



2022 Texas Prekindergarten Guidelines

PK3 and PK4 Comprehensive Guide





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Introduction



The *Texas Prekindergarten Guidelines* have been developed to provide guidance for planning quality learning experiences for all children three to five years of age. They are based on current knowledge of theory and scientific research about how children develop and learn. The guidelines reflect the growing consensus among early childhood professional organizations that a greater emphasis should be placed on young children's conceptual learning, acquisition of basic skills, and participation in meaningful, relationship-based learning experiences.

The *Texas Prekindergarten Guidelines* include multiple domains of learning, each with a broad range of skill development. The intent of this document is to help prekindergarten programs identify the essential foundational learning skills that will help children from all backgrounds, experiences, and levels of development to be successful.

The *Texas Prekindergarten Guidelines* were designed to help educators identify the types of knowledge and skills that are typical of prekindergarten aged children. It is important to note that there is considerable variability in development among children that is influenced by their individual and unique experiences. Responsive to this variability, the *Texas Prekindergarten Guidelines* are not intended as a rationale to either accelerate or postpone instruction; instead, they define the outcomes as to which children are able to reach or move towards. In addition, they are intended to help educators better understand how they can provide effective instructional practices and learning experiences that support these important early learning outcomes. The *Texas Prekindergarten Guidelines* also directly align with the Texas Essential Knowledge and Skills (TEKS), to ensure that all children in Texas receive equitable learning experiences and are ready for kindergarten.

The *Texas Prekindergarten Guidelines* are intended for use by all those who support young children's learning including school districts, Head Start programs, childcare programs, and, most importantly, children's families. They are designed as a resource to help educators and administrators make informed decisions that pertain to curriculum and instruction. Aligning intentional instructional practices and opportunities for play, exploration, discovery, and problem-solving with the learning outcomes described in the *Texas Prekindergarten Guidelines* will promote successful learning for all children.

Guiding Principles

The Guiding Principles that align to the purpose of the *Texas Prekindergarten Guidelines* include the following:

1. Each child is unique and can succeed at their optimal level with appropriate support. Children can be successful learners and achieve the outcomes outlined in these guidelines.
2. Children are capable and competent, regardless of their levels of development. Teaching should be responsive to the individualized needs of each child.
3. All young children learn and thrive in the context of secure, caring, responsive, and stimulating relationships as they explore the world around them.

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4. Children learn best when their social, emotional, physical, and cognitive needs are met and nourished within their environment.
5. Families are children's primary caregivers, teachers, and advocates. All families must be respected and encouraged in their efforts to support their child's learning.
6. Young children flourish when their experiences integrate multiple areas of development and are built on prior knowledge.
7. Effective teaching practices are intentional and build on children's intrinsic strengths and interests by providing developmentally appropriate instruction that incorporates many opportunities for interactive experiences, exploration, meaningful play, and problem-solving.
8. Every child has diverse strengths rooted in their family's culture, background, language, traditions, and beliefs. Responsive and respectful learning environments welcome children from all cultural and linguistic backgrounds. Effective teaching practices include learning opportunities that build on the unique experiential backgrounds and prior knowledge of each child.
9. Children demonstrate growth in many ways. The systematic monitoring of children's progress plays a vital role in revealing a child's prior knowledge, concept development, and understanding of the world around them.
10. Teaching and learning are dynamic, integrated, and include reciprocal processes. Children build awareness and knowledge through play, exploration, inquiry, and application. Skill development occurs when children are provided with multiple opportunities for practice, reflection, and intentional feedback.

Inclusive Practices

Multilingual Learners

The *Texas Prekindergarten Guidelines* employ the term **multilingual learner** to capture the spectrum of language learners in Texas schools. This term is inclusive of students from two or more language backgrounds as well as native English speakers participating in a two-way dual language immersion program. Whether students qualify as English learners or not, the multilingual aspect of their background includes culture and traditions that may be different than that of school culture in the United States. The uniqueness of these students should be leveraged as an asset to the culture of the classroom.

The Texas Administrative Code §89.1210 describes the program content and design of English as a Second Language (ESL) and bilingual programs. English learners may be enrolled in an ESL program, a transitional bilingual education program, or a dual language immersion program model.

In ESL programs, English learners receive linguistically and culturally responsive teaching from an ESL certified teacher to attain full proficiency in English and to participate equitably in school.

In Transitional Bilingual Education programs (TBE), English learners receive instruction in literacy and academic content in their primary language as well as English from teachers certified in bilingual

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education. As each child acquires English, the amount of instruction provided in the primary language decreases until full proficiency in English is attained. Early Exit and Late Exit models are both provided throughout the duration of elementary grades with differences in the rate of transition to English proficiency.

In dual language immersion programs (DLI), participants receive instruction in literacy and academic content in the program's partner language (i.e., Spanish, Vietnamese) as well as English from appropriately certified teachers. At least half of the instruction is delivered in the partner language for the duration of the program. One-way models serve English learners only but include participation of former English learners who are continuing after reclassification. Two-way models include English learners as well as participation of English proficient students learning the partner language.

Regardless of program participation, children's current strengths, skills and experiences are assets that serve as the foundation upon which new knowledge is built. During the prekindergarten year(s), multilingual learners can receive the message that they are valuable just as they are, full of ideas, preferences, and potential. The prekindergarten classroom is where this seed will be planted as teachers address the unique strengths of both linguistic and cognitive needs of these children.

