

2015 and 2022 Texas Prekindergarten Guidelines: Side by Side—PK3 Outcomes

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**.

Current 2015 Texas PK3 Outcomes	Revised 2022 Texas PK3 Outcomes
I. Social and Emotional Development Domain	I. Social and Emotional Development Domain
A. Self-Concept Skills	A. Self-Concept
I.A.1 Child is building competence in controlling own body movements (such as balancing, sitting still, starting and stopping in response to requests).	I.A.1 Child is building competence in controlling own body movements.
I.A.2 Child can identify own physical characteristics and indicate some likes and dislikes when prompted.	I.A.2 Child can identify own physical attributes and indicate some likes and dislikes when prompted.
I.A.3 Child may overestimate or underestimate own abilities.	I.A.3 Child begins to show awareness of own abilities.
I.A.4-Child shows initiative in trying new activities but may not persist in solving problems .	I.A.4 Child shows initiative in trying new activities but may not persist when obstacles or challenges arise .
B. Self-Regulation Skills	B. Self-Regulation
1. Behavior Control	1. Behavior Control
I.B.1.a Child follows simple rules and routines when assisted by adults.	I.B.1.a Child follows simple rules and routines when assisted by adults.
I.B.1.b Child is able to manage a small number of materials with support .	I.B.1.b Child takes care of and manages classroom materials with adult assistance .
I.B.1.c Child needs adult guidance to help manage her behavior.	I.B.1.c Child manages own behavior with adult guidance and assistance .
2. Emotional Control	2. Emotional Control
I.B.2.a Child recognizes and expresses a range of emotions/ feelings .	I.B.2.a Child recognizes and expresses a range of emotions.
I.B.2.b Child becomes familiar with basic feeling words (happy, sad, mad, scared).	I.B.2.b Child is familiar with basic feeling words (e.g., happy, sad, mad, scared).
I.B.2.c Child needs adult assistance to modulate level of emotional intensity.	I.B.2.c Child manages intensity of emotions with adult assistance.
3. Control of Attention	3. Control of Attention

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.b Child sits and listens to stories and/or participates in large -group activities for up to 10–15 minutes at a time.	I.B.3.b Child <u>remains focused on engaging, teacher-led</u> group activities for up to 10–15 minutes at a time.
C. Relationships with Others	C. Relationships with Others
I.C.1 Child forms positive relationships with teachers .	I.C.1 Child forms positive relationships with <u>adults and peers</u> .
I.C.2 Child feels comfortable and confident within -the classroom environment.	I.C.2 Child <u>assumes roles and responsibilities as part of</u> the classroom <u>community with adult assistance</u> .
I.C.3 Child shows interest in peer play but may be less skilled (or lack confidence) initiating and joining a group.	I.C.3 Child shows interest in peer play but may be less skilled <u>in</u> initiating and joining a group.
I.C.4 Child enjoys parallel and associative play with peers.	I.C.4 Child enjoys parallel and associative play with peers.
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.
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.7 Child interacts with <u>playmates</u> and may have preferred friends.	I.C.7 Child interacts with <u>peers</u> and may have preferred friends.
D. Social Awareness Skills	D. Social Awareness
I.D.1 Child is interested in other people and their feelings.	I.D.1 Child <u>shows interest</u> in other people and their feelings.
II. Language and Communication Domain	II. <u>Emergent Literacy</u>: Language and Communication Domain
A. Listening Comprehension Skills	A. Listening Comprehension
II.A.1 Child responds to situations in ways that demonstrate he understands what has been.	II.A.1 Child responds to situations in ways that demonstrate <u>an understanding of</u> what has been <u>communicated</u> .
II.A.2 Child follows simple single step requests .	II.A.2 Child <u>shows understanding by following two-step verbal directions</u> .
II.A.3 Child demonstrates understanding of following classroom routines.	
B. Speaking (Conversation) Skills	B. Speaking (Conversation)
II.B.1 Child sometimes -uses language- for different purposes .	II.B.1 Child uses language <u>to communicate basic needs and wants</u> .
II.B.2 Child sometimes uses accepted language and style during communication with familiar adults and children .	II.B.2 Child <u>begins to use appropriate</u> language, style, and <u>nonverbal cues</u> during communication with familiar adults and <u>peers</u> .
II.B.3 Child is able to communicate basic information in familiar social settings.	II.B.3 Child is able to communicate basic information in familiar social settings.
II.B.4 Child sometimes uses accepted language and style during communication with familiar adults and children .	

