

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

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| 3. Control of Attention | 3. Control of Attention |
| I.B.3(a) Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed. | I.B.3.a Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed. |
| I.B.3(b) Child remains focused on engaging group activities for up to 20 minutes at a time. | I.B.3.b Child remains focused on engaging, <u>teacher-led</u> group activities for up to 20 minutes. |
| C. Relationships with Others | C. Relationships with Others |
| I.C.1 Child uses effective verbal and nonverbal communication skills to build relationships with teachers/adults. | I.C.1 Child uses effective verbal and nonverbal communication skills to build relationships with adults <u>and peers.</u> |
| I.C.2 Child assumes various roles and responsibilities as part of a classroom community. | I.C.2 Child assumes various roles and responsibilities as part of <u>the</u> classroom community. |
| I.C.3 Child shows competence in initiating social interactions. | I.C.3 Child shows competence in initiating social interactions. |
| I.C.4 Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal. | I.C.4 Child increasingly interacts with peers <u>during cooperative</u> play scenarios that share a common plan and goal. |
| I.C.5 Child initiates problem-solving strategies and seeks adult help when necessary. | I.C.5 Child initiates problem-solving strategies <u>when experiencing conflicts with others</u> and seeks adult <u>support</u> when necessary. |
| I.C.6 Child demonstrates empathy and caring for others. | I.C.6 Child demonstrates empathy and caring for others. |
| I.C.7 Child interacts with a variety of playmates and may have preferred friends. | I.C.7 Child interacts with <u>peers</u> and <u>has</u> preferred friends. |
| D. Social Awareness Skills | D. Social Awareness |
| I.D.1 Child demonstrates an understanding that others have perspectives and feelings that are different from her own. | I.D.1 Child demonstrates an understanding that others have perspectives and feelings that are <u>similar and/or</u> different from her own. |
| II. Language and Communication Domain | II. Emergent Literacy: Language and Communication Domain |
| A. Listening Comprehension Skills | A. Listening Comprehension |
| II.A.1 Child shows understanding by responding appropriately. | II.A.1 Child shows understanding by responding appropriately <u>to what has been communicated by adults and peers.</u> |
| 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. | II.A.2 Child shows understanding by following three-step <u>verbal</u> directions. |
| II.A.3 Child shows understanding of the language being spoken by teachers and peers. [ELL] Child shows understanding of the new language being spoken by English-speaking teachers and peers. | |

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| B. Speaking (Conversation) Skills | B. Speaking (Conversation) |
| II.B.1 Child is able to use language for different purposes. | II.B.1 Child <u>uses</u> language for <u>multiple</u> purposes. |
| II.B.2 Child engages in conversations in appropriate ways. | II.B.2 Child engages in conversations in appropriate ways, <u>demonstrating knowledge of verbal and nonverbal conversational rules.</u> |
| II.B.3 Child provides appropriate information for various situations. | II.B.3 Child provides appropriate information in various <u>settings.</u> |
| II.B.4 Child demonstrates knowledge of verbal conversational rules. | |
| II.B.5 Child demonstrates knowledge of nonverbal conversational rules. | |
| II.B.6 Child matches language to social contexts. | II.B.4 Child matches language to social contexts. |
| C. Speech Production Skills | C. Articulation |
| II.C.1 Child's speech is understood by both the teacher and other adults in the school. | II.C.1 Child's speech is understood by both <u>familiar and unfamiliar</u> adults <u>and peers.</u> |
| 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. | II.C.2 Child demonstrates growing understanding of the intonation of language. |
| D. Vocabulary Skills | D. Vocabulary |
| II.D.1 Child uses a wide variety of words to label and describe people, places, things , and actions. | 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> |
| II.D.2 Child demonstrates understanding of terms used in the instructional language of the classroom. | II.D.2 Child <u>understands (receptive) and uses (expressive)</u> the instructional language of the classroom. |
| II.D.3 Child demonstrates understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words*, many more than he or she uses [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). | II.D.3 Child <u>consistently understands (receptive) and uses (expressive) new vocabulary acquired through books, conversations, and play.</u> |
| II.D.4 Child uses a large speaking vocabulary, adding several new words daily. | |
| II.D.5 Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases. | |
| II.D.6 [ELL] Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English. | |
| E. Sentences and Structure Skills | E. Sentences and Structure |

