Observe, describe, and sort rocks by size, shape, color, and texture.</p> <p>SCI(7)(B) Observe and describe physical properties of natural sources of water, including color and clarity.</p> <p>SCI(7)(C) Give examples of ways rocks, soil, and water are useful.</p>
<p>Child identifies, observes, and discusses objects in the sky. (VI.C.2)</p>	<p>T3: W2: Language 28–29, 30–31, 32–33, 34–35, 36–37; Literacy 28–29, 30–31, 32–33, 34–35; Math 28–29, 32–33, 34–35, 36–37. T4: W3: Math 44–45, 46–47, 48–49. T7: W1: Language 14–15; Literacy 14–15, 16–17, 18–19, 20–21, 22–23.</p>	<p>SCI(8)(C) Observe, describe, and illustrate objects in the sky such as the clouds, Moon, and stars, including the Sun.</p>
<p>Child observes and describes what happens during changes in the earth and sky. (VI.C.3)</p>	<p>T3: W2: Language 28–29, 30–31, 34–35; Literacy 28–29, 30–31, 32–33, 34–35, 36–37; Math 28–29, 32–33, 34–35. T7: W1: Language 18–19, 20–21; Literacy 20–21. T7: W2: Language 28–29, 30–31, 32–33, 34–35; Literacy 28–29, 30–31, 32–33, 34–35; Math 36–37. T8: W4: Language 56–57; Literacy 56–57.</p>	<p>SCI(8)(A) Observe and describe weather changes from day to day and over seasons.</p> <p>SCI(8)(B) Identify events that have repeating patterns, including seasons of the year and day and night.</p>

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<p>Child demonstrates the importance of caring for our environment and our planet. (VI.C.4)</p>	<p>T2: W2: Language 28–29, 36–37; Literacy 28–29. T4: W3: Math 44–45. T7: W4: Language 62–63, 64–65; Literacy 56–57, 58–59, 60–61, 62–63, 64–65; Math 62–63, 64–65.</p>	<p>SCI(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.</p>
<p>VII. Social Studies Domain</p>		
<p>A. People, Past and Present Skills</p>		
<p>Child identifies similarities and differences between himself, classmates, and other children inclusive of specific characteristics and cultural influences. (VII.A.1)</p>	<p>T1: W1: Language 14–15, 16–17; Literacy 14–15, 18–19, 20–21. T1: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51; Literacy 44–45, 46–47. T5: W1: Literacy 16–17, 18–19, 22–23. T7: W1: Language 16–17.</p>	<p>SS(11)(A) Identify similarities and differences among people such as kinship, laws, and religion.</p> <p>SS(11)(B) Identify similarities and differences among people such as music, clothing, and food.</p>
<p>Child identifies similarities and differences in characteristics of families. (VII.A.2)</p>	<p>T1: W1: Language 14–15, 16–17, 18–19, 20–21, 22–23; Literacy 14–15, 16–17, 18–19, 20–21. T1: W3: Math 42–43, 44–45, 46–47, 48–49, 50–51. T5: W3: Language 50–51. T7: W4: Language 60–61. T8: W3: Language 42–43, 46–47; Literacy 42–43.</p>	<p>SS(12)(B) Compare family customs and traditions.</p>
<p>B. Economic Skills</p>		
<p>Child demonstrates that all people need food, clothing, and shelter. (VII.B.1)</p>	<p>T2: W3: Language 42–43. T3: W2: Literacy 32–33; Math 30–31, 34–35. T5: W2: Language 28–29, 34–35. T6: W4: Language 56–57, 58–59, 62–63; Literacy 62–63. T8: W3: Language 46–47; Literacy 46–47.</p>	<p>SS(6)(A) Identify basic human needs of food, clothing, and shelter.</p>
<p>Child discusses the roles and responsibilities of family, school, and community helpers. (VII.B.3)</p>	<p>T2: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51; Literacy 48–49; Math 42–43, 44–45, 46–47, 48–49, 50–51. T2: W4: Language 56–57; Literacy 56–57. T5: W3: Math 42–43, 44–45, 46–47, 50–51. T8: W1: Literacy 20–21, 22–23. T8: W4: Language 62–63; Literacy 62–63.</p>	<p>SS(7)(A) Identify jobs in the home, school, and community.</p>
<p>C. Geography Skills</p>		
<p>Child identifies and creates common features in the natural environment. (VII.C.1)</p>	<p>T2: W2: Math 28–29, 30–31, 32–33, 34–35, 36–37. T2: W3: Literacy 42–43, 44–45, 46–47, 50–51. T3: W2: Language 30–31; Literacy 30–31. T4: W2: Language 36–37. T7: W1: Language 22–23. T8: W4: Literacy 60–61, 64–65.</p>	<p>SS(5)(A) Identify the physical characteristics of place such as landforms, bodies of water, natural resources, and weather.</p>
<p>Child explores geography tools and resources. (VII.C.2)</p>	<p>T1: W1: Math 14–15, 16–17, 18–19. T1: W4: Math 56–57. T2: W1: Language 16–17. T2: W2: Language 34–35; Literacy 34–35. T8: W1: Language 16–17.</p>	<p>SS(4)(C) Identify tools that aid in determining location, including maps and globes.</p>
<p>D. Citizenship Skills</p>		
<p>Child identifies flags of the United States and Texas. (VII.D.1)</p>	<p>T8: W4: Literacy 60–61. T2: W2: Math 30–31.</p>	<p>SS(10)(A) Identify the flags of the United States and Texas.</p>
<p>Child recites the Pledge of Allegiance to the United States flag and the state flag and observes a moment of silence. (VII.D.2)</p>	<p>T8: W4: Math 56–57, 64–65.</p>	<p>SS(10)(B) Recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag.</p>
<p>The child engages in voting as a method for group decision-making. (VII.D.3)</p>	<p>T1: W4: Literacy 60–61. T2: W1: Literacy 22–23. T8: W4: Math 62–63, 64–65.</p>	<p>SS(10)(D) Use voting as a method for group decision making.</p>