Children with Disabilities

Under the Individuals with Disabilities Education Act (IDEA), children with disabilities are entitled to a free appropriate public education (FAPE) in the least restrictive environment (LRE). Children with disabilities who receive special education services must be provided with opportunities to learn and make progress in the general education curriculum available to all children, and to the greatest extent possible, alongside their non-disabled peers to allow all children to reach their full potential. The Admission, Review, and Dismissal (ARD) committee determines the LRE for children who receive special education and related services. The LRE is based on the child's individualized education program (IEP). Once the ARD committee has identified the child's strengths and needs, they consider a continuum of services and supports to ensure the child with a disability has equal access to meaningful participation in the general education curriculum through the development of the IEP.

Three areas have been identified as critical for ensuring a child can meaningfully participate in school and society. For children with disabilities to be fully included in school and to ultimately achieve a high-quality of life, they need opportunities to:

- Develop positive social-emotional skills, including enjoying successful social relationships with peers and adults, expressing emotions, managing self-concepts and self-control, learning about empathy and the perspective of others, and following rules and expectations.
- Acquire and use knowledge and skills, including early language and communication, thinking and problem-solving, imitation, use of symbols, and early literacy.
- Use appropriate behaviors to meet their own needs, including adaptive or self-help skills such as toileting, feeding oneself, and practicing safety.

(Early Childhood Technical Assistance Center (ECTA))

For children with special needs, expectations for meeting the *Texas Prekindergarten Guidelines* student outcomes requires thoughtful consideration by a team, which includes the child's family and other

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identified professionals. For instance, some children can be expected to work toward the same level outcomes as their typically developing peers. Other children may be able to meet these outcomes with adaptations in materials or instructional strategies. Some children may require modified goals. Regardless, it is important not to make assumptions about a child's ability to meet the outcomes in each domain without conducting a careful appraisal of the individual child's capabilities and needs. If the child has an existing IEP, it should be carefully reviewed to determine which student outcomes from the *Texas Prekindergarten Guidelines* are possible for the child to work toward without modifications or accommodations and which are attainable with some accommodations, and/or modifications. Decisions resulting from this process should be documented in writing per the IEP, so that all members of the ARD team are clear about how the child's needs will be met, what types of accommodations and modifications will be made in different domains, and how the child's educational goals will align with the student outcomes described in *Texas Prekindergarten Guidelines*.

Note: Removal from the general education classroom should occur only if the use of supplementary aids and services do not permit the child to achieve success. Research indicates that early childhood inclusion is beneficial to children with and without disabilities in reaching their full potential and result in broad societal benefits, including higher productivity in adulthood and fewer resources spent on interventions and public assistance later in life (Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs, U.S Department of Health and Human Services, U.S. Department of Education, September 14, 2015).

Organization of the Prekindergarten Guidelines

The *Texas Prekindergarten Guidelines* are organized into the following categories: **Domains, Skills, Outcomes and Child Behaviors.**

Domains: The domains are broad areas of early learning and development from birth to 5 years that are essential for school and long-term success. The *Texas Prekindergarten Guidelines* are organized into ten domains:

- I. Social and Emotional Development
- II. Emergent Literacy: Language and Communication
- III. Emergent Literacy: Reading
- IV. Emergent Literacy: Writing
- V. Mathematics
- VI. Science
- VII. Social Studies
- VIII. Fine Arts
- IX. Physical Development
- X. Technology

Skills: The skills are specific components of development within the domain. Although the *Texas Prekindergarten Guidelines* are organized into specific domains of learning, and each domain is comprised of skills, the intent is not to suggest that children's skills develop separately or apart from each other. Nor is it the intent that isolated skill instruction be used as an appropriate way to support learning during the prekindergarten years. The *Texas Prekindergarten Guidelines* are based on the premise that learning occurs on a continuum and that developmental domains are highly interrelated.

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Children succeed to their highest potential in nurturing environments that support their learning across all domains.

Outcomes: The outcomes are statements of end-of-year expectations of learning and development for children 48 months (PK3) and 60 months (PK4) of age. They describe specific, observable skills, behaviors, and concepts that children should know and be able to do at the end of prekindergarten. Given children's individual differences, some children may demonstrate these indicators sooner, and some may demonstrate them later. The indicators listed for each age are not exhaustive.

Outcomes are numbered in the following manner:

- Student age is identified by “PK3” (up to 48 months) or “PK4” (up to 60 months).
- Learning domains are indicated with Roman numerals.
- Within each domain, separate skills are listed with an alphabetic indicator.
- Under each skill, the outcomes are then numbered sequentially.

PK3 Outcome

- **PK3.I.A.1 Child is building competence in controlling own body movements.**
- **PK3.I.A.2 Child can identify own physical attributes and indicate some likes and dislikes when prompted.**
- **PK3.I.A.3 Child begins to show awareness of own abilities.**
- **PK3.I.A.4 Child shows initiative in trying new activities but may not persist when obstacles or challenges arise.**

PK4 Outcome

- **PK4.I.A.1 Child is aware of where own body is in space and respects personal boundaries.**
- **PK4.I.A.2 Child shows self-awareness of physical attributes, personal preferences, and own abilities.**
- **PK4.I.A.3 Child shows reasonable opinion of his own abilities and limitations.**
- **PK4.I.A.4 Child shows initiative in trying new activities and demonstrates perseverance when attempting to overcome obstacles or challenges.**

The child outcomes are:

- **COMPREHENSIVE**—Cover the central domains of early learning and skills children need to succeed in school and provide sufficient scope and depth in each area.
- **INCLUSIVE**—Relevant for children with varying ability levels and diverse linguistic, economic, and cultural backgrounds.

