



2027 Pre-K Guidelines Review Committee: Recommendations for Positive Character Development and Physical Development Domains

LEGEND:

Additions are shown in green font with underlines.

Deletions are shown in ~~red font with strike throughs~~.

Text moved from its current location to a new location are shown ~~purple font with strike throughs~~ in the current location and shown in the new location in purple font with underlines. Text that has been moved should identify the new location and justification for the why the information was moved in the Committee Comments & Explanations column.

I. Social and Emotional <u>Positive Character</u> Development Domain	Committee Comments & Explanations
While a prekindergarten education should include activities that strengthen cognitive skills, it must also provide for the development of the social <u>competencies</u> and emotional <u>regulation</u> competencies required for school readiness and success in life. The development of these personal and social skills enables children to build a sense of who they are and what they can do. <u>This is especially important for emerging bilingual children and children with special needs, whose diverse strengths and learning needs require responsive practices and meaningful access.</u> Supportive, positive relationships between teachers and children are essential to implementing effective practices that support a child's social and emotional development. Children must establish positive relationships with adults and peers to participate effectively in the classroom community, assert independence in appropriate ways, and accomplish tasks that are meaningful to them without infringing on the rights of others. Children who can follow directions, communicate their wants, and needs effectively, and <u>positively interact</u> get along with other children are better prepared for kindergarten and beyond. Early experiences influence brain development by establishing the neural connections that provide the foundation for language, reasoning, problem solving, social skills, behavior, and emotional health. Daily experiences such as transitioning from home to school, sharing a space or materials, resolving conflicts, and demonstrating empathy contribute to a child's social and emotional development. However, children benefit from direct instruction, <u>visual supports, accommodations</u> and repeated opportunities <u>for play-based practices.</u> to practice these skills. The <u>Positive Character</u> Social and Emotional Development Domain of the <i>Texas Prekindergarten Guidelines</i> is divided into the following skills: self-concept, self-regulation, relationships with others, and social awareness.	Since the domain name is changed, social and emotional competencies need to be reflected in the paragraph. This subcommittee also recommends that the intro for each domain reflect the needs of emerging bilinguals and children with special needs.

A. Self-Concept				Committee Comments & Explanations
Central to understanding emotional development is the idea of self-concept: an ever-increasing level of conscious awareness of one's feelings, thoughts, strengths abilities, likes, and dislikes <u>preferences</u>, as well as awareness of <u>personal space</u> one's body in space. Prekindergarten children's emerging ability to perceive these aspects of themselves at a conscious level distinguishes them from toddlers, who lack such awareness. Children begin to generate multiple answers to the question "Who am I?" which is an essential aspect of becoming competent in related areas, such as self-control and social/friendship skills. A child's development is influenced by a variety of experiences, including language spoken at home and interactions with family and community members. Early childhood educators should create learning environments that recognize the varied experiences and language backgrounds of children.				Aligns with the definition of self-concept. Special education field is moving away from term "ability". "Personal space" is easier to understand.
2022 Texas PK3 Outcomes	2027 PK3 Outcome Recommendation	2022 Texas PK4 Outcomes	2027 PK4 Outcome Recommendation	Committee Comments & Explanations
I.A.1 Child is building competence in controlling own body movements.	I.A.1 Child is building competence in controlling own body movements. <u>is building awareness of where own body is in space and an understanding of personal boundaries.</u>	I.A.1 Child is aware of where own body is in space and respects personal boundaries.	I.A.1 Child is aware of where own body is in space and respects personal boundaries.	Aligns PK3 with PK4; revised to be more specific.
I.A.2 Child can identify own physical attributes and indicate some likes and dislikes when prompted.	I.A.2 Child can identify <u>some of their</u> own physical attributes and indicate some likes and dislikes <u>personal preferences</u> when prompted.	I.A.2 Child shows self-awareness of physical attributes, personal preferences, and own abilities.	I.A.2 Child shows <u>describes</u> self-awareness of <u>their own</u> physical attributes, <u>and</u> expresses <u>personal</u> preferences. and own <u>abilities.</u>	Aligns PK3- KG
I.A.3 Child begins to show awareness of own abilities.	I.A.3 Child begins to show awareness of <u>identify own</u> abilities <u>strengths.</u>	I.A.3 Child shows reasonable opinion of his own abilities and limitations.	I.A.3 Child shows reasonable opinion <u>demonstrates confidence in</u> of his own <u>abilities strengths and awareness of</u> limitations.	Removed use of "abilities" to move to strengths based language. Revised for alignment and more specific outcomes. Previous outcome was vague.

