

Texas Prekindergarten Guidelines

Texas Prekindergarten Guidelines			Connecticut	Maryland	Delaware	
Major Area	Components	Pre-Kindergarten Year Outcomes				
I. Health and Wellness Domain	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.		X		
		I.A.3. Child shows reasonable opinion of his own abilities and limitations.		X		
		I.A.4. Child shows initiative in independent situations and persists in attempting to solve problems.		X		
	B. Self Regulation Skills	I.B.1a. Child follows classroom rules and routines with occasional reminders from teacher.		X	X	X
		I.B.1b. Child takes care of and manages classroom materials.		X	X	
		I.B.1c. Child regulates his own behavior with occasional reminders from teacher.			X	
		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.		X		X
		I.B.2.c. Child is able to increase or decrease intensity of emotions more consistently.			X	
		I.B.3a. Child sustains attention to personally chosen or routine tasks until completed.		X		X
		I.B.3b. Child remains focused on engaging group activities for up to 20 minutes at a time.		X	X	
		I.C.1. Child uses effective verbal and nonverbal communication skills to build relationships with teachers/adults.				
		I.C.2. Child assumes various roles and responsibilities as part of the classroom community.			X	X
	I.C.3. Child shows competence in initiating social interactions.			X	X	

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	C. Relationships with others	I.C.4. Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan.	X	X	X
		I.C.5. Child initiates problem-solving strategies and seeks adult help when necessary.		X	X
		I.C.6. Child demonstrates empathy and caring for others.	X	X	X
			X		
		I.C.7. Child interacts with variety of playmates and may have preferred friends.	X	X	X
	D. Social Awareness Skills	I.D.1. Child demonstrates an understanding that others have perspectives and feelings that are different from her own.	X	X	X
	E. Gross Motor Development Skills	I.E.1. Child demonstrates coordination and balance in isolation (may not yet coordinate consistently with a partner).	X	X	X
		I.E.2. Child coordinates sequence of movements to perform tasks.	X	X	
	F. Fine Motor Development Skills	I.F.1. Child shows control of tasks that require small- muscle strength and control.	X	X	X
		I.F.2. Child shows increasing control of tasks that require eye-hand coordination.	X		
	G. Personal Safety and Health	I.G.1. Child practices good habits of personal safety.	X		
		I.G.2. Child practices good habits of personal health and hygiene	X		
		I.G.3. Child identifies good habits of nutrition and exercise.	X	X	X

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II. Language and Communication Domain	A. Listening Comprehension Skills	II.A.1. Child shows understanding by responding appropriately.			X	
		II.A.2. Child shows understanding by following two-step oral directions and usually follows three-step directions. ELL: Child shows understanding by following one to two-step oral directions in English.			X	
		II.A.3. Child shows understanding of the language being spoken by teachers and peers				
	B. Speaking (conversation) Skills	II.B.1. Child is able to use language for different purposes.			X	X
		II.B.2. Child engages in conversations in appropriate ways.	X	X	X	X
		II.B.3. Child provides appropriate information for various situations.		X		
		II.B.4. Child demonstrates knowledge of verbal conversational rules.		X		X
		II.B.5. Child demonstrates knowledge of nonverbal conversational rules.				
		II.B.6. Child matches language to social contexts.				X
	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: Child investigates and demonstrates growing understanding of the sounds and intonation of the English Language				
	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.		X		X
		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. ELL: Child learning English as a second language comprehends up to 1,000 words.				

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		II.D.5. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases.			
		II.D.6. ELL: Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English.			
		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.		X	
		II.E.3. Child uses sentences with more than one phrase.			
		II.E.4. Child combines more than one idea using complex sentences.	X		
		II.E.5. Child combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning.			
		II.E.6. ELL: Child engages in various forms of nonverbal communication with those who do not speak her native language.			
		II.E.7. ELL: Child uses single word and simple phrases to communicate meaning in social situations.			
		II.E.8. ELL: Child attempts to use new vocabulary or grammar in speech.			

E. Sentences and Structure Skills

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III. Emergent Literacy - Reading Domain	A. Motivation to Read Skills	III.A.1. Child engages in pre-reading and reading-related activities.		X		
		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.		X		
	B. Phonological Awareness Skills	III.B.1. Child separates a normally spoken four-word sentence into individual words.			X	
		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.			X	
		III.B.5. Child can segment a syllable from a word.			X	
		III.B.6. Child can recognize rhyming words.		X	X	
		III.B.7. Child can produce a word that begins with the same sound as a given pair of words.		X	X	
		III.B.8. Child blends onset and rime to form a familiar one-syllable word with and without pictorial support.			X	
		III.B.9. Child recognizes and blends spoken phonemes into one syllable words with pictorial support.			X	
	C. Alphabet Knowledge Skills	III.C.1. Child names at least 20 upper and at least 20 lower case letters in the language of instruction.			X	X
		III.C.2. Child recognizes at least 20 distinct letter sounds in the language of instruction.				X
		III.C.3. Child produces at least 20 distinct letter sound correspondences in the language of instruction.			X	
	D. Comprehension Skills	III.D.1. Child retells or re-enacts a story after it is read aloud.			X	
		III.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.			X	