Six domains (*Social and Emotional Development, Emergent Literacy: Language and Communication, Emergent Literacy: Reading, Emergent Literacy: Writing, Mathematics, and Physical Development*) include outcomes for both PK3 and PK4. Four domains (*Science, Social Studies, Fine Arts, and Technology*) do not include PK3 student outcomes as there is not sufficient research to clearly define typical behaviors of three-year-old children related to these skills. This does not mean that children of this age group should

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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.

Child Behaviors: The child behaviors are examples that explain the competency of the outcome. The behaviors 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.

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.



I. Social and Emotional Development Domain

While a prekindergarten education should include activities that strengthen cognitive skills, it must also provide for the development of the social and emotional competencies required for school readiness and success in life. The development of these personal and social skills enables children to build a sense of who they are and what they can do. Supportive, positive relationships between teachers and children are essential to implementing effective practices that support a child's social and emotional development. Children must establish positive relationships with adults and peers to participate effectively in the classroom community, assert independence in appropriate ways, and accomplish tasks that are meaningful to them without infringing on the rights of others. Children who can follow directions, communicate their wants, and needs effectively, and get along with other children are better prepared for kindergarten and beyond.

Early experiences influence brain development by establishing the neural connections that provide the foundation for language, reasoning, problem solving, social skills, behavior, and emotional health. Daily experiences such as transitioning from home to school, sharing a space or materials, resolving conflicts, and demonstrating empathy contribute to a child's social and emotional development. However, children benefit from direct instruction and repeated opportunities to practice these skills.

The Social and Emotional Development Domain of the *Texas Prekindergarten Guidelines* is divided into the following skills: self-concept, self-regulation, relationships with others, and social awareness.

A. Self-Concept

Central to understanding emotional development is the idea of self-concept: an ever-increasing level of conscious awareness of one's feelings, thoughts, abilities, likes, and dislikes, as well as awareness of one's body in space. Prekindergarten children's emerging ability to perceive these aspects of themselves at a conscious level distinguishes them from toddlers, who lack such awareness. Children begin to generate multiple answers to the question "Who am I?" which is an essential aspect of becoming competent in related areas, such as self-control and social/friendship skills. A child's identity includes cultural and linguistic factors, and the prekindergarten environment is one of the first public opportunities for children to recognize the uniqueness of their own home culture and language as well as accept and value cultures and languages different from their own. Early childhood educators must model the mindset of diversity as an asset in the classroom, school, and community.

PK3 Outcome	PK4 Outcome
PK3.I.A.1 Child is building competence in controlling own body movements.	PK4.I.A.1 Child is aware of where own body is in space and respects personal boundaries.

I. Social and Emotional Development Domain



Child Behaviors

The child may:

- stay in designated personal spaces without intruding upon others (e.g., stays in own seat at lunch table without kicking feet or leaning against neighboring children or stays seated on assigned space during whole group instruction without distracting others)
- move around the classroom without stepping on materials or disrupting others' activities
- maintain appropriate personal space when speaking with others

PK3 Outcome	PK4 Outcome
PK3.I.A.2 Child can identify own physical attributes and indicate some likes and dislikes when prompted.	PK4.I.A.2 Child shows self-awareness of physical attributes, personal preferences, and own abilities.

Child Behaviors

The child may:

- use basic physical characteristics to describe self (e.g., hair color, eye color, or height)
- identify with a group or groups to which they belong (e.g., race/ethnicity, speaker of another language, family member, classroom group)
- use personal inclinations to describe self (e.g., favorite color, food, or game)
- use specific competencies to describe self (e.g., "I can tie my shoes." or "I am good at drawing.")

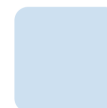
PK3 Outcome	PK4 Outcome
PK3.I.A.3 Child begins to show awareness of own abilities.	PK4.I.A.3 Child shows reasonable opinion of his own abilities and limitations.

Child Behaviors

The child may:

- choose to use the stairs instead of the climbing rope on the playground
- request help from adults when appropriate
- decline help politely when not needed (e.g., "No thanks, I can do it myself.")

I. Social and Emotional Development Domain



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)

B. Self-Regulation

Prekindergarten children feel safer and function more successfully in the classroom when rules and routines are consistently implemented. A well-organized classroom with well-prepared activities helps children expand their attention span and build self-control and personal responsibility. As they encounter and overcome new and various social obstacles when interacting with peers, guidance from teachers will enable them to learn acceptable ways of dealing with social and emotional stress and/or excitement.

Self-regulation skills include three subskills: behavior control, emotional control, and control of attention. Subskills only appear in this section of the Texas Prekindergarten Guidelines and are represented by a lowercase letter at the end of the citation.

1. Behavior Control

PK3 Outcome	PK4 Outcome
PK3.I.B.1.a Child follows simple rules and routines when assisted by adults.	PK4.I.B.1.a Child follows classroom rules and routines with occasional reminders from adults.

Child Behaviors

The child may:

- demonstrate understanding of classroom rules
- respond appropriately to classroom behavior expectations

I. Social and Emotional Development Domain



- identify and follow the sequence of the day's events, (e.g., "After centers, it's time to go outside.")
- participate in daily transitions when changing centers, moving from whole group to small group instruction, getting in line, etc.

PK3 Outcome	PK4 Outcome
PK3.I.B.1.b Child takes care of and manages classroom materials with adult assistance.	PK4.I.B.1.b Child takes care of and manages classroom materials.