I.A.4 Child shows initiative in trying new activities but may not persist when obstacles or challenges arise.	I.A.4 Child shows initiative in trying new activities but may not persist when obstacles or challenges arise.	I.A.4 Child shows initiative in trying new activities and demonstrates perseverance when attempting to overcome obstacles or challenges.	I.A.4 Child shows initiative in trying new activities and demonstrates <u>persistence</u> perseverance when attempting to overcome obstacles or challenges.	Well aligned.
B. Self-Regulation				Committee Comments & Explanations
Prekindergarten children feel safer and function more successfully in the classroom when rules and routines <u>and procedures</u> are consistently implemented. A well-organized classroom with <u>clear expectations and</u> well-prepared <u>play-based</u> activities helps children expand their attention span and build self-control and personal responsibility. As they encounter and overcome new and various social obstacles when interacting with peers, guidance from teachers will enable them to learn acceptable ways of dealing with social and emotional stress and/or excitement. Self-regulation skills include three subskills: behavior control, emotional control, and control of attention. Subskills only appear in this section of the Texas Prekindergarten Guidelines and are represented by a lowercase letter at the end of the citation.				
1. Behavior Control		1. Behavior Control		
2022 Texas PK3 Outcomes	2027 PK3 Outcome Recommendation	2022 Texas PK4 Outcomes	2027 PK4 Outcome Recommendation	Committee Comments & Explanations
I.B.1.a Child follows simple rules and routines when assisted by adults.	I.B.1.a Child follows <u>classroom expectations</u> simple (rules, and routines and procedures when assisted by adults with frequent reminders.	I.B.1.a Child follows classroom rules and routines with occasional reminders from adults.	I.B.1.a Child follows <u>classroom expectations</u> (classroom rules, and routines and procedures) with occasional reminders from adults.	Expand to “classroom expectations”. Alignment with Positive Behavior Interventions and Supports (PBIS) and stronger alignment between PK3 and 4.
I.B.1.b Child takes care of and manages classroom materials with adult	I.B.1.b Child <u>uses, cares for and returns</u> takes care of and	I.B.1.b Child takes care of and manages classroom materials.	I.B.1.b Child <u>uses, cares for and returns</u> takes care of and manages classroom	The outcome was too vague. Children can get assistance from adults or peers.

assistance.	manages classroom materials with adult assistance.		materials <u>with increasing independence</u> .	
I.B.1.c Child manages own behavior with adult guidance and assistance.	I.B.1.c Child begins to regulate manages own behavior with adult guidance and assistance.	I.B.1.c Child regulates own behavior with occasional reminders or assistance from adults.	I.B.1.c Child regulates own behavior with occasional reminders or assistance from adults.	Revised to align verbs.
2. Emotional Control		2. Emotional Control		
2022 Texas PK3 Outcomes	2027 PK3 Outcome Recommendation	2022 Texas PK4 Outcomes	2027 PK4 Outcome Recommendation	Committee Comments & Explanations
I.B.2.a Child recognizes and expresses a range of emotions.	I.B.2.a Child recognizes and expresses <u>some</u> a range of emotions.	I.B.2.a Child begins to understand the connection between emotions and behaviors.	I.B.2.a Child begins to understand <u>describes or demonstrates</u> the connection between emotions and behaviors.	"Understands" is not measurable. The literature review recommends "some" vs "range".
I.B.2.b Child is familiar with basic feeling words (e.g., happy, sad, mad, scared).	I.B.2.b Child <u>begins to</u> is familiar with basic feeling words (e.g., happy, sad, mad, scared). <u>use verbal and nonverbal communication to express emotions and feelings.</u>	I.B.2.b Child uses verbal and nonverbal communication to communicate basic emotions and feelings.	I.B.2.b Child uses verbal and nonverbal communication to communicate basic <u>express</u> emotions and feelings.	Better alignment and clearly communicates the outcome.
I.B.2.c Child manages intensity of emotions with adult assistance.	I.B.2.c Child manages intensity of emotions with adult <u>assistance. begins to use calming strategies to regulate emotions with adult assistance.</u>	I.B.2.c Child is able to manage intensity of emotions more consistently, although adult guidance is sometimes necessary.	I.B.2.c Child is able to manage intensity of emotions more consistently, <u>uses calming strategies to regulate emotions with decreasing</u> although adult assistance <u>guidance is sometimes necessary</u>	Better alignment, clearly communicates the outcome and more specific.

