



# 2022 Texas Prekindergarten Guidelines

Webinar

PK4

# Objectives

- Understand the intended use of the Texas Prekindergarten Guidelines
- Review **overall revisions** from the 2015 to the 2022 Texas Prekindergarten Guidelines, including **accessibility, usability, length of document, and content** updates
- Review **format updates**, including **design elements, domain/skills revisions, outcome tables, and revisions to child behaviors**
- Discuss **key updates per domain**, including interpretation that will assist with implementation in the classroom [**PK4 outcomes only**]
- Review available supportive documents
  - **Translated- Spanish and Vietnamese**
  - **Streamlined versions**
  - **Side-by-side documents**

# Intended Use of the Guidelines



# The Texas PK Guidelines provide guidance for planning quality learning experiences for children three to five years of age

## The Texas Prekindergarten Guidelines are:

- *designed to help educators identify the types of knowledge and skills that are typical of PK aged children*
- *to be used noting that there is considerable variability in development among children*
- *intended to help with implementing effective instructional practices and learning experiences*
- *designed as a resource to inform decisions that pertain to curriculum and instruction*

Statements taken from the 2022 TPG Introduction section



## The TPGs are meant to serve as a resource for families, educators, and administrators

*“Ultimately, the Texas Prekindergarten Guidelines are **not intended to be used as a curriculum, assessment tool or checklist**. They are not meant to be used in isolation, or to stifle the creativity of caregivers and educators. Rather, they are meant to serve as a resource for families, educators, and administrators to provide developmentally appropriate guidance and practices around young children’s development and learning in the prekindergarten environment.”*

*2022 Texas Prekindergarten Guidelines Introduction*

# Outcomes for PK3 and PK4

Domains	PK3	PK4
Social and Emotional Development	Green	Green
Emergent Literacy: Language and Communication	Green	Green
Emergent Literacy: Reading	Green	Green
Emergent Literacy: Writing	Green	Green
Mathematics	Green	Green
Science	Red	Green
Social Studies	Red	Green
Fine Arts	Red	Green
Physical Development	Green	Green
Technology	Red	Green

“This does not mean that children of this age group [PK3] should not participate in the experiences related to the learning outcomes, but rather, the focus should be on engaging three-year-olds in the beginning stages of exploration of these concepts. This exposure will support children to develop a solid foundation of understanding, which will allow them to build and deepen their knowledge as they continue to learn and grow.”

-2022 Texas Prekindergarten Guidelines

# Revision Overview



## Accessibility

- Format updated to meet 508 compliance

## Usability

Condensed introduction with focus on:

- Guiding Principles and Inclusive Practices
- Parts of the introductory section of the 2015 PK Guidelines were removed and will be available in a similar digital format, tentatively scheduled to publish in early Spring

## Length

- 139 pages to 87 pages

## Content

- Inclusive language for multilingual learners and special populations
- Alignment to Kindergarten TEKS
- Improved clarity and specificity; edited errors and eliminated repetition
- The domains have not changed except for adding Emergent Literacy to Language and Communication.

# Format Updates



**2022 Texas Prekindergarten Guidelines**  
 PK3 and PK4 Comprehensive Guide



**I. Social and Emotional Development Domain**



**II. Emergent Literacy: Language and Communication Domain**



**III. Emergent Literacy: Reading Domain**



**IV. Emergent Literacy: Writing Domain**



**V. Mathematics Domain**



**VI. Science Domain**



**VII. Social Studies Domain**



**VIII. Fine Arts Domain**



**IX. Physical Development Domain**



**X. Technology Applications Domain**

## Domain

- The domain names have not changed except for adding “Emergent Literacy” to Language and Communication.



## II. Emergent Literacy: Language and Communication Domain

## Skills

- Some skills have been renamed to align to Kindergarten TEKS
  - Speech production ->Articulation
  - Adding/taking away->Joining and Separating
  - Print Concepts-> Concepts of Print
  - Counting Skills-> Number Sense

# Outcome Table and Child Behaviors

- **Outcomes:** two-column streamlined table of PK3 and PK4 outcomes
- **Child behaviors:**
  - Condensed to 3-5 examples
  - Intent was to show examples in a scaffolded manner

PK3 Outcome	PK4 Outcome
PK3.I.A.4 Child shows initiative in trying new activities but may not persist when obstacles or challenges arise.	PK4.I.A.4 Child shows initiative in trying new activities and demonstrates perseverance when attempting to overcome obstacles or challenges.