Child Behaviors

The child may:

- appropriately handle materials during activities
- clean up and place classroom materials in appropriately labeled spaces
- put away personal belongings in their designated space

PK3 Outcome	PK4 Outcome
PK3.I.B.1.c Child manages own behavior with adult guidance and assistance.	PK4.I.B.1.c Child regulates own behavior with occasional reminders or assistance from adults.

Child Behaviors

The child may:

- communicate appropriately to make needs known
- wait for a turn (e.g., waits patiently at the water fountain for a classmate to finish drinking or selects another learning center when the learning center of choice is full)
- refrain from impulsive responses (e.g., waits for turn to be called on during group discussion or requests materials rather than grabbing them)

2. Emotional Control

PK3 Outcome	PK4 Outcome
PK3.I.B.2.a Child recognizes and expresses a range of emotions.	PK4.I.B.2.a Child begins to understand the connection between emotions and behaviors.

I. Social and Emotional Development Domain



Child Behaviors

The child may:

- express feelings or respond with appropriate behavior (e.g., Child does not grab a toy back from a friend, but rather says, “I feel sad when you take my toy!”)
- verbalize understanding that all feelings are okay even though some behaviors may not be okay
- identify appropriate and inappropriate behaviors to common feelings

PK3 Outcome	PK4 Outcome
PK3.I.B.2.b Child is familiar with basic feeling words (e.g., happy, sad, mad, scared).	PK4.I.B.2.b Child uses verbal and nonverbal communication to communicate basic emotions and feelings.

Child Behaviors

The child may:

- demonstrate familiarity with a variety of feeling words (e.g., happy, sad, mad, scared, proud, worried, excited)
- label own feelings when prompted
- identify feelings of characters in stories or movies

PK3 Outcome	PK4 Outcome
PK3.I.B.2.c Child manages intensity of emotions with adult assistance.	PK4.I.B.2.c Child is able to manage intensity of emotions more consistently, although adult guidance is sometimes necessary.

Child Behaviors

The child may:

- use appropriate strategies to decrease level of distress (e.g., requests help when feeling frustrated with a task or seeks comfort from teacher when feeling sad)
- respond positively to adult guidance in using calming strategies (e.g., suggestions to separate self from frustrating situations or take a deep breath)
- show enjoyment while participating in activities that stimulate different types of emotions (e.g., playground games or music activities that require alternation of loud/quiet, fast/slow)



3. Control of Attention

PK3 Outcome	PK4 Outcome
PK3.I.B.3.a Child focuses attention on one task at a time but may not stay with it to completion.	PK4.I.B.3.a Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed.

Child Behaviors

The child may:

- select and complete an activity before moving on to a new one
- create and carry out a sequence of dramatic play plans with a peer
- follow a familiar daily routine until the task is finished

PK3 Outcome	PK4 Outcome
PK3.I.B.3.b Child remains focused on engaging, teacher-led group activities for up to 10–15 minutes at a time.	PK4.I.B.3.b Child remains focused on engaging, teacher-led group activities for up to 20 minutes.

Child Behaviors

The child may:

- increase stamina on ability to pay attention during story time
- actively participate by sitting attentively (e.g., eye contact, raising hand, contributing to discussion) during circle time
- engage in a teacher-led small group activity despite what may be occurring in other small groups around her

C. Relationships with Others

As prekindergarten children enter school, they start forming relationships with the adults and other children in their school environment. Effective teachers offer support and assist children as they develop meaningful and rewarding relationships. During this developmental period, children often begin to develop special friendships with peers that increase their feelings of comfort, joy, and confidence in their social world. These experiences also help build a sense of empathy and caring for others.

I. Social and Emotional Development Domain



PK3 Outcome	PK4 Outcome
PK3.I.C.1 Child forms positive relationships with adults and peers.	PK4.I.C.1 Child uses effective verbal and nonverbal communication skills to build relationships with adults and peers.

Child Behaviors

The child may:

- greet teachers and/or peers in the morning and say goodbye when leaving
- demonstrate they are listening to adults and/or peers when communicating (e.g., looks at speaker, responds to verbal or nonverbal exchanges)
- engage in conversations with adults and/or peers about what they are doing (e.g., shares stories and experiences from outside of the school)

PK3 Outcome	PK4 Outcome
PK3.I.C.2 Child assumes roles and responsibilities as part of the classroom community with adult assistance.	PK4.I.C.2 Child assumes various roles and responsibilities as part of the classroom community.

Child Behaviors

The child may:

- readily accept and carry out “classroom helper” assignments with adult assistance
- remind his teacher that it is his turn to shut off the lights
- respect other’s workspace and time with shared materials
- take responsibility for cleaning up classroom materials after use (e.g., “We need to put the cars away, let’s get the box.”)

PK3 Outcome	PK4 Outcome
PK3.I.C.3 Child shows interest in peer play but may be less skilled in initiating and joining a group.	PK4.I.C.3 Child shows competence in initiating social interactions.

Child Behaviors

I. Social and Emotional Development Domain



The child may:

- participate spontaneously in a variety of group activities, tasks, and play
- actively seek out partners and appropriately invite them to play (e.g., starts a game with classmates on the playground)
- seek out the teacher to ask questions, when appropriate

PK3 Outcome	PK4 Outcome
PK3.I.C.4 Child enjoys parallel and associative play with peers.	PK4.I.C.4 Child increasingly interacts with peers during cooperative play scenarios that share a common plan and goal.