3. Control of Attention		3. Control of Attention		
2022 Texas PK3 Outcomes	2027 PK3 Outcome Recommendation	2022 Texas PK4 Outcomes	2027 PK4 Outcome Recommendation	Committee Comments & Explanations
I.B.3.a Child focuses attention on one task at a time but may not stay with it to completion.	I.B.3.a Child focuses attention on one task at a time but may not stay with it to completion.	I.B.3.a Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed.	I.B.3.a Child sustains attention <u>on one task at a time working toward completion.</u> to personally chosen or routine (teacher-directed) tasks until completed.	Better alignment, outcome assumed child could complete a task in one sitting; Developmentally Appropriate Practice (DAP) would allow for multiple opportunities to complete a task.
I.B.3.b Child remains focused on engaging, teacher-led group activities for up to 10–15 minutes at a time.	I.B.3.b Child remains focused on engaging, teacher-led group activities for <u>short periods of time (</u> up to 10–15 minutes at a time.)	I.B.3.b Child remains focused on engaging, teacher-led group activities for up to 20 minutes.	I.B.3.b Child remains focused on engaging, teacher-led group activities for <u>increasing periods of time. (up to 20 minutes.)</u>	Aligned to best practice. Better alignment between PK3-4. Made outcome more specific. Revised based on the literature review recommendation for PK3 and internal group recommendations.
C. Relationships with Others				Committee Comments & Explanations
As prekindergarten children enter school, they start forming relationships with the adults and other children in their school environment. Effective teachers offer support and assist children as they develop meaningful and rewarding relationships. During this developmental period, children often begin to develop special friendships with peers that increase their feelings of comfort, joy, and confidence in their social world. These experiences also help build a sense of empathy and caring for others. <u>As prekindergarten children enter school, they begin building relationships with adults and peers. Effective teachers create responsive and supportive classrooms that help all children develop meaningful and positive connections with others. Through intentional and playful interactions, visual supports, differentiated strategies, and opportunities for communication in multiple ways, teachers help children feel valued, understood, and included.</u> <u>During prekindergarten, children form friendships with peers that contribute to their sense of belonging, comfort, joy, and confidence. For emerging bilingual learners, friendships provide meaningful opportunities to develop language skills while maintaining their home language and cultural identity. For children with special needs, supportive peer relationships promote participation, social engagement, and self-confidence.</u>				Revised introduction to ensure the needs of emergent bilinguals and children with special needs are addressed.

These shared experiences help all children develop empathy, respect for others, and caring relationships, fostering a strong sense of classroom community.

2022 Texas PK3 Outcomes	2027 PK3 Outcome Recommendation	2022 Texas PK4 Outcomes	2027 PK4 Outcome Recommendation	Committee Comments & Explanations
I.C.1 Child forms positive relationships with adults and peers.	I.C.1 Child forms <u>begins to use effective verbal and nonverbal communication skills, home language, assistive communication, or other preferred methods to develop positive relationships with adults and peers.</u>	I.C.1 Child uses effective verbal and nonverbal communication skills to build relationships with adults and peers.	I.C.1 Child uses effective verbal and nonverbal communication skills, <u>home language, assistive communication, or other preferred methods to develop</u> build positive relationships with adults and peers.	Including language to address needs for Emergent Bilingual (EB) and Children with special needs and alignment between PK3 and PK4.
I.C.2 Child assumes roles and responsibilities as part of the classroom community with adult assistance.	I.C.2 Child assumes <u>participates in</u> roles and responsibilities as <u>a member</u> part of the classroom community with adult assistance.	I.C.2 Child assumes various roles and responsibilities as part of the classroom community.	I.C.2 Child assumes <u>participates in</u> various roles and responsibilities as <u>part a member of</u> the classroom community.	Used Internal Advisory Group recommendations so that there is a clearer alignment between PK3 and PK4. The literature review recommended keeping for PK3.
I.C.3 Child shows interest in peer play but may be less skilled in initiating and joining a group.	I.C.3 Child shows <u>observes and/or engages</u> interest in peer play but may be less skilled in initiating and joining a group.	I.C.3 Child shows competence in initiating social interactions.	I.C.3 Child shows <u>competence in initiating</u> initiates and/or responds to social interactions <u>using verbal and non-verbal communication skills.</u>	Used Internal Advisory Group recommendations to remove subjectivity and vagueness of “shows”. The Literature Review recommended keeping for PK3. Added types of communication skills to address the needs of Emergent Bilingual and children with special needs.
I.C.4 Child enjoys parallel and	I.C.4 Child enjoys <u>engages in</u> parallel	I.C.4 Child increasingly interacts with peers during	I.C.4 Child increasingly interacts <u>engages in cooperative play</u> with peers	Recommendation from Internal Advisory Group. “Enjoys” is too vague and not measurable.