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| 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.1 Child typically uses complete sentences of four or more words <u>with age-appropriate</u> grammatical complexity, usually <u>in standard word</u> order. |
| II.E. 2 Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement. | II.E.2 Child <u>correctly</u> uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement. |
| II.E.3 Child uses sentences with more than one phrase. | II.E.3 Child uses sentences <u>that combine multiple phrases or ideas.</u> |
| II.E.4 Child combines more than one idea using complex sentences. | |
| II.E.5 Child combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning. | <u>II.E.4 Child uses sentences that provide many details, remains on topic, and clearly communicates intended meaning.</u> |
| 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 words and simple phrases to communicate meaning in social situations. | |
| III. Emergent Literacy Reading Domain | III. Emergent Literacy: Reading Domain |
| A. Motivation to Read Skills | A. Motivation to Read |
| III.A.1 Child engages in pre-reading and reading-related activities. | III.A.1 Child engages in <u>story-related</u> pre-reading activities. |
| III.A.2 Child self-selects books and other written materials to engage in pre-reading behaviors. | 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. | III.A.3 Child recognizes that <u>all print carries meaning and serves as a means for communication.</u> |
| B. Phonological Awareness Skills | B. Phonological Awareness |
| III.B.1 Child separates a normally spoken four-word sentence into individual words. | III.B.1 Child <u>identifies the</u> individual words in a spoken sentence. |
| III.B.2 Child combines words to make a compound word. | <u>III.B.2 Child distinguishes differences between similar-sounding words.</u> |
| III.B.3 Child deletes a word from a compound word. | <u>III.B.3 Child uses two familiar base words to form a compound word with pictorial or gestural supports.</u> |
| III.B.4 Child blends syllables into words. | <u>III.B.4 Child manipulates compound words with pictorial or gestural support.</u> |
| III.B.5 Child can segment a syllable from a word. | III.B.5 Child <u>begins to blend and</u> segment syllables <u>in multisyllabic</u> words. |
| III.B.6 Child can recognize rhyming words. | III.B.6 Child <u>identifies</u> rhyming words. |
| III.B.7 Child can produce a word that begins with the same sound as a given pair of words. | III.B.7 Child <u>identifies alliterative words with pictorial support.</u> |
| III.B.8 Child blends onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with and without pictorial support. | III.B.8 Child <u>identifies a</u> familiar one-syllable word <u>that is segmented by</u> onset and rime (<u>in English only</u>). |

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| III.B.9 Child recognizes and blends spoken phonemes into one-syllable words with pictorial support . | III.B.9 Child blends and <u>segments</u> one-syllable words <u>by</u> phonemes with <u>visual or gestural</u> support. |
| C. Alphabet Knowledge Skills | C. Alphabet Knowledge |
| III.C.1. Child names at least 20 upper- and at least 20 lower-case letters in the language of instruction . | III.C.1 Child <u>recognizes and</u> names at least 20 letters (<u>upper- or lower-case letters</u>). |
| III.C.2 Child recognizes at least 20 distinct letter sounds in the language of instruction . | III.C.2 Child recognizes at least 20 distinct letter-sound <u>correspondences</u> . |
| III.C.3 Child produces at least 20 distinct letter sound correspondences in the language of instruction . | III.C.3 Child produces at least 20 distinct letter-sound <u>correspondences</u> . |
| D. Comprehension of Text Read-Aloud Skills | D. Comprehension of Text |
| III.D.1 Child retells or re-enacts a story after it is read aloud . | III.D.1 Child retells or re-enacts a story <u>with a clear beginning, middle, and end</u> . |
| III.D.2 Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting. | III.D.2 Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting. |
| III.D.3 Child asks and responds to questions relevant to the text read aloud. | III.D.3 Child asks and responds to questions relevant to the text read aloud. |
| III.D.4 Child will make inferences and predictions about text. | III.D.4 Child <u>makes</u> inferences and predictions about <u>a</u> text. |
| E. Print Concepts | E. Concepts of Print |
| III.E.1 Child can distinguish between elements of print including letters, words, and pictures. | III.E.1 Child can distinguish between elements of print including letters, words, and pictures. |
| III.E.2 Child demonstrates understanding of print directionality including left to right and top to bottom. | III.E.2 Child <u>holds books right side up and</u> demonstrates understanding of print directionality (<u>e.g., knows where a book starts and ends, turns pages, points to words</u> left to right, top to bottom, <u>with correct sweeping</u>). |
| III.E.3 Child can identify some conventional features of print that communicate meaning including end punctuation and case. | III.E.3 Child can identify some conventional features of print that communicate meaning including end punctuation and case. |
| IV. Emergent Literacy Writing Domain | IV. Emergent Literacy: Writing Domain |
| A. Motivation to Write Skills | A. Motivation to Write |
| IV.A.1 Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning. | IV.A.1 Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning. |
| IV.A.2 Child independently writes to communicate his/her ideas for a variety of purposes. | IV.A.2 Child independently <u>draws and</u> writes for <u>many</u> purposes to communicate ideas, <u>using a variety of writing tools</u> . |
| B. Writing as a Process | B. Writing as a Process |