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VIII. Fine Arts Domain		
A. Art Skills		
<p>Child uses a variety of art materials and activities for sensory experience and exploration. (VIII.A.1)</p>	<p>T1: W2: Language 32–33, 34–35; Literacy 34–35. T1: W4: Language 56–57, 58–59, 60–61, 64–65; Literacy 56–57, 60–61. T2: W1: Language 14–15, 18–19, 20–21, 22–23. T2: W2: Math 30–31, 36–37. T2: W3: Literacy 46–47. T3: W4: Language 64–65; Literacy 60–61. T4: W4: Literacy 60–61. T5: W1: Literacy 16–17. T5: W3: Literacy 44–45. T6: W2: Math 30–31. T6: W3: Literacy 44–45, 46–47, 48–49, 50–51. T7: W1: Literacy 16–17. T7: W2: Literacy 28–29. T7: W4: Math 58–59.</p>	<p>FA(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.</p> <p>FA(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.</p>
<p>Child uses art as a form of creative self-expression and representation. (VIII.A.2)</p>	<p>T1: W2: Literacy 30–31. T1: W3: Literacy 42–43, 46–47, 48–49. T1: W4: Literacy 58–59, 62–63. T2: W2: Language 28–29, 30–31, 36–37; Literacy 34–35. T2: W4: Literacy 58–59; Math 62–63. T5: W2: Literacy 30–31. T5: W3: Literacy 46–47. T6: W2: Language 28–29, 32–33; Literacy 28–29, 32–33. T6: W3: Language 44–45, 48–49, 50–51; Literacy 48–49; Math 42–43, 44–45, 46–47, 50–51. T7: W4: Math 62–63. T8: W2: Language 36–37; Literacy 30–31. T8: W3: Literacy 48–49. T8: W4: Literacy 58–59.</p>	<p>FA(2)(A) Create artworks using a variety of lines, shapes, colors, textures, and forms.</p> <p>FA(3)(B) Share ideas about personal experiences such as family and friends and develop awareness and sensitivity to differing experiences and opinions through artwork.</p> <p>FA(4)(A) Express ideas about personal artworks or portfolios.</p>
<p>Child demonstrates interest in and shows appreciation for the creative work of others. (VIII.A.3)</p>	<p>T2: W2: Literacy 32–33. T2: W3: Language 42–43, 44–45; Literacy 44–45. T3: W3: Language 50–51. T5: W3: Literacy 46–47. T6: W2: Language 32–33; Literacy 32–33. T6: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51; Literacy 42–43, 44–45, 48–49.</p>	<p>FA(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.</p>
B. Music Skills		
<p>Child participates in classroom music activities, including singing, playing musical instruments, and moving to rhythms. (VIII.B.1)</p>	<p>T1: W1: Literacy 14–15, 20–21. T1: W2: Literacy 28–29, 34–35. T1: W3: Literacy 50–51. T1: W4: Literacy 56–57, 60–61, 64–65. T2: W3: Math 42–43, 46–47, 50–51. T2: W4: Literacy 64–65. T3: W1: Literacy 18–19, 20–21. T3: W3: Literacy 42–43. T3: W4: Literacy 56–57, 60–61. T4: W1: Literacy 20–21. T4: W2: Literacy 28–29. T4: W3: Literacy 46–47. T4: W4: Literacy 56–57, 60–61. T5: W1: Math 14–15, 16–17, 18–19, 20–21, 22–23. T5: W2: Literacy 28–29. T5: W4: Literacy 56–57. T6: W2: Language 28–29, 30–31, 32–33, 34–35, 36–37; Literacy 30–31, 32–33, 34–35, 36–37. T6: W3: Literacy 42–43, 46–47. T6: W4: Literacy 60–61. T8: W3: Literacy 42–43. T8: W4: Literacy 56–57, 64–65.</p>	<p>FA(2)(A) Sing or play classroom instruments independently or in groups.</p> <p>FA(2)(B) Sing songs or play classroom instruments from diverse cultures and styles independently or in groups.</p> <p>FA(2)(C) Move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement.</p> <p>FA(3)(A) Sing songs and play musical games, including rhymes, folk music, and seasonal music.</p>
<p>Child responds to different musical styles through movement and play. (VIII.B.2)</p>	<p>T3: W1: Literacy 22–23. T6: W2: Literacy 28–29. T5: W1: Math 14–15, 18–19, 20–21. T8: W3: Literacy 44–45. T8: W4: Literacy 58–59.</p>	<p>FA(2)(C) Move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement.</p> <p>FA(3)(A) Sing songs and play musical games, including rhymes, folk music, and seasonal music.</p>