## Child Behaviors

The child may:

- independently select a new book or game in a learning center
- work on a puzzle until it is complete
- try several strategies to solve a problem before seeking adult assistance (e.g., when a crayon breaks, the child replaces the broken crayon with a new crayon instead of raising their hand to tell the teacher)

**Child behaviors:** The child behaviors are examples that explain the competency of the outcome. They are not exhaustive of what a child may be able to demonstrate, rather they are behaviors that a child may demonstrate towards competency of the outcome.

# Content Revisions [PK4 Only]

## WEBINAR

Review content revisions and explanation of changes **ONLY**

Available on the  
TEA-ECE Webpage

## TPG Documents

Reference TPG comprehensive guide, including child behaviors to guide implementation and demonstrated proficiency

Available on the  
TEA- ECE Webpage

## OFFICE HOURS

Specific questions to support implementation

February 7, 2023  
February 22, 2023

# PK4 Outcome Revisions

TPG DOMAINS	KEY REVISIONS	MINOR REVISIONS	NO REVISIONS
I. Social and Emotional Development	8	6	6
II. Emergent Literacy: Language and Communication	6	7	2
III. Emergent Literacy: Reading	12	5	5
IV. Emergent Literacy: Writing	4	1	5
V. Mathematics	9	8	4
VI. Science	1	3	7
VII. Social Studies	1	5	5
VIII. Fine Arts	0	0	6
IX. Physical Development	0	0	7
X. Technology	2	2	1

**Key Revisions:** Changes that impact demonstrated proficiency including, specificity of skill, clarity that changes the impact of the outcome or additions/deletions to outcomes

**Minor Revisions:** Edits to grammatical errors, clarity of ambiguous language, change in terminology



# Social and Emotional Development Domain

**8 Key Revisions**



<p><b><u>OLD VERSION:</u></b>  <b>A. Self-Concept Skills:</b>          I.A.2 Child shows self-awareness <del>and can express pride in age-appropriate abilities and skills.</del></p>	<p><b><u>NEW VERSION:</u></b>  <b>A. Self-Concept:</b>          I.A.2 Child shows self-awareness of <u>physical attributes, personal preferences, and own abilities.</u></p>	<p><b><u>EXPLANATION:</u></b>          Specified “age-appropriate abilities and skills” as demonstration of <u>physical attributes, personal preferences, and own abilities</u> and removed subjective language of “express pride”.</p>
<p><b><u>OLD VERSION:</u></b>  <b>A. Self-Concept Skills:</b>          I.A.4 Child shows initiative in <del>independent situations and persists in attempting to solve problems.</del></p>	<p><b><u>NEW VERSION:</u></b>  <b>A. Self-Concept:</b>          I.A.4 Child shows initiative in <u>trying new activities and demonstrates perseverance when attempting to overcome obstacles or challenges.</u></p>	<p><b><u>EXPLANATION:</u></b>          Replaced “independent situations” with <u>“trying new activities.”</u> Replaced “solve problems” with “obstacles or challenges”.</p>



<p><b><u>OLD VERSION:</u></b>  <b>B. Self-Regulation Skills</b>  <b>2. Emotional Control</b>          I.B.2(b) Child <del>can</del> communicate basic emotions/<del>feelings</del>.</p>	<p><b><u>NEW VERSION:</u></b>  <b>B. Self-Regulation</b>  <b>2. Emotional Control</b>          I.B.2.b Child <u>uses verbal and nonverbal communication to communicate basic emotions and feelings.</u></p>	<p><b><u>EXPLANATION:</u></b>          Specified that communication can be served through <u>verbal and nonverbal</u> means.</p>
<p><b><u>OLD VERSION:</u></b>  <b>B. Self-Regulation Skills</b>  <b>3. Control of Attention</b>          I.B.3(b) Child remains focused on engaging group activities for up to 20 minutes <del>at a time.</del></p>	<p><b><u>NEW VERSION:</u></b>  <b>B. Self-Regulation</b>  <b>3. Control of Attention</b>          I.B.3.b Child remains focused on engaging, <u>teacher-led</u> group activities for up to 20 minutes.</p>	<p><b><u>EXPLANATION:</u></b>          Specified that group activities are <u>teacher-led</u>.</p>