associative play with peers.	and associative play with peers.	cooperative play scenarios that share a common plan and goal.	during cooperative play scenarios that share a common <u>by contributing to a shared plan and or goal.</u>	
I.C.5 Child seeks adult help when experiencing conflicts with another child.	I.C.5 Child seeks adult help when experiencing conflicts with another child <u>peers.</u>	I.C.5 Child initiates problem-solving strategies when experiencing conflicts with others and seeks adult support when necessary.	I.C.5 Child initiates <u>uses simple</u> problem-solving strategies when experiencing conflicts with others and seeks adult support when necessary.	Alignment with PK3 and 4. "Uses" is more age appropriate for four-year-olds.
I.C.6 Child responds with concern when a child or adult is distressed.	I.C.6 Child responds with concern when a child or adult is distressed.	I.C.6 Child demonstrates empathy and caring for others.	I.C.6 Child <u>responds with</u> demonstrates empathy and caring <u>care</u> for others.	Alignment between PK3 and PK4.
I.C.7 Child interacts with peers and may have preferred friends.	I.C.7 Child <u>engages in simple interactions</u> interacts with peers and may have preferred friends.	I.C.7 Child interacts with peers and has preferred friends.	I.C.7 Child interacts <u>develops and maintains positive relationships</u> with peers and has preferred friends.	
D. Social Awareness				Committee Comments & Explanations
Prekindergarten children need adult support and guidance in learning how to socially interact with others. It can be a challenge for a young child to sense other people's emotions or to imagine what someone else might be thinking or feeling. Teachers can reinforce children's social awareness skills by facilitating peer-to-peer and adult-to-child interactions and asking thought-provoking questions with the support of rich, socially relevant educational materials. <u>Prekindergarten children need support and guidance as they learn how to interact with others and understand different feelings, perspectives, and experiences. Teachers can help all children build social awareness by creating meaningful opportunities for peer and adult interactions, using purposeful play, visual supports, modeling positive social skills, and incorporating culturally and linguistically responsive materials.</u>				

<u>Through meaningful conversations, cooperative activities, and thoughtful questions, teachers help children develop empathy, communication skills, and positive relationships with others.</u>				
2022 Texas PK3 Outcomes	2027 PK3 Outcome Recommendation	2022 Texas PK4 Outcomes	2027 PK4 Outcome Recommendation	Committee Comments & Explanations
I.D.1 Child shows interest in other people and their feelings.	I.D.1 Child shows interest <u>and curiosity</u> in other people and their feelings.	I.D.1 Child demonstrates an understanding that others have perspectives and feelings that are similar and/or different from her own.	I.D.1 Child demonstrates <u>respect for others'</u> an understanding that others have perspectives and feelings that are similar and/or different from her <u>their own</u> .	Revised to make more measurable.
IX. Physical Development Domain				Committee Comments & Explanations
Prekindergarten children's learning is directly influenced by their development of gross and fine motor skills as well as their knowledge of personal safety and health. The motor development outcomes included in this domain describe opportunities for children to develop rhythmic, stability, loco-motor, and manipulative skills that ultimately influence many aspects of children's success in cognitive, perceptual, and social-emotional development. Children's knowledge of personal safety and health impacts their development of healthy habits early, which are key to life-long health and overall well-being. The Physical Development Domain of the Texas Prekindergarten Guidelines is divided into the following skills: gross motor development, fine motor development, and personal safety and health. <u>Prekindergarten children's learning is deeply influenced by the development of gross and fine motor skills, as well as their understanding of personal safety and health. Physical development in early childhood supports not only children's ability to move and interact with their environment, but also their cognitive, perceptual, and social-emotional growth.</u> <u>The motor development outcomes in this domain provide opportunities for children to develop stability, locomotor, rhythmic, and manipulative skills through intentional, hands-on experiences. These skills contribute to children's ability to plan, coordinate, and execute movements, which are foundational for tasks such as writing, problem-solving, and self-regulation.</u> <u>Children's knowledge of personal safety and health supports the development of lifelong habits that promote well-being. Early experiences practicing safe behaviors, engaging in physical activity, and making healthy choices contribute to overall health and readiness for school and life.</u>				New introduction addresses EB and children with special needs. Emphasizes how physical development supports overall development and academic learning.