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C. Dramatic Expression Skills

<p>Child creates or recreates stories, moods, or experiences through dramatic representations. (VIII.C.1)</p>	<p>T1: W1: Literacy 20–21, 22–23. T1: W2: Literacy 34–35, 36–37. T1: W3: Literacy 46–47, 48–49, 50–51. T1: W4: Language 58–59, 62–63; Literacy 58–59, 62–63, 64–65. T2: W1: Language 16–17; Literacy 16–17, 22–23. T2: W2: Language 32–33, 36–37; Literacy 32–33. T2: W3: Language 46–47, 48–49, 50–51; Literacy 46–47, 48–49. T2: W4: Language 64–65. T3: W1: Literacy 22–23. T3: W2: Language 32–33, 36–37. T3: W3: Literacy 44–45, 50–51. T3: W4: Literacy 62–63, 64–65. T4: W1: Language 20–21, 22–23; Literacy 20–21, 22–23. T4: W2: Language 36–37; Literacy 30–31, 32–33, 34–35, 36–37. T4: W3: Literacy 50–51. T4: W4: Literacy 64–65. T5: W1: Literacy 22–23. T5: W2: Literacy 28–29, 34–35, 36–37. T5: W3: Literacy 48–49, 50–51. T5: W4: Language 58–59; Literacy 64–65. T6: W1: Language 14–15, 22–23; Literacy 14–15, 20–21, 22–23; Math 20–21. T6: W2: Language 28–29; Literacy 28–29, 36–37. T6: W3: Literacy 50–51. T6: W4: Literacy 64–65. T7: W1: Literacy 20–21, 22–23. T7: W2: Literacy 34–35, 36–37. T7: W4: Literacy 64–65. T8: W2: Language 36–37; Literacy 36–37. T8: W3: Literacy 44–45, 46–47, 50–51. T8: W4: Language 62–63, 64–65; Literacy 58–59, 60–61, 62–63, 64–65.</p>	<p>FA(1)(A) Develop self-awareness through dramatic play.</p>
		<p>FA(2)(B) Assume roles through imitation and recreation.</p>
		<p>FA(2)(C) Identify the characteristics of dramatic play.</p>
		<p>FA(2)(D) Participate in dramatic play.</p>
		<p>FA(3)(C) Rehearse dramatic play.</p>
		<p>FA(3)(D) Cooperate with others in dramatic play.</p>
		<p>FA(4)(A) Rehearse and perform real and imaginative situations of family cultures of students in the class.</p>
<p>FA(4)(B) Rehearse and perform stories from American history.</p>		