<p><b><u>OLD VERSION:</u></b>  <b>C. Relationships with Others</b>          I.C.1 Child uses effective verbal and nonverbal communication skills to build relationships with <del>teachers/</del>adults.</p>	<p><b><u>NEW VERSION:</u></b>  <b>C. Relationships with Others</b>          I.C.1 Child uses effective verbal and nonverbal communication skills to build relationships with adults <u>and peers.</u></p>	<p><b><u>EXPLANATION:</u></b>          Added the use of communication skills with <u>peers</u> and not just adults.</p>
<p><b><u>OLD VERSION:</u></b>  <b>C. Relationships with Others</b>          I.C.5 Child initiates problem-solving strategies and seeks adult <del>help</del> when necessary.</p>	<p><b><u>NEW VERSION:</u></b>  <b>C. Relationships with Others</b>          I.C.5 Child initiates problem-solving strategies <u>when experiencing conflicts with others</u> and seeks adult <u>support</u> when necessary.</p>	<p><b><u>EXPLANATION:</u></b>          Specified that problem strategies are used when <u>experiencing conflicts with others.</u></p>
<p><b><u>OLD VERSION:</u></b>  <b>C. Relationships with Others</b>          I.C.7 Child interacts with <del>a variety of playmates</del> and <del>may have</del> preferred friends.</p>	<p><b><u>NEW VERSION:</u></b>  <b>C. Relationships with Others</b>          I.C.7 Child interacts with <u>peers</u> and <u>has</u> preferred friends.</p>	<p><b><u>EXPLANATION:</u></b>          Specified that a child <u>has</u> preferred friends.</p>



<u>OLD VERSION:</u>	<u>NEW VERSION:</u>	<u>EXPLANATION:</u>
<b>D. Social Awareness</b> I.D.1 Child demonstrates an understanding that others have perspectives and feelings that are different from <b>her</b> own.	<b>D. Social Awareness</b> I.D.1 Child demonstrates an understanding that others have perspectives and feelings that are <b>similar and/or</b> different from her own.	Added the demonstration of <b>similar</b> perspectives and feelings of others rather than just different perspectives and feelings of others.

# Emergent Literacy: Language and Communication Domain

**6 Key Revisions**

# Emergent Literacy: Language and Communication Domain



<p><b><u>OLD VERSION:</u></b>  <b>A. Listening Comprehension Skills</b>          II.A.1 Child shows understanding by responding appropriately.</p>	<p><b><u>NEW VERSION:</u></b>  <b>A. Listening Comprehension</b>          II.A.1 Child shows understanding by responding appropriately <u>to what has been communicated by adults and peers.</u></p>	<p><b><u>EXPLANATION:</u></b>          Clarified that a child can show understanding when responding to adults and peers.</p>
<p><b><u>OLD VERSION:</u></b>  <del><b>C. Speech Production Skills</b></del>          II.C.1 Child’s speech is understood by both <del>the teacher and other</del> adults <del>in the school.</del></p>	<p><b><u>NEW VERSION:</u></b>  <b><u>C. Articulation</u></b>          II.C.1 Child’s speech is understood by both <u>familiar and unfamiliar</u> adults <u>and peers.</u></p>	<p><b><u>EXPLANATION:</u></b>          Added that speech can be understood by familiar and unfamiliar adults and also added peers.</p>

# Emergent Literacy: Language and Communication Domain



<p><b>OLD VERSION:</b> <b>D. Vocabulary Skills</b> II.D.1 Child uses a wide variety of words to label and describe people, places, <del>things</del>, and actions.</p>	<p><b>NEW VERSION:</b> <b>D. Vocabulary</b> II.D.1 Child <u>understands (receptive) and uses (expressive)</u> a wide variety of words to label, describe <u>and make connections among objects</u>, people, places, actions, and <u>events</u>.</p>	<p><b>EXPLANATION:</b> Specified that the ability to use words can be through receptive and expressive means. Added the ability to <u>make connections</u> to those words as well as to <u>events</u>.</p>
<p><b>OLD VERSION:</b> <b>D. Vocabulary Skills</b> II.D.2 Child <del>demonstrates understanding of terms used in the</del> instructional language of the classroom.</p>	<p><b>NEW VERSION:</b> <b>D. Vocabulary</b> II.D.2 Child <u>understands (receptive) and uses (expressive)</u> the instructional language of the classroom.</p>	<p><b>EXPLANATION:</b> Specified that the child can demonstrate understanding of instructional language through <u>receptive and expressive</u> means.</p>
<p><b>OLD VERSION:</b> <b>D. Vocabulary Skills</b> II.D.3 Child <del>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 [ELL] Child learning English as a second language comprehends up to 1,000 words (ELL child will comprehend many more words than he or she uses).</del></p>	<p><b>NEW VERSION:</b> <b>D. Vocabulary</b> II.D.3 Child <u>consistently understands (receptive) and uses (expressive) new vocabulary acquired through books, conversations, and play.</u></p>	<p><b>EXPLANATION:</b> Clarified the comprehension and use of vocabulary in the classroom setting. Removed the quantity of words that the child may demonstrate to allow for progression of skill. Note: this combines the old outcomes II.D.4 and II.D.5 to remove redundancy in outcomes.</p>