<u>The outcomes described in this domain reflect typical developmental progressions, however, children develop at varying rates. Not all children will demonstrate skills at the same level or within the same timeframe. Ongoing observation and documentation of children’s performance over time is essential to understanding individual development and growth.</u> <u>For emergent bilingual children, participation in physical development experiences may be influenced by language comprehension. Educators support access by pairing verbal directions with modeling, visual cues, gestures, and repetition of key vocabulary related to movement, safety, and routines. Connecting language to physical actions and real-life experiences strengthens both motor development and language acquisition.</u> <u>Children with special needs or those with identified speech, language, or motor delays may demonstrate these outcomes in different ways or at different rates. Educators should provide individualized supports, accommodations, and adaptations to ensure all children can actively participate in physical activities and routines. Strategies such as modeling, use of adaptive tools, breaking tasks into smaller steps, and providing additional time will support children’s engagement and success. Collaboration with families and specialists (e.g., occupational therapists, physical therapists, and speech-language pathologists) is essential to support each child’s development.</u> <u>If children are not demonstrating expected skills over time, this may indicate a need for additional support, targeted intervention, or further evaluation. Early identification and intervention are critical to ensuring children have access to resources that support their development and readiness for school and daily life. Assessment should focus on each child’s progress, strengths, and individual needs rather than comparison to peers alone.</u> <u>The Physical Development Domain of the Texas Prekindergarten Guidelines is organized into three strands: gross motor development, fine motor development, and personal safety and health.</u>	
A. Gross Motor Development	Committee Comments & Explanations
Prekindergarten children explore their physical space and understand how their bodies function in space through active movement experiences. Large-motor skills are developed first, followed by stability (e.g., turning, twisting, balancing, dodging) and manipulative (e.g., throwing, catching, kicking, striking) motor skills. Gross motor development requires thought and deliberate movement. Four-year-old children develop greater control of gross motor manipulative movements that involve giving force to objects and receiving force from objects. <u>Prekindergarten children explore their environment and develop an understanding of how their bodies move in space through active, purposeful movement experiences. Gross motor development begins with large-muscle movements and progresses to include stability skills (e.g., balancing, turning, twisting, dancing, walking and sitting upright) and manipulative skills (e.g., throwing, catching, rolling and kicking,).</u>	Refined language and used Internal Advisory Group statement with edits. This definition captures the significance of physical development for learning including indoor and outdoor gross motor activities.

<u>As children develop, they gain increased control, coordination, and strength, allowing them to interact more effectively with objects and their environment. By four years of age, children demonstrate greater control of movements that involve applying and receiving force, supporting participation in active play, games, and structured activities.</u> <u>These experiences support not only physical development, but also spatial awareness, attention, and self-regulation.</u>				
2022 Texas PK3 Outcomes	2027 PK3 Outcome Recommendation	2022 Texas PK4 Outcomes	2027 PK4 Outcome Recommendation	Committee Comments & Explanations
IX.A.1 Child masters basic skills of running, jumping, climbing, and pedaling.	IX.A.1 Child masters <u>demonstrates emerging control of</u> basic skills of running, jumping <u>with both feet</u> , climbing, and pedaling.	IX.A.1 Child demonstrates coordination and balance in isolation.	IX.A.1 Child <u>demonstrates coordination and balance</u> in <u>isolation while running, jumping, hopping, climbing, and pedaling.</u>	Revised to align with the literature review recommendation for PK3 and better alignment from PK3 to KG.
IX.A.2 Child engages in movement sequences with adult support.	IX.A.2 Child engages <u>follows and performs simple</u> in movement sequences with adult support.	IX.A.2 Child coordinates sequence of movements to perform tasks.	IX.A.2 Child coordinates <u>performs a sequence of movements to perform tasks with control.</u>	Better PK to KG alignment and improved specificity.
B. Fine Motor Development				Committee Comments & Explanations
Prekindergarten children participate in fine motor manipulative movements through object handling activities that emphasize motor control, precision, and accuracy of movement. Cutting with scissors, manipulating modeling dough, and drawing are the foundational skills needed for the demands of handwriting and other small motor skills in later school years. Fine motor activities that help to strengthen the small muscles of the hands in preparation for writing are integrated into learning centers. <u>Prekindergarten children develop fine motor skills through hands-on, purposeful activities that require the use of small muscles in the wrists, hands and fingers. These experiences emphasize control, coordination, precision, and accuracy of movement. Activities such as building with blocks, cutting with scissors, manipulating modeling dough, drawing, stringing objects, and engaging in self-care tasks provide opportunities to strengthen the muscles needed for increasingly complex tasks. These foundational skills support the development of hand-eye coordination and prepare children for the demands of writing and</u>				Used Internal Advisory Group paragraph with edits to add building with blocks and wrist development. This paragraph is more specific and shares the "why" for future academic success.