Child Behaviors

The child may:

- demonstrate the ability to negotiate and compromise with peers to achieve a cooperative goal
- follow the lead of others (e.g., enters a center and adapts to the ongoing play of others)
- generate joint play goals and carry them out with at least one other peer

PK3 Outcome	PK4 Outcome
PK3.I.C.5 Child seeks adult help when experiencing conflicts with another child.	PK4.I.C.5 Child initiates problem-solving strategies when experiencing conflicts with others and seeks adult support when necessary.

Child Behaviors

The child may:

- follow conflict resolution steps, with teacher's guidance, to solve a dispute with a classmate
- ask an adult or peer for help when needed (e.g., "Teacher, Johnny isn't listening to me; he took my toy and won't give it back.")
- attempt to work out problems with a peer independently before seeking adult help

PK3 Outcome	PK4 Outcome
PK3.I.C.6 Child responds with concern when a child or adult is distressed.	PK4.I.C.6 Child demonstrates empathy and caring for others.

I. Social and Emotional Development Domain



Child Behaviors

The child may:

- show emotions related to another's experience (e.g., expresses sadness for a character in a book or shows excitement when a classmate crosses the finish line in a race)
- demonstrate a desire to be helpful (e.g., volunteers to help a classmate clean up a spill)
- demonstrate consideration for a classmate (e.g., comforts a classmate who is crying, slows down to walk with a classmate who has an injury, befriends a classmate who is shy)

PK3 Outcome	PK4 Outcome
PK3.I.C.7 Child interacts with peers and may have preferred friends.	PK4.I.C.7 Child interacts with peers and has preferred friends.

Child Behaviors

The child may:

- talk with friends to plan their play (e.g., planning to play 'house' in the dramatic play/pretend and learn center)
- express interest in playing with a preferred playmate outside of school
- independently choose a work or play partner

D. Social Awareness

Prekindergarten children need adult support and guidance in learning how to socially interact with others. It can be a challenge for a young child to sense other people's emotions or to imagine what someone else might be thinking or feeling. Teachers can reinforce children's social awareness skills by facilitating peer-to-peer and adult-to-child interactions and asking thought-provoking questions with the support of rich, socially relevant educational materials.

PK3 Outcome	PK4 Outcome
PK3.I.D.1 Child shows interest in other people and their feelings.	PK4.I.D.1 Child demonstrates an understanding that others have perspectives and feelings that are similar and/or different from her own.

Child Behaviors

I. Social and Emotional Development Domain



The child may:

- use words to express own and other's preferences (e.g., "I like to paint with red and Mary likes to paint with blue.")
- use words to express own and other's feelings (e.g., "Michael thinks that's funny, but I don't!")
- ask questions that indicate understanding that others may have a different perspective (e.g., "Do you like cats or dogs?" or "Were you scared of the thunder?")



II. Emergent Literacy: Language and Communication Domain

During the prekindergarten years, children's expanding language skills have a tremendous impact upon their ability to read and write as they progress successfully through school. Explaining the differences in words and sounds, talking to children about objects and their names (labeling), using expanded vocabulary, and modeling language with grammatical complexity are all ways in which teachers can help to build children's oral language development. Additionally, the pragmatics of oral language in an academic setting, such as conversational skills and the development of storytelling and oral explanations, are an important part of all children's oral language development. Given adequate opportunities to interact with responsive adults in language-rich classrooms, young children's language abilities will expand rapidly during these years. The language and communication domain of learning includes not only receptive (listening) and expressive (speaking) skills, but also vocabulary and sentence structure skills. Mastery of these skills will build young children's ability to understand what they hear and communicate their own ideas and experiences effectively.

Many prekindergarten students in Texas are multilingual learners. A multilingual learner is a student who is exposed to more than one language. A multilingual learner who is also identified as an emergent bilingual student is not as proficient in spoken English as their native English-speaking peers. An identified emergent bilingual student will be offered the opportunity to participate in a state approved bilingual education or English as a Second Language (ESL) program.

Developing language and communication skills across two languages is an important part of a child's unique identity regardless of program placement or participation. It will be important for prekindergarten teachers to intentionally make connections between home and school, honor children's native language, and send the message that knowledge of a language other than English is an inherently valuable asset. Prekindergarten educators help all children develop academic vocabulary and the language skills required for basic social communication, but they should also provide targeted language opportunities for multilingual learners. The guidelines in this domain outline end-of-year language outcomes for 3- and 4-year-old children in their language of instruction.

The Language and Communication Domain of the *Texas Prekindergarten Guidelines* is divided into the following skills: listening comprehension, speaking (conversation), articulation, vocabulary, and sentence structure.

A. Listening Comprehension

From birth, children begin learning by listening to the world around them. As their exposure to language(s) increases, so does their understanding. Multilingual learners understand that they are hearing two language systems from a very early age. Prekindergarten-age children are able to comprehend (with increasing accuracy) what they hear in conversations and in stories read aloud. Children demonstrate understanding through their questions, comments, and actions.



PK3 Outcome	PK4 Outcome
PK3.II.A.1 Child responds to situations in ways that demonstrate an understanding of what has been communicated.	PK4.II.A.1 Child shows understanding by responding appropriately to what has been communicated by adults and peers.

Child Behaviors

The child may:

- use nonverbal gestures to show a response to adults and peers (e.g., nodding/smiling to show understanding/agreement, tilting head/frowning face to show confusion, or giving a thumbs up/down or to respond to questions)
- respond to requests by completing the appropriate actions (e.g., passing a pencil when a friend asks for it)
- appropriately contribute to discussions by commenting or asking questions
- provide appropriate verbal responses to questions asked by peers or adults

PK3 Outcome	PK4 Outcome
PK3.II.A.2 Child shows understanding by following two-step verbal directions.	PK4.II.A.2 Child shows understanding by following three-step verbal directions.