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D. Comprehension of Text Read Aloud Skills		III.D.3. Child asks and responds to questions relevant to the text read aloud.	X	X	X	
		III.D.4. Child will make inferences and predictions about text.		X		
		RL 7: With m & s, tell how the illustrations support the story		X		
		RL 10: Actively engage in group reading activities with purpose and understanding		X		
		RI 10: Actively engage in group reading activities with purpose and understanding.		X		
	E. Print Concepts		III.E.1. Child can distinguish between elements of print including letters, words, and pictures.	X	X	X
			III.E.2. Child demonstrates understanding of print directionality including left to right and top to bottom.	X	X	X
			III.E.3. Child can identify some conventional features of print that communicate meaning including end punctuation and case.			
			RF 3a: Recognizes that words are made up of letters and their sounds.		X	
			RF 3c: Recognize name in print as well as some environmental print (symbols/ words).	X	X	
		RF 4: Engage with a variety of texts with purpose and understanding.		X		

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IV. Emergent Literacy - Writing Domain	A. Motivation to Write Skills	IV.A.1. Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.		X	X	
		IV.A.2. Child independently writes to communicate his/her ideas for a variety of purposes.	X	X		
	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 and edit class-made drafts.		X		
		IV.B.3. Child shares and celebrates class-made and individual written products.				
	C. Conventions in Writing	IV.C.1. Child writes own name using legible letters in proper sequence.			X	X
		IV.C.2. Child moves from scribbles 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.				X
		IV.C.5. Child begins to experiment with punctuation when writing.				

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V. Mathematics Domain	A. Counting Skills	V.A.1. Child knows that objects, or parts of an object, can be counted.	X			
		V.A.2. Child uses words to rote count from 1 to 30.	X		X	
		V.A.3. Child counts 1-10 items, with one count per item.	X	X	X	
		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.		X		
		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.			X	
		V.A.8. Child verbally identifies, without counting, the number of objects 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.			X	
		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 Skills	V.C.1. Child names common shapes				X
		V.C.2. Child creates shapes.			X	X
		V.C.3. Child demonstrates use of location words	X			X
		V.C.4. Child slides, flips, and turns shapes to demonstrate that the shapes remain the same.				
	D. Measurement	V.D.1. Child recognizes and compares heights or lengths of people or objects.			X	X
		V.D.2. Child recognizes how much can be placed within an object.				X

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	Skills	V.D.3. Child informally recognizes and compares weights of objects or people.			X
		V.D.4. Child uses language to describe concepts associated with the passing of time.			X
	E. Classification and Pattern Skills	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.	X	X	X
		V.E.2. Child collects data and organizes it in a graphic representation (more, less, same, representation)			X
		V.E.3. Child recognizes and creates patterns.	X		X

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VI. Science Domain	A. Physical Science Skills	VI.A.1. Child observes, investigates, describes, and discusses properties and characteristics of common objects.			X
		VI.A.2. Child observes, investigates and 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 Skills	VI.B.1. Child observes, investigates, describes and discusses the characteristics of organisms.			X
		VI.B.2. Child describes life cycles of organisms.			
		VI.B.3. Child observes, investigates, describes and discusses the relationship of organisms to their environments.			
	C. Earth and Space Science Skills	VI.C.1. Child observes, investigates, describes and discusses earth materials, and their properties and uses.		X	X
		VI.C.2. Child identifies, observes, and discusses objects in the sky.			X
		VI.C.3. Child observes and describes what happens during changes in the earth and sky.			X
		VI.C.4. Child demonstrates the importance of caring for our environment and our planet.			
	VII. Social Studies Domain	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.		
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.		X	
		VII.B. 2. Child demonstrates understanding of what it means to be a consumer.		X	

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		VII.B.3. Child discusses the roles and 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.		X	
		VII.D.2.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.			
VIII. Fine Arts Domain	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.	X	X	X
		VIII.A.3. Child demonstrates interest in and shows appreciation for the creative work of others.		X	
	B. Music Skills	VIII.B.1. Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms.	X	X	
		VIII.B.2. Child responds to different musical styles through movement and play.	X		
	C. Dramatic Expression Skills	VIII.C.1. Child creates or recreates stories, moods, or experiences through dramatic representations.	X		X
Approaches to Learning/ General Cognition		COG2: uses a variety of strategies to solve problems	X		
		COG1: Engages in scientific inquiry; experiments and describes how effects vary	X		
		CRE 1: Builds and constructs to represent own ideas	X		