# Emergent Literacy: Language and Communication Domain



<b><u>OLD VERSION:</u></b>	<b><u>NEW VERSION:</u></b>	<b><u>EXPLANATION:</u></b>
<b>E. Sentences and Structure Skills</b> II.E.3 Child uses sentences <del>with more than one phrase.</del>	<b>E. Sentences and Structure</b> II.E.3 Child uses sentences <u>that combine multiple phrases or ideas.</u>	<b>Clarified that the type of sentences used can combine phrases or ideas.</b>

# Emergent Literacy: Reading Domain

**12 Key Revisions**



<p><b>OLD VERSION:</b>  <b>B. Phonological Awareness Skills</b>          III.B.1 Child <del>separates a normally</del> spoken <del>four-word</del> sentence <del>into</del> individual words.</p>	<p><b>NEW VERSION:</b>  <b>B. Phonological Awareness</b>          III.B.1 Child <u>identifies the</u> individual words in a spoken sentence.</p>	<p><b>EXPLANATION:</b>          Specified the <u>identification of individual words in a sentence</u> and removed the requirement of meeting this skill in a four- word sentence.</p>
<p><b>OLD LOCATION: Was located in the Language and Communication Domain under "Speech Production"</b>  <u>II.C.2 Child distinguishes differences between similar-sounding words.</u></p>	<p><b>NEW LOCATION:</b>  <b>B. Phonological Awareness</b>          III.B.2 <u>Child distinguishes differences between similar-sounding words.</u></p>	<p>This outcome was originally II.C.2 located in the "speech production" subskill of the language and communication domain. It was moved here because it is a phonological awareness skill.</p>
<p><b>OLD VERSION:</b>  <b>B. Phonological Awareness Skills</b>          III.B.2 <del>Child combines words to make a compound word.</del></p>	<p><b>NEW VERSION:</b>  <b>B. Phonological Awareness</b>          III.B.3 Child <u>uses two familiar base words to form a compound word with pictorial or gestural supports.</u></p>	<p><b>EXPLANATION:</b>          Clarified action of creating a compound word ("<u>two familiar base words</u>").          Added the use of <u>pictorial or gestural supports.</u></p>
<p><b>OLD VERSION:</b>  <b>B. Phonological Awareness Skills</b>          III.B.3 <del>Child deletes a word from a compound word.</del></p>	<p><b>NEW VERSION:</b>  <b>B. Phonological Awareness</b>          III.B.4 Child <u>manipulates compound words with pictorial or gestural support.</u></p>	<p><b>EXPLANATION:</b>          Changed demonstration of skill through manipulation of words in compound words.          Added the use of <u>pictorial or gestural support.</u></p>



