

Texas Prekindergarten Guidelines - Updated 2015

Social and Emotional Development

A. Self-Concept Skills

I.A.1	Child is aware of where own body is in space and respects personal boundaries
I.A.2	Child shows self-awareness and can express pride in age appropriate abilities and skills
I.A.3	Child shows reasonable opinion of his own abilities and limitations
I.A.4	Child shows initiative in independent situations and persists in attempting to solve problems

B. Self-Regulation Skills

I.B.1.a	Child follows classroom rules and routines with occasional reminders from teacher
I.B.1.b	Child takes care of and manages classroom materials
I.B.1.c	Child regulates his own behavior with occasional reminders or assistance from teacher
I.B.2.a	Child begins to understand difference and connection between emotions/feelings and behaviors
I.B.2.b	Child can communicate basic emotions/feelings
I.B.2.c	Child is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary
I.B.3.a	Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed
I.B.3.b	Child remains focused on engaging group activities for up to 20 minutes at a time

C. Relationships with Others

I.C.1	Child uses effective verbal communication skills to build relationships with teachers/adults
I.C.2	Child assumes various roles and responsibilities as part of a classroom community
I.C.3	Child shows competence in initiating social interactions
I.C.4	Child increasingly interacts and communicated with peers to initiate pretend play scenarios that share a common plan and goal
I.C.5	Child initiates problem-solving strategies and seeks adult help when necessary
I.C.6	Child demonstrates empathy and caring for others
I.C.7	Child interacts with a variety of playmates and may have preferred friends

D. Social Awareness

I.D.1	Child demonstrates an understanding that others have perspectives and feelings that are different from her own
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Language and Communication

A. Listening Comprehension Skills

II.A.1	Child shows understanding by responding appropriately
II.A.2	Child shows understanding by following two-step oral directions and usually follows three-step directions
II.A.3	Child shows understanding of the language being spoken by teachers and peers (ELL)

B. Speaking (Conversation) Skills

II.B.1	Child is able to use language for different purposes
II.B.2	Child engages in conversations in appropriate ways
II.B.3	Child provides appropriate information for various situations
II.B.4	Child demonstrates knowledge of verbal conversational rules

II.B.5	Child demonstrates knowledge of nonverbal conversational rules
II.B.6	Child matches language to social contexts
C. Speech Production Skills	
II.C.1	Child's speech is understood by both the teacher and other adults in the school
II.C.2	Child perceives differences between similar sounding words
II.C.3	Child investigates and demonstrates growing understanding of the sounds and intonation of language (ELL)
D. Vocabulary Skills	
II.D.1	Child uses a wide variety of words to label and describe people, places, things, and actions
II.D.2	Child demonstrates understanding of terms used in the instructional language of the classroom
II.D.3	Child demonstrates understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words*, many more than he or she uses
II.D.4	Child uses a large speaking vocabulary, adding several new words daily
II.D.5	Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases
II.D.6	Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English (ELL)
E. Sentences and Structure Skills	
II.E.1	Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order
II.E.2	Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement
II.E.3	Child uses sentences with more than one phrase
II.E.4	Child combines more than one idea using complex sentences
II.E.5	Child combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning
II.E.6	Child engages in various forms of nonverbal communication with those who do not speak her native language (ELL)
II.E.7	Child uses single words and phrases to communicate meaning in social situations (ELL)
II.E.8	Child attempts to use new vocabulary and grammar in speech (ELL)
Emergent Literacy - Reading	
A. Motivation to Read	
III.A.1	Child engages in pre-reading and reading-related activities
III.A.2	Child self-selects books and other written materials to engage in pre-reading behaviors
III.A.3	Child recognizes that text has meaning
B. Phonological Awareness	
III.B.1	Child separates a normally spoken four-word sentence into individual words
III.B.2	Child combines words to make a compound word
III.B.3	Child deletes a word from a compound word
III.B.4	Child blends syllables into words
III.B.5	Child can segment a syllable from a word
III.B.6	Child can recognize rhyming words
III.B.7	Child can produce a word that begins with the same sound as a given pair of words

III.B.8	Child blends onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with and without pictorial support
III.B.9	Child recognizes and blends spoken phonemes into one syllable words with pictorial support
C. Alphabet Knowledge	
III.C.1	Child names at least 20 upper and at least 20 lower case letters in the language of instruction
III.C.2	Child recognizes at least 20 distinct letter sounds in the language of instruction
III.C.3	Child produces at least 20 distinct-letter sound correspondences in the language of instruction
D. Comprehension of Text Read Aloud	
III.D.1	Child retells or re-enacts a story after it is read aloud
III.D.2	Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting
III.D.3	Child asks and responds to questions relevant to the text read aloud
III.D.4	Child will make inferences and predictions about text
E. Print Concepts	
III.E.1	Child can distinguish between elements of print including letters, words, and pictures
III.E.2	Child demonstrates understanding or print directionality including left to right and top to bottom
III.E.3	Child can identify some conventional features of print that communicate meaning including end punctuation and case
Emergent Literacy – Writing (2015: A. Motivation to Write, B. Writing as a Process, C. Conventions in Writing)	
A. Motivation to Write Skills	
IV.A.1	Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning
IV.A.2	Child independently writes to communicate his/her ideas for a variety of purposes
B. Writing as a Process	
IV.B.1	Child discusses and contributes ideas for drafts composed in whole/small group writing activities
IV.B.2	Child interacts and provides suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts
IV.B.3	Child shares and celebrates class-made and individual written products
C. Conventions in Writing	
IV.C.1	Child writes own name (first name or frequent nickname) using legible letters in proper sequence
IV.C.2	Child moves from scribble to some letter-sound correspondence using beginning and ending sounds when writing
IV.C.3	Child independently uses letters to make words or parts of words
IV.C.4	Child uses appropriate directionality when writing (top to bottom, left to right)
IV.C.5	Child begins to experiment with punctuation when writing
Mathematics	
A. Counting Skills	
V.A.1	Child knows that objects, or parts of an object, can be counted
V.A.2	Child uses words to rote count from 1 to 30
V.A.3	Child counts 1-10 items, with one count per item
V.A.4	Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted

V.A.5	Child counts up to 10 items and demonstrates that the last count indicates how many items were counted
V.A.6	Child demonstrates understanding that when counting, the items can be chosen in any order
V.A.7	Child uses the verbal ordinal terms
V.A.8	Child verbally identifies, without counting, the number of object from 1 to 5
V.A.9	Child recognizes one-digit numerals, 0-9
B. Adding To/Taking Away Skills	
V.B.1	Child uses concrete objects, creates pictorial models, and shares a verbal word problem for adding up to 5 objects
V.B.2	Child uses concrete models or makes a verbal word problem for subtracting 0-5 objects from a set
V.B.3	Child uses informal strategies to separate up to 10 items into equal groups
C. Geometry and Spatial Sense	
V.C.1	Child names common shapes
V.C.2	Child creates shapes
V.C.3	Child demonstrates use of location words (such as "over", "under", "above", "on", "beside", "next to", "between", "in front of", "near", "far", etc.)
V.C.4	Child slides, slips, and turns shapes to demonstrate that the shapes remain the same
D. Measurement Skills	
V.D.1	Child recognizes and compares heights or lengths of people or objects
V.D.2	Child recognizes how much can be placed within an object
V.D.3	Child informally recognizes and compares weights of objects or people
V.D.4	Child uses language to describe concepts associated with the passing of time
E. Classification and Patterns	
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
V.E.2	Child collects data and organizes it in a graphic representation
V.E.3	Child recognizes and creates patterns
Science	
A. Physical Science	
VI.A.1	Child observes, investigates, describes, and discusses properties and characteristics of common objects
VI.A.2	Child observes, investigates, describes, and discusses position and motion of objects
VI.A.3	Child uses simple measuring devices to learn about objects
VI.A.4	Child observes, investigates, describes, and discusses sources of energy including light, heat, and electricity
B. Life Science	
VI.B.1	Child observes, investigates, describes, and discusses the characteristics of organisms
VI.B.2	Child describes life cycles of organisms
VI.B.3	Child observes, investigates, describes, and discusses the relationship of organisms to their environment
C. Earth and Space Science	
VI.C.1	Child observes, investigates, describes, and discusses earth materials, and their properties and uses
VI.C.2	Child identifies, observes, and discusses objects in the sky
VI.C.3	Child observes and describes what happens during changes in the earth and sky

VI.C.4	Child demonstrates the importance of caring for our environment and our planet
Social Studies	
A. People, Past and Present	
VII.A.1	Child identifies similarities and differences between himself, classmates and other children inclusive of specific characteristics and cultural influences
VII.A.2	Child identifies similarities and differences in characteristics of families
VII.A.3	Child connects their life to events, time, and routines
B. Economic Skills	
VII.B.1	Child demonstrates that all people need food, clothing, and shelter
VII.B.2	Child demonstrates understanding of what it means to be a consumer
VII.B.3	Child discusses the roles an/d responsibilities of family, school, and community helpers
C. Geography Skills	
VII.C.1	Child identifies and creates common features in the natural environment
VII.C.2	Child explores geography tools and resources
D. Citizenship Skills	
VII.D.1	Child identifies flags of the United States and Texas
VII.D.2	Child recites the Pledge of Allegiance to the United States flag and the state flag and observes a moment of silence*
VII.D.3	The child engages in voting as a method for group decision-making
Fine Arts	
A. Art Skills	
VIII.A.1	Child uses a variety of art materials and activities for sensory experience and exploration
VIII.A.2	Child uses art as a form of creative self-expression and representation
VIII.A.3	Child demonstrates interest in and shows appreciation for the creative work of others
B. Music Skills	
VIII.B.1	Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms
VIII.B.2	Child responds to different musical styles through movement and play
C. Dramatic Expression	
VIII.C.1	Child creates or recreates stories, moods, or experiences through dramatic representation
Physical Development	
A. Gross Motor Development	
IX.A.1	Child demonstrates coordination and balance in isolation (may not yet coordinate consistently with a partner)
IX.A.2	Child coordinates sequence of movements to perform tasks
B. Fine-Motor Development	
IX.B.1	Child shows control of tasks that require small muscle strength and control
IX.B.2	Child shows increasing control of tasks that require eye-hand coordination
C. Personal Safety and Health	
IX.C.1	Child practices good habits of personal safety

IX.C.2	Child practices good habits of personal health and hygiene
IX.C.3	Child identifies good habits of nutrition and exercise
Technology (Technology and Devices)	
X.A.1	Child opens and navigates through digital learning applications and programs
X.A.2	Child uses, operates, and names a variety of digital tools
X.A.3	Child uses digital learning applications and programs to create digital products and express own ideas
X.A.4	Child uses technology to access appropriate information
X.A.5	Child practices safe behavior while using digital tools and resources