II.B.5 Child sometimes uses appropriate nonverbal standards in conversations with others.	
II.B.6 Child matches language to social contexts.	II.B.4 Child <u>begins to use appropriate language for different situations.</u>
C. Speech Production Skills	C. Articulation
II.C.1 Child's speech is understood by familiar adults and children.	II.C.1 Child's speech is understood by familiar adults and peers.
II.C.2 Child may confuse words that sound similar.	II.C.2 Child <u>begins to mimic intonation of language through songs and fingerplay.</u>
II.C.3 Child joins in songs and finger plays.	
D. Vocabulary Skills	D. Vocabulary
II.D.1 Child understands and uses accepted words for objects, actions, and attributes.	II.D.1 Child understands (<u>receptive</u>) and uses (<u>expressive</u>) <u>expected words to label and describe common objects, people, places, actions, and events.</u>
II.D.2 Child responds to instructional language of the classroom.	II.D.2 Child <u>understands (receptive) the</u> instructional language of the classroom.
II.D.3 Child shows understanding of many words and a steady increase in vocabulary.	II.D.3 Child shows <u>a steady increase in understanding (receptive) and using (expressive) language learned from books, conversations, and play.</u>
II.D.4 Child uses increasingly larger vocabulary.	
II.D.5 Child participates through actions to begin to develop common object names and phrases.	
II.D.6 Child participates through actions to begin to develop common object names and phrases.	
E. Sentences and Structure Skills	E. Sentences and Structure
II.E.1 Child uses simple sentences of three to four words to express needs.	II.E.1 Child <u>typically</u> uses simple sentences of three to four words, <u>usually in correct word order.</u>
II.E.2 Child may over generalize grammatical rules.	II.E.2 Child <u>begins to use regular plurals and regular past tense correctly.</u>
II.E.3 Child links two ideas together by combining sentences.	II.E.3 Child <u>uses simple sentence structures with at least one idea.</u>
II.E.4 Child uses simple sentence structures with usually one idea.	
II.E.5 Child understands and uses increasingly longer sentences.	II.E.4 Child understands increasingly longer sentences <u>that combine two ideas.</u>
II.E.6 Child understands and uses increasingly longer sentences.	
II.E.7 Child understands and uses increasingly longer sentences.	

III. Emergent Literacy Reading Domain	III. Emergent Literacy: Reading Domain
A. Motivation to Read Skills	A. Motivation to Read
III.A.1 Child enjoys being read to and knows when a favorite story has a part left out.	III.A.1 Child <u>demonstrates an interest in pictures, text, and stories read aloud.</u>
III.A.2 Child enjoys looking at books and telling a story from pictures or from memory.	III.A.2 Child <u>tells</u> a story <u>by</u> looking at pictures or from memory.
III.A.3 Child notices environmental print and connects meaning to it.	III.A.3 Child notices and connects meaning to environmental print.
B. Phonological Awareness Skills	B. Phonological Awareness
III.B.1 N/A	III.B.1 Child <u>recognizes when a word in a spoken sentence is changed.</u>
III.B.2 N/A	III.B.2 Child <u>begins to distinguish differences between similar-sounding words.</u>
III.B.3 N/A	III.B.3 Child <u>recognizes the individual words in a compound word.</u>
III.B.4 N/A	
III.B.5 N/A	III.B.5 Child <u>participates in oral syllabication activities.</u>
III.B.6 Child can distinguish when two words rhyme.	III.B.6 Child <u>uses rhyming words through playful activities such as songs, nursery rhymes, and fingerplay.</u>
III.B.7 Child can distinguish when two words begin with the same sound.	III.B.7 Child <u>uses alliteration through playful activities such as songs and read alouds.</u>
III.B.8 N/A	III.B.8 Child <u>participates in onset-rime blending activities (in English only).</u>
III.B.9 N/A	
C. Alphabet Knowledge Skills	C. Alphabet Knowledge
III.C.1. Child names the first letter of his or her name.	III.C.1 Child <u>shows awareness of letters by singing alphabet songs and recognizing some frequently encountered letters (e.g., first letter of name or letters in environmental print).</u>
III.C.2 Child identifies the letter associated with the sound of the first letters of his name.	III.C.2 Child identifies the letter associated with the sound of the first letter of his name.
III.C.3 Child produces the correct sound for the first letter of his name.	III.C.3 Child produces the correct sound for the first letter of his name.
D. Comprehension of Text Read-Aloud Skills	D. Comprehension of Text
III.D.1 Child interacts with a story as it is being read aloud.	III.D.1 Child <u>re-enacts</u> a story <u>after</u> it has been read aloud.
III.D.2 Child interacts with books by describing what is seen/read in the book.	III.D.2 Child <u>makes personal connections to books read aloud.</u>