IX. Physical Development Skills

A. Gross Motor Development Skills

<p>Child demonstrates coordination and balance in isolation (may not yet coordinate consistently with a partner). (IX.A.1)</p>	<p>T2: W1: Language 16–17, 20–21; Literacy 16–17. T2: W2: Language 34–35. T5: W3: Language 42–43, 44–45; Literacy 44–45. T5: W4: Language 62–63, 64–65. T8: W2: Language 34–35; Literacy 32–33, 34–35, 36–37.</p>	<p>PE(1)(A) Travel in different ways in a large group without bumping into others or falling.</p>
		<p>PE(1)(B) Demonstrate clear contrasts between slow and fast movement when traveling.</p>
		<p>PE(1)(D) Maintain balance while bearing weight on a variety of body parts.</p>
		<p>PE(1)(E) Walk forward and sideways the length of a beam without falling.</p>
<p>Child coordinates sequence of movements to perform tasks. (IX.A.2)</p>	<p>T1: W1: Literacy 16–17. T1: W2: Literacy 32–33; Math 14–15, 18–19, 20–21, 22–23. T2: W4: Language 58–59; Literacy 58–59. T3: W1: Math 18–19. T3: W4: Language 58–59; Literacy 58–59. T4: W1: Literacy 18–19. T4: W4: Literacy 62–63. T5: W1: Language 14–15, 18–19, 20–21, 22–23; Literacy 14–15, 20–21; Math 16–17, 20–21. T5: W4: Math 56–57, 58–59, 64–65. T6: W2: Language 28–29; Literacy 28–29, 30–31; Math 28–29, 36–37. T7: W1: Language 16–17; Literacy 16–17. T8: W3: Language 46–47, 48–49, 50–51. T8: W4: Literacy 56–57.</p>	<p>PE(1)(C) Demonstrate non-locomotor (axial) movements such as bend and stretch.</p>
		<p>PE(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.</p>
		<p>PE(1)(H) Toss a ball and catch it before it bounces twice.</p>

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<p>C. Personal Safety and Health Skills</p>		
<p>Child practices good habits of personal safety. (IX.C.1)</p>	<p>T4: W2: Language 30–31. T5: W3: Language 44–45. T5: W4: Language 56–57, 60–61, 62–63; Literacy 56–57, 58–59, 60–61, 62–63. T8: W2: Language 30–31, 34–35.</p>	<p>PE(5)(A) Use equipment and space properly.</p> <p>PE(5)(B) Know and apply safety practices associated with physical activity such as not pushing in line and drinking water during activity.</p> <p>PE(5)(C) Explain how proper shoes and clothing promotes safe play and prevent injury.</p> <p>PE(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.</p> <p>HE(2)(E) Practice safety rules during physical activity such as water safety and bike safety.</p> <p>HE(2)(A) Identify the purpose of protective equipment such as a seat belt and a bicycle helmet.</p> <p>PE(5)(E) Explain appropriate reactions during emergencies in physical activities.</p> <p>HE(2)(G) Demonstrate procedures for responding to emergencies including dialing 911.</p> <p>HE(2)(B) Identify safe and unsafe places to play such as a back yard and a street.</p> <p>HE(2)(D) Identify ways to avoid harming oneself or another person.</p> <p>HE(2)(H) Name objects that may be dangerous such as knives, scissors, and screwdrivers and tell how they can be harmful.</p> <p>HE(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.</p>