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| 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. |
| IV.B.2 Child interacts and provides suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts . | 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> . |
| IV.B.3 Child shares and celebrates class-made and individual written products. | IV.B.3 Child shares and celebrates class-made and individual written products. |
| C. Conventions in Writing | C. Conventions in Writing |
| IV.C.1 Child writes <u>own name</u> (first name or <u>frequent</u> nickname) using legible letters in proper sequence. | IV.C.1 Child writes first name (or nickname) using legible letters in the proper sequence. |
| IV.C.2 Child moves from scribbles to some letter-sound correspondence using beginning and ending sounds when writing . | IV.C.2 Child <u>progresses</u> from <u>using</u> scribbles <u>and mock letters to forming letters and letter strings as a way to communicate</u> . |
| IV.C.3 Child independently uses letters to make words or parts of words . | 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> . |
| IV.C.4 Child uses appropriate directionality when writing (top to bottom, left to right). | IV.C.4 Child uses appropriate directionality when writing (<u>e.g., top to bottom, left to right</u>). |
| IV.C.5 Child begins to experiment with punctuation when writing. | IV.C.5 Child begins to experiment with punctuation when writing. |
| V. Mathematics Domain | V. Mathematics Domain |
| A. Counting Skills | A. <u>Number Sense</u> |
| V.A.1 Child knows that objects, or parts of an object, can be counted. | |
| V.A.2 Child uses words to rote count from 1 to 30. | V.A.1 Child rote counts <u>s</u> from 1 to 30. |
| V.A.3 Child counts 1–10 items, with one count per item . | V.A.2 Child counts <u>up to 10 objects</u> with <u>one-to-one correspondence</u> . |
| V.A.4 Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted. | |
| V.A.5 Child counts up to 10 items and demonstrates that the last count indicates how many items were counted . | V.A.3 Child counts up to 10 items and demonstrates <u>cardinality by communicating</u> that the last <u>number</u> indicates how many items <u>are in the set</u> . |
| V.A.6 Child demonstrates understanding that when counting, the items can be chosen in any order. | |
| V.A.7 Child uses the verbal ordinal terms. | |
| V.A.8 Child verbally identifies , without counting, the number of objects from 1 to 5 . | V.A.4 Child <u>instantly recognizes the quantity of up to 6 objects</u> without counting (<u>subitizes</u>). |

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| V.A.9 Child recognizes one-digit numerals, 0–9. | V.A.5 Child recognizes numerals 0–10. |
| | V.A.6 Child represents quantities up to 10. |
| | V.A.7 Child begins to understand that numbers 0-10 can be composed and decomposed in various ways to represent a quantity. |
| | V.A.8 Child compares sets of objects up to 10 using comparative language (e.g., greater/more than, less/fewer than, equal to/same number of). |
| B. Adding To/Taking Away Skills | B. Joining and Separating |
| V.B.1 Child uses concrete objects, creates pictorial models and shares a verbal word problem for adding up to 5 objects. | V.B.1 Child uses objects, pictorial models, and <u>or</u> a verbal word problem <u>to represent</u> adding up to 5 objects. |
| V.B.2 Child uses concrete models or makes a verbal word problem for subtracting 0–5 objects from a set. | V.B.2 Child uses objects, pictorial models, and <u>or</u> a verbal word problem <u>to represent</u> subtracting objects from a set <u>of 5</u> . |
| V.B.3 Child uses informal strategies to separate up to 10 items into equal groups. | |
| C. Geometry and Spatial Sense Skills | C. Geometry and Spatial Sense |
| V.C.1 Child names common shapes. | V.C.1 Child names <u>and describes</u> common <u>2D</u> shapes <u>and names at least 1 solid 3D shape</u> . |
| V.C.2 Child creates shapes. | V.C.2 Child creates shapes <u>using materials and/or manipulatives</u> . |
| V.C.3 Child demonstrates use of location words (such as “over,” “under,” “above,” “on,” “beside,” “next to,” “between,” “in front of,” “near,” “far,” etc.). | V.C.3 Child demonstrates use of <u>position</u> words. |
| V.C.4 Child slides, flips, and turns shapes to demonstrate that the shapes remain the same. | V.C.4 Child <u>recognizes common shapes, regardless of orientation and size</u> . |
| D. Measurement Skills | D. Measurement |
| V.D.1 Child recognizes and compares heights or lengths of people or objects. | V.D.1 Child recognizes and compares heights or lengths of people or objects. |
| V.D.2 Child recognizes how much can be placed within an object. | V.D.2 Child recognizes <u>and compares capacity based on</u> how much <u>space exists</u> within an object. |
| V.D.3 Child informally recognizes and compares weights of objects or people . | V.D.3 Child recognizes and compares weights of objects. |
| V.D.4 Child uses language to describe concepts associated with the passing of time. | V.D.4 Child uses language to describe concepts associated with the passing 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 into groups and uses language to describe how the groups are similar and different. | 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. |