<p><b>OLD VERSION:</b>  <b>B. Phonological Awareness Skills</b>          III.B.4 <del>Child blends syllables into words.</del></p>	<p><b>NEW VERSION:</b>  <b>B. Phonological Awareness</b>          III.B.5 Child <u>begins to blend and</u> segment syllables <u>in multisyllabic</u> words.</p>	<p><b>EXPLANATION:</b>          III.B.4 and III.B.5 were combined into one outcome. Changed demonstration of skill to <u>“begins to”</u>; Combined skills of <u>“blend and segment”</u> into one outcome.</p>
<p><b>OLD VERSION:</b>  <b>B. Phonological Awareness Skills</b>          III.B.5 Child <del>can</del> segment a syllable <del>from a</del> word.</p>	<p><b>NEW VERSION:</b>  <b>B. Phonological Awareness</b>          III.B.7 Child <u>identifies alliterative words with pictorial support.</u></p>	<p><b>EXPLANATION:</b>          Revised expectation to identify and use of the academic term <u>“alliterative.”</u>          Added the use of <u>pictorial support.</u></p>
<p><b>OLD VERSION:</b>  <b>B. Phonological Awareness Skills</b>          III.B.7 Child <del>can produce a word that begins with the same sound as a given pair of words.</del></p>	<p><b>NEW VERSION:</b>  <b>B. Phonological Awareness</b>          III.B.8 Child <u>identifies a</u> familiar one-syllable word <u>that is segmented by</u> onset and rime <u>(in English only).</u></p>	<p><b>EXPLANATION:</b>          Clarified to allow modeled use of a word that is already segmented by onset and rime in order to identify the word through blending.</p>
<p><b>OLD VERSION:</b>  <b>B. Phonological Awareness Skills</b>          III.B.8 Child <del>blends</del> onset <del>(initial consonant or consonants)</del> and rime <del>(vowel to end) to form a</del> familiar one-syllable word <del>with and without pictorial support.</del></p>	<p><b>NEW VERSION:</b>  <b>B. Phonological Awareness</b>          III.B.9 Child blends and <u>segments</u> one-syllable words <u>by</u> phonemes with <u>visual or gestural</u> support.</p>	<p><b>EXPLANATION:</b>          Changed to clarify outcome. Removed "recognition of spoken phonemes." Added the skill of segmenting phonemes and added the gestural support.</p>



<p><b><u>OLD VERSION:</u></b>  <b>C. Alphabet Knowledge Skills</b>          III.C.1. Child names at least 20 <del>upper- and at least 20 lower-case</del> letters <del>in the language of instruction.</del></p>	<p><b><u>NEW VERSION:</u></b>  <b>C. Alphabet Knowledge</b>          III.C.1 Child <u>recognizes and</u> names at least 20 letters <u>(upper- or lower-case letters).</u></p>	<p><b><u>EXPLANATION:</u></b>          Added the skill of <u>“recognize”</u>.          Changed to allow a combination of identification of <u>20 upper- or lower-case letters</u>, instead of 40 letters total.</p>
<p><b><u>OLD VERSION:</u></b>  <b>C. Alphabet Knowledge Skills</b>          III.C.2 Child recognizes at least 20 distinct letter sounds <del>in the language of instruction.</del></p>	<p><b><u>NEW VERSION:</u></b>  <b>C. Alphabet Knowledge</b>          III.C.2 Child recognizes at least 20 distinct letter-sound <u>correspondences.</u></p>	<p><b><u>EXPLANATION:</u></b>          Clarified that this skill is recognizing letter-sound correspondences.</p>



<p><b>OLD VERSION:</b>  <b>D. Comprehension of Text <del>Read Aloud Skills</del></b>          III.D.1 Child retells or re-enacts a story <del>after it is read aloud.</del></p>	<p><b>NEW VERSION:</b>  <b>D. Comprehension of Text</b>          III.D.1 Child retells or re-enacts a story <u>with a clear beginning, middle, and end.</u></p>	<p><b>EXPLANATION:</b>          Specified the expectation of re-telling or re-enacting a story with a clear <u>beginning, middle, and end.</u></p>
<p><b>OLD VERSION:</b>  <b>E. Print Concepts</b>          III.E.2 Child demonstrates understanding of print directionality <del>including</del> left to right and top to bottom.</p>	<p><b>NEW VERSION:</b>  <b>E. Concepts <u>of</u> Print</b>          III.E.2 Child <u>holds books right side up and demonstrates understanding of print directionality (e.g., knows where a book starts and ends, turns pages, points to words left to right, top to bottom, with correct sweeping).</u></p>	<p><b>EXPLANATION:</b>          Specified expectation of “print directionality” as <u>holds books right side up; knows where a book starts and ends, turns pages, points to words, etc.</u></p>