<u>other academic tasks in later grades. Fine motor development is strengthened through play-based learning and embedded daily routines, allowing children to build independence, concentration, and persistence.</u>				
2022 Texas PK3 Outcomes	2027 PK3 Outcome Recommendation	2022 Texas PK4 Outcomes	2027 PK4 Outcome Recommendation	Committee Comments & Explanations
IX.B.1 Child experiments with a variety of fine motor tasks but may lack strength and control.	IX.B.1 <u>Child participates in activities that develop small muscle strength and coordination with adult support.</u> experiments with a variety of fine motor tasks but may lack strength and control.	IX.B.1 Child shows control of tasks that require small-muscle strength and control.	IX.B.1 Child shows <u>demonstrates control, coordination, and increasing precision when using small muscles to complete tasks.</u> of tasks that require small-muscle strength and control.	Used feedback from Internal Advisory Group with edits to make outcome more observable. Children may need adult support to use tools required for fine motor development such as scissors.
IX.B.2 Child shows emerging proficiency in tasks requiring eye-hand coordination.	IX.B.2 Child shows <u>participates in activities that require emerging proficiency in tasks requiring eye-hand</u> Coordination <u>with adult support.</u>	IX.B.2 Child shows increasing control of tasks that require eye-hand coordination.	IX.B.2 Child shows <u>demonstrates control, coordination and increasing precision when completing</u> increasing control of tasks that require eye-hand coordination.	Used feedback from Internal Advisory Group with edits to make outcome more observable. Children may need adult support to use tools required for fine motor development such as scissors.
C. Personal Safety and Health				Committee Comments & Explanations
Prekindergarten children develop an understanding of health and safety issues related to their daily routines and activities. Children learn to make healthy choices in nutrition and understand the importance of well-being through exercise and rest. <u>Prekindergarten children develop an understanding of personal safety and health through daily routines and guided experiences. They learn to make safe choices, follow safety rules, and engage in behaviors that promote their well-being. Through these experiences, children begin to develop healthy habits related to hygiene, nutrition, physical activity, and rest. They also learn to recognize situations that require safe responses and to follow guidance from adults. Developing these habits early supports physical health, independence, and the ability to participate successfully in school and everyday life.</u>				Used the Internal Advisory Group recommendations.

2022 Texas PK3 Outcomes	2027 PK3 Outcome Recommendation	2022 Texas PK4 Outcomes	2027 PK4 Outcome Recommendation	Committee Comments & Explanations
No PK3 outcomes for this skill.	No PK3 outcomes for this skill. <u>Child demonstrates safe behaviors by following classroom and playground rules with adult guidance.</u>	IX.C.1 Child practices good habits of personal safety.	IX.C.1 Child practices good habits of personal safety. <u>Child demonstrates safe behaviors by following school-wide and classroom rules.</u>	Added PK3 to ensure that skills are introduced and practiced during the PK3 year.
No PK3 outcomes for this skill.	No PK3 outcomes for this skill. <u>Child follows personal health and hygiene routines with adult support.</u>	IX.C.2 Child practices good habits of personal health and hygiene.	IX.C.2 Child practices good habits of personal health and hygiene routines with occasional reminders.	Added PK3 to ensure that skills are introduced and practiced during the PK3 year.
No PK3 outcomes for this skill.	No PK3 outcomes for this skill. <u>Child identifies healthy food choices and physical activities that support well-being.</u>	IX.C.3 Child identifies good habits of nutrition and exercise.	IX.C.3 Child identifies and makes good habits of nutrition and exercise. <u>Child identifies and makes good habits of nutrition and exercise.</u>	Added PK3 to ensure that skills are introduced and practiced during the PK3 year.