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| V.E.2 Child collects data and organizes it in a graphic representation. | V.E.2 Child collects data and organizes it in a graphic representation. |
| V.E.3 Child recognizes and creates patterns. | V.E.3 Child recognizes, <u>duplicates, extends,</u> and creates patterns. |
| <u>VI. Science Domain</u> | <u>VI. Science Domain</u> |
| A. Physical Science Skills | A. Physical Science |
| VI.A.1 Child observes, investigates, describes, and discusses properties and characteristics of common objects. | VI.A.1 Child observes, investigates, describes, and discusses characteristics of common objects. |
| VI.A.2 Child observes, investigates, describes, and discusses position and motion of objects. | VI.A.2 Child observes, investigates, describes, and discusses position and motion of objects. |
| VI.A.3 Child uses simple measuring devices to learn about objects. | VI.A.3 Child uses simple <u>scientific tools</u> to learn about objects. |
| VI.A.4 Child observes, investigates, describes, and discusses sources of energy including light, heat, and electricity. | VI.A.4 Child observes, investigates, describes, and discusses sources of energy including light, heat, and electricity. |
| B. Life Science Skills | B. Life Science |
| VI.B.1 Child observes, investigates, describes, and discusses the characteristics of organisms. | VI.B.1 Child observes, investigates, describes, and discusses the characteristics of organisms. |
| VI.B.2 Child describes life cycles of organisms. | VI.B.2 Child <u>observes, describes, and discusses the</u> life cycles of organisms. |
| VI.B.3 Child observes, investigates, describes, and discusses the relationship of organisms to their environments. | VI.B.3 Child observes, investigates, describes, and discusses the relationship of organisms <u>in</u> their environments. |
| C. Earth & Space Science Skills | C. Earth & Space Science |
| VI.C.1 Child observes, investigates, describes, and discusses earth materials, and their properties and uses. | VI.C.1 Child observes, investigates, describes, and discusses earth materials, and their properties and uses. |
| VI.C.2 Child identifies, observes, and discusses objects in the sky. | VI.C.2 Child identifies, observes, describes, and discusses objects in the sky. |
| VI.C.3 Child observes and describes what happens during changes in the earth and sky. | VI.C.3 Child observes and describes what happens during changes in the earth and sky. |
| VI.C.4 Child demonstrates the importance of caring for our environment and our planet. | VI.C.4 Child demonstrates <u>an understanding of</u> the importance of caring for our environment and our planet. |
| <u>VII. Social Studies Domain</u> | <u>VII. Social Studies Domain</u> |
| A. People, Past and Present Skills | A. People, Past and Present |
| VII.A.1 Child identifies similarities and differences between himself, classmates and other children inclusive of specific characteristics and cultural influences. | VII.A.1 Child identifies similarities and differences between himself, classmates, and other <u>people through</u> specific characteristics and cultural influences. |