Child Behaviors

The child may:

- follow multi-step directions given by the teacher (e.g., “Please put your things away, then find your square on the carpet, and sit down.”)
- repeat previously given multi-step instructions to a peer or adult
- participate in songs and/or dances that require the response of various movements or gestures (e.g., “march your feet, then find a friend, grab their hand and dance with them.”)
- participate successfully in games such as “Follow the Leader” or “Simon Says”

B. Speaking (Conversation)

Prekindergarten children become increasingly able to describe their wants and needs, carry on conversations with others, and share information with both peers and adults. The ability to engage others in conversations involves asking questions, listening, and responding, as well as using verbal and nonverbal communication. Additionally, multilingual learners become increasingly aware of language context. For example, a staff member with knowledge of Spanish and English learns that he can have a conversation in Spanish with a bilingual librarian but will use English to express a preference to the non-bilingual art teacher.



Children who are multilingual learners may require more time to respond because they are learning and processing two languages at once. Multilingual learners may also respond in one language and use the other language to fill in a word or phrase within a sentence. Both are normal parts of bilingual development. Multilingual learners should be encouraged and expected to demonstrate their speaking/communication skills in their home language as well as in English.

PK3 Outcome	PK4 Outcome
PK3.II.B.1 Child uses language to communicate basic needs and wants.	PK4.II.B.1 Child uses language for multiple purposes.

Child Behaviors

The child may:

- request help from an adult or peer when needed
- communicate feelings, needs, and wants
- participate in one-on-one or group discussions during learning activities
- share information or stories

PK3 Outcome	PK4 Outcome
PK3.II.B.2 Child begins to use appropriate language, style, and nonverbal cues during communication with familiar adults and peers.	PK4.II.B.2 Child engages in conversations in appropriate ways, demonstrating knowledge of verbal and nonverbal conversational rules.

Child Behaviors

The child may:

- initiate, participate in, or terminate conversations appropriately (e.g., engages in appropriate greetings, contributes to an interactive conversation)
- participate in a conversation with a peer or adult, taking turns talking and not interrupting
- have multiple-turn conversations with others, listening to others or extending/connecting to an idea expressed by the other person
- use nonverbal gestures appropriately (e.g., makes eye contact with the speaker, uses facial expressions to illustrate emotion, stands an appropriate distance from the speaker, uses gestures to communicate basic needs when vocabulary is limited)

PK3 Outcome	PK4 Outcome
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PK3.II.B.3 Child is able to communicate basic information in familiar social settings.

PK4.II.B.3 Child provides appropriate information in various settings.

Child Behaviors

The child may:

- answer questions from adults within the school, other than the classroom teacher (e.g., nurse, secretary, cafeteria staff)
- provide adequate information to update someone new to a situation about what is currently taking place (e.g., if someone walks up to a group of children playing, the child will explain what they are playing so the new person can join in)
- communicate emotions and needs/desires appropriately, (e.g., "I'm feeling sad today because...", asking permission to use the restroom, inviting others to join an activity)

PK3 Outcome	PK4 Outcome
PK3.II.B.4 Child begins to use appropriate language for different situations.	PK4.II.B.4 Child matches language to social contexts.

Child Behaviors

The child may:

- use proper titles when speaking to people (e.g., refers to classmates by first name but uses the title "Mrs." or "Mr." when addressing the teacher)
- adjust voice appropriately based on the activity or situation (e.g., moves close to a teacher and speaks quietly as classmates read a book in the library, yells for a friend across the playground, uses a caring voice when talking to a friend who is crying)
- align vocabulary to match the situation (e.g., uses academic words in the classroom and more informal word choice when in the cafeteria)

C. Articulation

Prekindergarten children must learn to vocalize, pronounce, and discriminate sounds and words within languages. Learning to accurately perceive the difference between similar-sounding words will support children's development of early literacy skills and help set them up for future reading and writing success. Young children will continue to acquire the ability to recognize new sounds but may mispronounce some words in their own speech. Difficulty with producing some speech sounds (e.g., /l/, /r/, or /th/) is common for prekindergarten children but may improve with practice and age. Similarly, multilingual learners may need repeated, meaningful opportunities to more closely approximate the sounds of the language with which they are less familiar.



PK3 Outcome	PK4 Outcome
PK3.II.C.1 Child's speech is understood by familiar adults and peers.	PK4.II.C.1 Child's speech is understood by both familiar and unfamiliar adults and peers.

Child Behaviors

The child may:

- speak loud enough so that what is being said can be heard
- articulate individual words in a sentence
- enunciate each sound or syllable in words
- distinctly produce voiced and unvoiced English consonant pair sounds (e.g., /b/- /p/, /d/- /t/, /z/- /s/, /k/- /g/, and /v/- /f/)

PK3 Outcome	PK4 Outcome
PK3.II.C.2 Child begins to mimic intonation of language through songs and fingerplay.	PK4.II.C.2 Child demonstrates growing understanding of the intonation of language.