# Emergent Literacy: Writing Domain

**4 Key Revisions**



<p><b><u>OLD VERSION:</u></b>  <b>A. Motivation to Write</b> <del>Skills</del>          IV.A.2 Child independently writes to communicate <del>his/her</del> ideas for a <del>variety-of</del> purposes.</p>	<p><b><u>NEW VERSION:</u></b>  <b>A. Motivation to Write</b>          IV.A.2 Child independently <u>draws and writes for many</u> purposes to communicate ideas, <u>using a variety of writing tools.</u></p>	<p><b><u>EXPLANATION:</u></b>          Added <u>“draws”</u> for <u>“many”</u> purposes using a variety of <u>“writing tools”</u> to encourage flexibility in the engagement of the skill.</p>
<p><b><u>OLD VERSION:</u></b>  <b>B. Writing as a Process</b>          IV.B.2 Child interacts and provides suggestions <del>to revise</del> (add, take out, change order) and edit (conventions) <del>class-made drafts.</del></p>	<p><b><u>NEW VERSION:</u></b>  <b>B. Writing as a Process</b>          IV.B.2 Child interacts and provides suggestions <u>for revisions</u> (add, take out, change order) and <u>edits</u> (conventions) <u>in whole/small group writing activities.</u></p>	<p><b><u>EXPLANATION:</u></b>          Clarified setting of skill taking place in <u>whole/small group writing activities.</u></p>





<p><b><u>OLD VERSION:</u></b>  <b>C. Conventions in Writing</b>          IV.C.2 Child <del>moves from</del> scribbles to <del>some letter-sound correspondence using beginning and ending sounds when writing.</del></p>	<p><b><u>NEW VERSION:</u></b>  <b>C. Conventions in Writing</b>          IV.C.2 Child <u>progresses from using scribbles and mock letters to forming letters and letter strings as a way to communicate.</u></p>	<p><b><u>EXPLANATION:</u></b>          Clarified the writing progression by specifying the use of “<u>letter</u>” formation and “<u>letter strings</u>” within writing as a form of communication.          Moved the expectation of using beginning and ending sounds to IV.C.3.</p>
<p><b><u>OLD VERSION:</u></b>  <b>C. Conventions in Writing</b>          IV.C.3 Child <del>independently uses letters to make</del> words <del>or parts of words.</del></p>	<p><b><u>NEW VERSION:</u></b>  <b>C. Conventions in Writing</b>          IV.C.3 Child <u>begins to write familiar words using letter-sound correspondences, often using letters associated with beginning and/or ending sounds to write words.</u></p>	<p><b><u>EXPLANATION:</u></b>          Clarifies that children begin to write words using beginning and/or ending sounds and that those words are familiar to the child.</p>

# Mathematics Domain

**9 Key Revisions**



<p><b>OLD VERSION:</b>  <b>A. <del>Counting Skills</del></b>  V.A.<del>8</del> Child <del>verbally identifies</del>, without counting, <del>the number of objects from 1 to 5.</del></p>	<p><b>NEW VERSION:</b>  <b>A. <u>Number Sense</u></b>  V.A.<u>4</u> Child <u>instantly recognizes the quantity of up to 6 objects</u> without counting (<u>subitizes</u>).</p>	<p><b>EXPLANATION:</b>  Changes identification of quantity of objects from 5 to 6.</p>
<p><b>OLD VERSION:</b>  <b>A. <del>Counting Skills</del></b>  V.A.<del>9</del> Child recognizes <del>one-digit</del> numerals, 0<del>-9</del>.</p>	<p><b>NEW VERSION:</b>  <b>A. <u>Number Sense</u></b>  V.A.<u>5</u> Child recognizes numerals 0-<u>10</u>.</p>	<p><b>EXPLANATION:</b>  Changes identification of numerals from 0-9 to 0-10.</p>
	<p><b>NEW VERSION:</b>  <b>A. <u>Number Sense</u></b>  V.A.<u>6</u> Child <u>represents quantities up to 10</u>.</p>	<p><b>EXPLANATION:</b>  Added skill of representing <u>quantities up to 10</u>.  New outcome added to align to Kindergarten TEKS.</p>
	<p><b>NEW VERSION:</b>  <b>A. <u>Number Sense</u></b>  V.A.<u>7</u> Child <u>begins to understand that numbers 0-10 can be composed and decomposed in various ways to represent a quantity</u>.</p>	<p><b>EXPLANATION:</b>  Added skill of <u>compose and decompose numbers 0-10</u>.  New outcome added to align to Kindergarten TEKS.</p>
	<p><b>NEW VERSION:</b>  <b>A. <u>Number Sense</u></b>  V.A.<u>8</u> Child <u>compares sets of objects up to 10 using comparative language (e.g., greater/more than, less/fewer than, equal to/same number of)</u>.</p>	<p><b>EXPLANATION:</b>  Added skill of using <u>comparing sets of objects up to 10</u>.  New outcome added to align to Kindergarten TEKS.</p>