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| VII.A.2 Child identifies similarities and differences in characteristics of families. | VII.A.2 Child identifies similarities and differences in characteristics of families. |
| VII.A.3 Child connects his life to events, time, and routines. | VII.A.3 Child connects his life to events, time, and routines. |
| B. Economic Skills | B. Economic<u>s</u> |
| VII.B.1 Child demonstrates that all people need food, clothing, and shelter. | VII.B.1 Child demonstrates <u>an understanding</u> that all people need food, clothing, and shelter. |
| VII.B.2 Child demonstrates understanding of what it means to be a consumer. | VII.B.2 Child demonstrates <u>an</u> understanding of what it means to be a consumer. |
| VII.B.3 Child discusses the roles and responsibilities of family, school, and community helpers. | VII.B.3 Child discusses the roles and responsibilities of family, school, and community helpers. |
| C. Geography Skills | C. Geography |
| VII.C.1 Child identifies and creates common features <u>in the natural environment</u> . | VII.C.1 Child identifies and creates common <u>geographic</u> features. |
| VII.C.2 Child explores geography tools and resources. | VII.C.2 Child explores geography tools and resources. |
| D. Citizenship Skills | D. Citizenship |
| VII.D.1 Child identifies flags of the United States and Texas. | VII.D.1 Child <u>identifies the United States and Texas flag</u>. |
| VII.D.2 Child recites the Pledge of Allegiance to the United States flag and the <u>state</u> flag and observes a moment of silence. | VII.D.2 Child recites the Pledge of Allegiance to the United States flag and the <u>Texas</u> flag and observes a moment of silence. |
| VII.D.3 <u>The</u> child engages in voting as a method for group decision-making. | VII.D.3 Child engages in voting as a method for group decision-making. |
| VIII. Fine Arts Domain | VIII. Fine Arts Domain |
| A. Art Skills | A. Art |
| VIII.A.1 Child uses a variety of art materials and activities for sensory experience and exploration. | VIII.A.1 Child uses a variety of art materials for sensory experiences and exploration. |
| VIII.A.2 Child uses art as a form of creative self-expression and representation. | VIII.A.2 Child uses art as a form of creative self-expression and representation. |
| VIII.A.3 Child demonstrates interest in and shows appreciation for the creative work of others. | VIII.A.3 Child demonstrates interest in and shows appreciation for the creative work of others. |
| B. Music Skills | B. Music |
| VIII.B.1 Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms. | VIII.B.1 Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms. |
| VIII.B.2 Child responds to different musical styles through movement and play. | VIII.B.2 Child responds to different musical styles through movement and play. |

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| C. Dramatic Expression Skills | C. Dramatic Expression |
| VIII.C.1 Child creates or recreates stories, moods, or experiences through dramatic representations. | VIII.C.1 Child creates or recreates stories, moods, or experiences through dramatic representations. |
| IX. Physical Development Domain | IX. Physical Development Domain |
| A. Gross Motor Development Skills | A. Gross Motor Development |
| IX.A.1 Child demonstrates coordination and balance in isolation (may not yet coordinate consistently with a partner). | IX.A.1 Child demonstrates coordination and balance in isolation. |
| IX.A.2 Child coordinates sequence of movements to perform tasks. | IX.A.2 Child coordinates sequence of movements to perform tasks. |
| B. Fine-Motor Development Skills | B. Fine Motor Development |
| IX.B.1 Child shows control of tasks that require small-muscle strength and control. | IX.B.1 Child shows control of tasks that require small-muscle strength and control. |
| IX.B.2 Child shows increasing control of tasks that require eye-hand coordination. | IX.B.2 Child shows increasing control of tasks that require eye-hand coordination. |
| C. Personal Safety and Health Skills | C. Personal Safety and Health |
| IX.C.1 Child practices good habits of personal safety. | IX.C.1 Child practices good habits of personal safety. |
| IX.C.2 Child practices good habits of personal health and hygiene. | IX.C.2 Child practices good habits of personal health and hygiene. |
| IX.C.3 Child identifies good habits of nutrition and exercise. | IX.C.3 Child identifies good habits of nutrition and exercise. |
| X. Technology Domain | X. Technology Domain |
| A. Technology and Devices | A. Technology and Devices |
| X.A.1 Child opens and navigates through digital learning applications and programs. | X.A.1 Child opens and navigates through digital learning applications and programs, <u>when appropriate.</u> |
| X.A.2 Child uses, operates , and names a variety of digital tools. | X.A.2 Child uses and names a variety of digital tools <u>that support and enhance learning.</u> |
| X.A.3 Child uses digital learning applications and programs to create digital products and express own ideas. | X.A.3 Child uses digital learning applications <u>to contribute to class-made digital products that express own ideas, as appropriate.</u> |
| X.A.4 Child uses technology to access appropriate information. | X.A.4 Child uses technology to access appropriate information, <u>with adult assistance.</u> |
| X.A.5 Child practices safe behavior while using digital tools and resources. | X.A.5 Child practices safe behavior while using digital tools and resources. |