Child Behaviors

The child may:

- recite nursery rhymes and songs with the correct intonation
- use appropriate intonation to represent emotion
- match intonation to the situation (e.g., talking to a baby vs. talking to an adult)

D. Vocabulary

Vocabulary development is one of the most important predictors of later reading achievement. Prekindergarten children experience rapid growth in their understanding of words and word meanings when they are learning in a language-rich environment. Vocabulary acquisition is largely developed by exposing children to new words through stories and engaging them in meaningful and intentional interactions with adults who incorporate new language into daily conversations. Vocabulary development occurs when educators create a space in which there are many opportunities to talk about personal experiences, read familiar stories, sing familiar songs, and play word games on a regular basis. Vocabulary knowledge reflects children's previous experiences and is increasingly refined as they learn new words and concepts through their growing knowledge of the world around them.



Multilingual learners in a bilingual education program will develop vocabulary in both the program language and English via learning opportunities in each language as well as direct instruction in cross-linguistic connections. Both languages are honored and valued, and there is a diminished linguistic barrier between home and school. Educators of multilingual learners outside of bilingual programs should intentionally leverage families' linguistic resources as a foundation for second language learning. Consider Katie, a multilingual learner who speaks mostly Vietnamese at home. During a study of fairy tales, Katie's teacher invites Katie's mom to read a portion of a Vietnamese version of the Cinderella tale in Vietnamese. Katie's language and culture is validated, and Katie's peers get to practice making meaning based on prior knowledge, pictures, etc. The class learns a few key vocabulary words from the story in Vietnamese.

PK3 Outcome	PK4 Outcome
PK3.II.D.1 Child understands (receptive) and uses (expressive) expected words to label and describe common objects, people, places, actions, and events.	PK4.II.D.1 Child understands (receptive) and uses (expressive) a wide variety of words to label, describe and make connections among objects, people, places, actions, and events.

Child Behaviors

The child may:

- appropriately identify items seen in real life, books, or pictures, naturally incorporating new terminology
- use newly learned words to describe or explain in detail things seen in real life, books, or pictures
- use descriptive words when asking questions or giving directions to peers in authentic situations (e.g., "Can you give me that small brown crayon?" or "Please grab that red cup so we can use it in the kitchen center.")
- use descriptive language to compare, contrast, and categorize objects, people, and actions
- provide opposites (antonyms) or words with similar meaning (synonyms) to demonstrate understanding of key vocabulary words

PK3 Outcome	PK4 Outcome
PK3.II.D.2 Child understands (receptive) the instructional language of the classroom.	PK4.II.D.2 Child understands (receptive) and uses (expressive) the instructional language of the classroom.

Child Behaviors

The child may:



- participate in activities that reinforce the use of instructional language (e.g., circle time discussions, observational conversations, recall & review)
- respond appropriately to questions related to content-area instruction (e.g., If a teacher asks, "how many sides does a triangle have?" the child would immediately respond "three")
- follow directions that include language from instruction (e.g., "Please draw a small red square." or "Sort the pictures into two categories: pairs that rhyme and pairs that do not rhyme.")
- use language from previous instruction to describe something (e.g., when retelling a story, the child might use the word "character" or when describing an object, the child might use words like "heavier" or "lighter")
- incorporate instructional terms into learning center interactions (e.g., in library, the child might point to the cover of a book and tell a friend "Look, that is a seed, this book must be about plants.")

PK3 Outcome	PK4 Outcome
PK3.II.D.3 Child shows a steady increase in understanding (receptive) and using (expressive) language learned from books, conversations, and play.	PK4.II.D.3 Child consistently understands (receptive) and uses (expressive) new vocabulary acquired through books, conversations, and play.

Child Behaviors

The child may:

- add a connected idea to another child's comment (e.g., a child says, "My rock went to the bottom." and then the other child responds with: "Your rock sank!")
- respond to and use thematic vocabulary when engaging in child-initiated play
- use specific terminology when recalling facts from a book that has been read aloud or when describing the events in the story
- use new vocabulary words when asking and answering questions
- incorporate new vocabulary into comments when contributing ideas related to the current topic of conversation

E. Sentences and Structure

Prekindergarten children become increasingly adept at using language to express their needs and interests, share ideas, and participate in conversations with their peers. The grammatical complexity of a spoken sentence expands when they have plenty of opportunities for rich conversations with other children and adults. Children's overgeneralization of language rules, which results in the use of invented words (e.g., saying "foots" instead of "feet"), is a normal part of language acquisition. Multilingual learners may also overgeneralize across languages (e.g., saying "the dog big" instead of "the big dog" is an example of applying the Spanish language structure "el perro grande" in an English sentence). This flexibility of usage is not a sign of confusion but



evidence of a developing bilingual brain. Another sign of developing bilingualism is the use of words from two languages in one sentence. For example, a sequential bilingual student learning Spanish in a dual language immersion program may say at the class party “Quiero el cookie.” This child is beginning to use Spanish to communicate thoughts and fills in the gap in vocabulary knowledge with a known English word in order to make preferences known.

PK3 Outcome	PK4 Outcome
PK3.II.E.1 Child typically uses simple sentences of three to four words, usually in correct word order.	PK4.II.E.1 Child typically uses complete sentences of four or more words with age-appropriate grammatical complexity, usually in standard word order.

Child Behaviors

The child may:

- share a personal experience using longer, detailed sentences with complex language (e.g., nouns, adjectives, verbs, prepositions, etc.)
- participate in interactive discussions accurately using sentences with complex language (e.g., nouns, adjectives, verbs, prepositions, etc.)
- respond to questions and add ideas using complete sentences
- speak using complete sentences, with standard word order when engaging in classroom activities

PK3 Outcome	PK4 Outcome
PK3.II.E.2 Child begins to use regular plurals and regular past tense correctly.	PK4.II.E.2 Child correctly uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.