III.D.3 Child asks and answers age-appropriate questions about the book.	III.D.3 Child asks and answers age-appropriate questions about <u>a</u> book.
III.D.4 N/A	III.D.4 Child <u>attempts to make predictions by looking at the cover of a book or the pictures within a story.</u>
E. Print Concepts	E. Concepts of Print
III.E.1 Child understands that illustrations and print carry meaning.	III.E.1 Child <u>can distinguish between pictures</u> and print.
III.E.2 Child imitates actions that demonstrate that text progresses across pages.	III.E.2 Child <u>handles books with increasing skill and imitates reading with awareness of directionality (e.g., imitates reading text across a page).</u>
III.E.3 N/A	III.E.3 Child <u>begins to notice the basic features of print (e.g., repeating words, space between words, punctuation vs. letters).</u>
IV. Emergent Literacy Writing Domain	IV. Emergent Literacy: Writing Domain
A. Motivation to Write Skills	A. Motivation to Write
IV.A.1 Child engages in free drawing and writing activities.	IV.A.1 Child engages in free <u>choice</u> drawing and writing activities.
IV.A.2 Child spontaneously "writes" in different situations.	IV.A.2 Child <u>attempts to draw and write for many purposes and begins to explore different writing tools.</u>
B. Writing as a Process	B. Writing as a Process
IV.B.1 Child discusses and contributes ideas for drafts composed in whole/small group writing activities.	IV.B.1 Child discusses and contributes ideas for drafts composed in whole/small group writing activities <u>with adult prompting.</u>
IV.B.2 Child notices when an adult does not repeat or dictate his spoken language accurately.	IV.B.2 Child <u>observes and discusses ideas for revising (add, take out, change) drawings and/or written words in whole/small group writing activities.</u>
IV.B.3 Child shows written products to others.	IV.B.3 Child <u>shares</u> written products <u>with</u> others.
C. Conventions in Writing	C. Conventions in Writing
IV.C.1 Child records own name in whatever manner she is able.	IV.C.1 Child <u>attempts to write some letters of own name (usually beginning with the first letter).</u>
IV.C.2 Child spontaneously "writes" in various ways.	IV.C.2 Child <u>uses drawings, scribbles, and mock letters to communicate ideas.</u>
IV.C.3 Child uses letter-like forms and actual letters to replace scribbles.	IV.C.3 Child <u>begins to write using</u> letter-like forms.
IV.C.4 Child may use appropriate directionality based on a random starting place .	IV.C.4 Child <u>begins to show understanding of directionality (e.g., attempts to write top to bottom, left to right), but may still start at random places on a page.</u>
IV.C.5 Child notices print and realizes that print is what is read rather than the picture.	