<p><b><u>OLD VERSION:</u></b>  <b>C. Geometry and Spatial Sense Skills</b>  V.C.1 Child names common shapes.</p>	<p><b><u>NEW VERSION:</u></b>  C. Geometry and Spatial Sense  V.C.1 Child names <u>and describes</u>  common <u>2D shapes and names at least 1 solid 3D shape.</u></p>	<p><b><u>EXPLANATION:</u></b>  Added skill of <u>“describes.”</u>  Specified identification of <u>2D shapes</u>  and <u>at least 1 solid 3D shape.</u></p>
<p><b><u>OLD VERSION:</u></b>  <b>C. Geometry and Spatial Sense Skills</b>  V.C.4 Child <del>slides, flips, and turns shapes to demonstrate that the shapes remain the same.</del></p>	<p><b><u>NEW VERSION:</u></b>  C. Geometry and Spatial Sense  V.C.4 Child <u>recognizes common shapes, regardless of orientation and size.</u></p>	<p><b><u>EXPLANATION:</u></b>  Clarified skill of shape identification based on <u>orientation and size.</u></p>



<p><b><u>OLD VERSION:</u></b>  <b>D. Measurement Skills</b>  V.D.4 Child uses language to describe concepts associated with the passing of time.</p>	<p><b><u>NEW VERSION:</u></b>  D. Measurement  V.D.4 Child uses language to describe concepts associated with the passing of time <u>within a day.</u></p>	<p><b><u>EXPLANATION:</u></b>  Specified the “passing of time” as “<u>within a day</u>” (e.g., daily schedule). Expectation is narrowed to an age-appropriate period of time.</p>
<p><b><u>OLD VERSION:</u></b>  <b>E. Classification &amp; Patterns Skills</b>  V.E.3 Child recognizes and creates patterns.</p>	<p><b><u>NEW VERSION:</u></b>  E. Classification &amp; Patterns  V.E.3 Child recognizes, <u>duplicates, extends,</u> and creates patterns.</p>	<p><b><u>EXPLANATION:</u></b>  Added skills of “<u>duplicate and extend</u>” patterns.</p>

# Science Domain

## 1 Key Revision



**OLD VERSION:**

**B. Life Science ~~Skills~~**

VI.B.2 Child describes life cycles of organisms.

**NEW VERSION:**

**B. Life Science**

VI.B.2 Child observes, describes, and discusses the life cycles of organisms.

**EXPLANATION:**

Expectation is expanded to include skills of “observes and discusses”.

# Social Studies Domain

**1 Key Revision**





**OLD VERSION:**

**A. People, Past and Present Skills**

VII.A.1 Child identifies similarities and differences between himself, classmates and other **children** ~~inclusive of~~ specific characteristics and cultural influences.

**NEW VERSION:**

**A. People, Past and Present**

VII.A.1 Child identifies **similarities and differences between himself, classmates, and other people through specific characteristics and cultural influences.**

**EXPLANATION:**

Replaced “other children” with “other people”.

# Technology Domain

**2 Key Revisions**



<p><b><u>OLD VERSION:</u></b>  <b>A. Technology and Devices</b>          X.A.3 Child uses digital learning applications <del>and programs to create</del> digital products and express own ideas.</p>	<p><b><u>NEW VERSION:</u></b>  <b>A. Technology and Devices</b>          X.A.3 Child uses digital learning applications <u>to contribute to class-made</u> digital products that express own ideas, <u>as appropriate.</u></p>	<p><b><u>EXPLANATION:</u></b>          Clarified that digital products are not meant to be created individually by students but rather students are using digital applications to contribute to class-made products.</p>
<p><b><u>OLD VERSION:</u></b>  <b>A. Technology and Devices</b>          X.A.4 Child uses technology to access appropriate information.</p>	<p><b><u>NEW VERSION:</u></b>  <b>A. Technology and Devices</b>          X.A.4 Child uses technology to access appropriate information, <u>with adult assistance.</u></p>	<p><b><u>EXPLANATION:</u></b>          Added that this skill can be met <u>with adult assistance.</u></p>

- Fine Arts
- Physical Development

# Supportive Documents

# 2022 TPG Supportive Documents

- Translated documents in Spanish and Vietnamese
- PK3 Streamlined/ PK4 Streamlined