VERTICAL ALIGNMENT

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<p>Child practices good habits of personal health and hygiene. (IX.C.2)</p>	<p>T5: W1: Language 16–17. T5: W3: Language 42–43, 46–47, 48–49; Literacy 42–43, 44–45, 46–47, 48–49, 50–51; Math 42–43, 46–47, 48–49.</p>	<p>PE(2)(A) Identify selected body parts such as head, back, chest, waist, hips, arms, elbows, wrists, hands, fingers, legs, knees, ankles, feet, and toes.</p> <p>HE(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 name major body parts and their functions.</p> <p>PE(4)(C) State that rest and sleep are important in caring for the body.</p> <p>HE(1) Health behaviors. The student recognizes that personal health decisions and behaviors affect health throughout life. The student is expected to:</p> <p>HE(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>HE(6)(C) Explain practices used to control the spread of germs such as washing hands.</p>
<p>Child identifies good habits of nutrition and exercise. (IX.C.3)</p>	<p>T1: W4: Literacy 56–57. T4: W2: Language 34–35. T5: W2: Literacy 34–35. T5: W4: Math 62–63, 64–65. T6: W1: Literacy 14–15, 18–19. T8: W2: Language 34–35; Literacy 34–35.</p>	<p>PE(3)(A) Describe and select physical activities that provide opportunities for enjoyment and challenge.</p> <p>PE(3)(B) Participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration.</p> <p>PE(3)(C) Participate in appropriate exercises for flexibility in shoulders, legs, and trunk.</p> <p>PE(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.</p> <p>HE(1) Health behaviors. The student recognizes that personal health decisions and behaviors affect health throughout life. The student is expected to identify types of foods that help the body grow such as healthy breakfast foods and snacks.</p> <p>HE(2) Health behaviors. The student understands that behaviors result in health or unhealthy conditions throughout the life span. The student is expected to name the harmful effects of tobacco, alcohol, and other drugs.</p> <p>HE(3)(B) Plan a healthy meal and/or snack.</p>

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X. Technology Applications Domains

A. Technology and Device Skills

<p>Child opens and navigates through digital learning applications and programs. (X.A.1)</p>	<p>T3: W1: Language 14–15. T4: W3: Literacy 48–49. T4: W4: Math 58–59. T8: W1: Math 20–21.</p>	<p>K(6)(C) Perform basic software application functions, including opening an application and creating, modifying, printing, and saving files.</p>
<p>Child uses, operates, and names a variety of digital tools. (X.A.2)</p>	<p>T1: W3: Literacy 44–45. T7: W3: Literacy 46–47.</p>	<p>TECH(6)(A) Use appropriate terminology regarding basic hardware, software applications, programs, networking, virtual environments, and emerging technologies.</p> <p>TECH(6)(B) Use appropriate digital tools and resources for storage, access, file management, collaboration, and designing solutions to problems.</p>
<p>Child uses digital learning applications and programs to create digital products and express own ideas. (X.A.3)</p>	<p>T3: W2: Literacy 30–31. T5: W4: Math 60–61. T8: W3: Language 44–45.</p>	<p>TECH(1)(A) Apply prior knowledge to develop new ideas, products, and processes.</p> <p>TECH(1)(B) Create original products using a variety of resources.</p> <p>TECH(2)(C) Format digital information, including font attributes, color, white space, graphics, and animation for a defined audience and communication medium.</p>
<p>Child uses technology to access appropriate information. (X.A.4)</p>	<p>T3: W4: Literacy 58–59, 60–61. T7: W4: Math 58–59, 62–63.</p>	<p>TECH(3)(A) Use search strategies to access information to guide inquiry.</p> <p>TECH(3)(B) Use research skills to build a knowledge base regarding a topic, task, or assignment.</p>
<p>Child practices safe behavior while using digital tools and resources. (X.A.5)</p>	<p>T5: W2: Language 32–33. T5: W4: Literacy 60–61. T7: W3: Math 44–45. T7: W4: Math 58–59, 62–63.</p>	<p>TECH(5)(A) Adhere to acceptable use policies reflecting appropriate behavior in a digital environment.</p> <p>TECH(5)(B) Comply with acceptable digital safety rules, fair use guidelines, and copyright laws.</p> <p>TECH(5)(C) Practice the responsible use of digital information regarding intellectual property, including software, text, images, audio, and video.</p>