V. Mathematics Domain	V. Mathematics Domain
A. Counting Skills	A. Number Sense
V.A.1 Child identifies objects.	
V.A.2 Child recites number words in order up to 10. (move to V.A.1).	V.A.1 Child <u>rote counts from 1 to 10.</u>
V.A.3 Child counts up to 4 objects with one count per item. (move to V.A.2).	V.A.2 Child <u>counts up to 5 objects with one-to-one correspondence.</u>
V.A.4 Child identifies items that can be counted.	
V.A.5 Child counts up to 4 items and demonstrates that the last count indicates how many items were counted (moved to V.A.3).	V.A.3 Child <u>counts up to 5 items and demonstrates cardinality by communicating that the last number indicates how many items are in the set.</u>
V.A.6 Child begins to understand that items can be counted.	
V.A.7 Child demonstrates proper use of the word "first."	
V.A.8 Child verbally identifies, without counting, the number of objects from 1 to 3 (move to V.A.4).	V.A.4 Child <u>instantly recognizes the quantity of up to 3 objects without counting (subitizes).</u>
V.A.9 Child recognizes one-digit numerals, 1-4.	V.A.5 Child <u>recognizes numerals 0-5.</u>
	V.A.6 Child <u>represents quantities up to 5.</u>
	V.A.8 Child <u>compares sets of objects up to 5 using comparative language (e.g., more than, less than, same number of).</u>
B. Adding To/Taking Away Skills	B. Joining and Separating
V.B.1 Child understands that adding one or more concrete objects to a set will increase the number of objects in the set.	V.B.1 Child <u>uses objects to demonstrate that</u> adding one or more objects to a set will increase the number of objects in the set.
V.B.2 Child understands that taking away one or more objects from a set will decrease the number of objects in the set.	V.B.2 Child <u>uses objects to demonstrate</u> that taking away one or more objects from a set will decrease the number of objects in the set.
V.B.3 Child identifies two groups of objects placed side-by-side as being equal or non-equal.	
C. Geometry and Spatial Sense Skills	C. Geometry and Spatial Sense

V.C.1 Child recognizes common shapes.	V.C.1 Child <u>names and describes</u> common <u>2D</u> shapes.
V.C.2 Child manipulates shapes using fine and gross motor skills.	V.C.2 Child <u>attempts to create</u> shapes <u>using materials and/or manipulatives.</u>
V.C.3 Child begins to use language to describe location of objects.	V.C.3 Child begins to use language to describe <u>position</u> of objects.
V.C.4 Child moves objects during informal play.	V.C.4 Child <u>recognizes common shapes, regardless of size.</u>
D. Measurement Skills	D. Measurement
V.D.1 Child understands that lengths of objects can vary and be compared.	V.D.1 Child understands that lengths of objects can vary and be compared.
V.D.2 Child begins to recognize how much can be placed within an object.	V.D.2 Child begins to recognize <u>capacity based on</u> how much <u>space exists</u> within an object.
V.D.3 Child understands that weights of objects can vary and be compared.	V.D.3 Child understands that weights of objects can vary and be compared.
V.D.4 Child shows awareness of the passage of time.	V.D.4 Child shows awareness of the passage of time <u>within a day.</u>
E. Classification & Patterns Skills	E. Classification & Patterns
V.E.1 Child sorts objects that are the same and different.	V.E.1 Child sorts objects that are the same and different.
V.E.2 Child recognizes that data can be organized into a graphic representation.	V.E.2 Child <u>participates in group activities of collecting data and organizing it</u> into graphic representations.
V.E.3 Child begins to recognize patterns.	V.E.3 Child recognizes <u>and duplicates</u> patterns.
IX. Physical Development Domain	IX. Physical Development Domain
A. Gross Motor Development Skills	A. Gross Motor Development
IX.A.1 Child has mastered basic skills of running, jumping, climbing, and pedaling.	IX.A.1 Child <u>masters</u> basic skills of running, jumping, climbing, and pedaling.
IX.A.2 Child engages in movement sequences with adult prompts.	IX.A.2 Child engages in movement sequences with adult <u>support.</u>
B. Fine-Motor Development Skills	B. Fine Motor Development
IX.B.1 Child experiments with a variety of fine-motor tasks but may lack strength and control.	IX.B.1 Child experiments with a variety of fine motor tasks but may lack strength and control.
IX.B.2 Child shows emerging proficiency on tasks requiring eye-hand coordination (draws pictures recognizable to child but not others, cuts with scissors but may not cut all the way across a page).	IX.B.2 Child shows emerging proficiency in tasks requiring eye-hand coordination.

**Revisions are not included for the following domains as there are no PK3 outcomes for these specific domain areas: science, social studies, fine arts, and technology.*