## B. Phonological Awareness

- PK3.III.B.1 Child recognizes when a word in a spoken sentence is changed.
- PK3.III.B.2 Child begins to distinguish differences between similar-sounding words.
- PK3.III.B.3 Child recognizes the individual words in a compound word.
- PK3.III.B.4 *\*Three-year olds do not typically develop word manipulation skills, so no outcome is included\**
- PK3.III.B.5 Child participates in oral syllabication activities.
- PK3.III.B.6 Child uses rhyming words through playful activities such as songs, nursery rhymes, and fingerplay.
- PK3.III.B.7 Child uses alliteration through playful activities such as songs and read alouds.
- PK3.III.B.8 Child participates in onset-rime blending activities (in English only).
- PK3.III.B.9 *\*Three-year olds do not typically develop phonemic awareness, so no outcome is included\**

## B. Phonological Awareness

- PK4.III.B.1 Child identifies the individual words in a spoken sentence.
- PK4.III.B.2 Child distinguishes differences between similar-sounding words.
- PK4.III.B.3 Child uses two familiar base words to form a compound word with pictorial or gestural supports.
- PK4.III.B.4 Child manipulates compound words with pictorial or gestural support.
- PK4.III.B.5 Child begins to blend and segment syllables in multisyllabic words.
- PK4.III.B.6 Child identifies rhyming words.
- PK4.III.B.7 Child identifies alliterative words with pictorial support.
- PK4.III.B.8 Child identifies a familiar one-syllable word that is segmented by onset and rime (in English only).
- PK4.III.B.9 Child blends and segments one-syllable words by phonemes with visual or gestural support.

# PK3 and PK4 Side-by-Side Documents

Current 2015 Texas PK4 Outcomes	Revised 2022 Texas PK4 Outcomes
<b>I. Social and Emotional Development Domain</b>	<b>I. Social and Emotional Development Domain</b>
<b>A. Self-Concept <del>Skills</del></b>	<b>A. Self-Concept</b>
I.A.1 Child is aware of where own body is in space and respects personal boundaries.	<b>I.A.1 Child is aware of where own body is in space and respects personal boundaries.</b>
I.A.2 Child shows self-awareness <del>and can express pride in age-appropriate abilities and skills.</del>	<b>I.A.2 Child shows self-awareness of <u>physical attributes, personal preferences, and own abilities.</u></b>
I.A.3 Child shows reasonable opinion of his own abilities and limitations.	<b>I.A.3 Child shows reasonable opinion of his own abilities and limitations.</b>
I.A.4 Child shows initiative in <del>independent situations and persists in attempting to solve problems.</del>	<b>I.A.4 Child shows initiative in <u>trying new activities and demonstrates perseverance when attempting to overcome obstacles or challenges.</u></b>
<b>B. Self-Regulation <del>Skills</del></b>	<b>B. Self-Regulation</b>
<b>1. Behavior Control</b>	<b>1. Behavior Control</b>
I.B.1(a) Child follows classroom rules and routines with occasional reminders from <del>teacher.</del>	<b>I.B.1.a Child follows classroom rules and routines with occasional reminders from <u>adults.</u></b>
I.B.1(b) Child takes care of and manages classroom materials.	<b>I.B.1.b Child takes care of and manages classroom materials.</b>
I.B.1(c) Child regulates his own behavior with occasional reminders or assistance from <del>teacher.</del>	<b>I.B.1.c Child regulates own behavior with occasional reminders or assistance from <u>adults.</u></b>
<b>2. Emotional Control</b>	<b>2. Emotional Control</b>
I.B.2(a) Child begins to understand <del>difference and</del> connection between emotions/ <del>feelings</del> and behaviors.	<b>I.B.2.a Child begins to understand <u>the</u> connection between emotions and behaviors.</b>
I.B.2(b) Child <del>can</del> communicate basic emotions/ <del>feelings</del> .	<b>I.B.2.b Child <u>uses verbal and nonverbal communication to</u> communicate basic emotions <u>and</u> feelings.</b>
I.B.2(c) Child <u>is able to</u> <del>increase or decrease</del> intensity of emotions more	<b>I.B.2.c Child <u>is able to</u> <u>manage</u> intensity of emotions more consistently,</b>

**Questions?  
Need information about events?**



**ECE Support Portal**



**ECE LISTSERV**



**Let us know how we can support  
you better!**