Child Behaviors

The child may:

- correctly use regular plurals when speaking (e.g., “I have one *sister* right now, but when my mom has her baby, I will have two *sisters*.”)
- correctly use irregular plurals when speaking (e.g., “If I brush my *teeth* every day, how come I still lost a *tooth*?”)
- use the correct tense when describing something he did yesterday or last week (e.g., says “went” although a younger classmate says “goed.”)
- use correct personal and possessive pronouns when speaking (e.g., uses “my” and “mine” to identify own work or “his” and “hers” to identify a peer’s work)



- use proper subject-verb agreement when telling a story (e.g., "First, the black *dog chases* the cat. Then the brown dog joins him. Now both *dogs chase* the cat.")

PK3 Outcome	PK4 Outcome
PK3.II.E.3 Child uses simple sentence structures with at least one idea.	PK4.II.E.3 Child uses sentences that combine multiple phrases or ideas.

Child Behaviors

The child may:

- use sentences with more than one phrase when talking with a friend during centers, classroom activities, or play time (e.g., "Let's go to the store and get milk for the baby." or "Since I am older, I will go first.")
- add information in multiple phrases during circle time or class discussions (e.g., "Birds build nests in the trees and then they lay their eggs.")
- combine phrases to show a sequence of events when describing personal experiences or retelling a story (e.g., "We went to the grocery store and then drove back home." or "While we were waiting for the bus, it started to rain.")
- ask questions that include more than one idea (e.g., "If I grab this book, will you come read with me?")
- use sentences that include cause and effect (e.g., "The rock was heavy, so it sank." or "The little boy was sad because he lost his toy.")

PK3 Outcome	PK4 Outcome
PK3.II.E.4 Child understands increasingly longer sentences that combine two ideas.	PK4.II.E.4 Child uses sentences that provide many details, remains on topic, and clearly communicates intended meaning.

Child Behaviors

The child may:

- tell a story with lots of detail, that makes sense and stays on topic
- describe a personal experience, combining ideas, giving lots of detail, and remaining focused on the topic (e.g., "When my grandpa came over, we went to the park. We had fried chicken and played on the swings.")
- participate in a group discussion by building on or extending the ideas of peers
- use complex sentences to contribute relevant ideas during shared and/or interactive writing experiences



III. Emergent Literacy: Reading Domain

Learning to read and write are among the most important milestones and achievements in a young child's life. Early language and literacy instruction is critical because research has proven that emergent literacy skills serve as predictors for children's school readiness, and their later capacity to learn academic knowledge. Children acquire emergent literacy skills when they are actively engaged in meaningful and purposeful interactions and learning experiences. They develop an understanding of the everyday functions of print and gain the motivation to learn to read through daily exposure and engagement with various forms of verbal and written language, including nonfiction and fiction books, poems, songs, and nursery rhymes. Being read to and interacting with culturally relevant stories and print also helps children build their social and cultural identities.

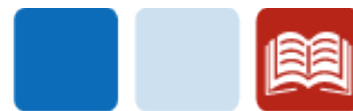
Even before children start school, they can become aware of systematic patterns of sounds in spoken languages, manipulate sounds in words, recognize words or environmental print, learn the relationship between sounds and letters, and establish a basic understanding of storytelling and story structure. *The goal of emergent literacy instruction in prekindergarten is not to teach children to read connected text or even whole words, but rather to teach the building blocks that will, in later grades, provide children the foundation needed to become proficient readers and writers.* When given ample opportunities to interact with books and other forms of print, as well as some explicit and systematic instruction in emergent literacy skills, children can learn much more about the purposes and concepts of written language and about the letters that can be combined to form print and their corresponding sounds. Young children learn best through experiences that are meaningful and interesting to them and benefit from guided practice and repetition.

Multilingual learners learning to read only in English will use what they already know and understand about literacy in their primary language to make connections to emergent literacy experiences in English. Families of these learners must be empowered to understand that continuing to expose children to literacy experiences in their native language is not just important, but a critical form of literacy support that they are uniquely qualified to provide. Multilingual learners in bilingual programs who experience emergent literacy instruction in both English and a primary or partner language will be explicitly guided to make cross linguistic connections in school. This biliteracy perspective can be supported by families regardless of language proficiency levels in the home.

The Emergent Literacy: Reading Domain of the *Texas Prekindergarten Guidelines* is divided into the following skills: motivation to read, phonological awareness, alphabet knowledge, comprehension of text, and concepts of print.

A. Motivation to Read

The prekindergarten years are an important time for increased motivation to read and write and can be especially important for children who have not previously and do not currently have access to books. All children benefit immensely from the targeted opportunity to develop an understanding of and appreciation of written languages through early school experiences. Prekindergarten children benefit from classroom activities and environments that build on their own family backgrounds and personal experiences to create positive connections to reading and writing. These early experiences will come to define their expectations and influence their motivation to work toward learning to read and write



independently. These same experiences also give families a first impression of how their home culture will be acknowledged and valued within the school system. It is therefore critical that students of all cultural and linguistic backgrounds see themselves and their families reflected in books, activities, and the classroom culture in general.

Children who are motivated to read and write find pleasure in looking at the covers and illustrations in books, listening and making personal connections to stories being read aloud, and mimicking reading behaviors through independent exploration of books and other forms of text. They also have an intrinsic motivation to ask about surrounding print and a desire to understand how writing works. Learning to read is a gradual, ongoing process; however, building young children's enthusiasm for books and written text at an early age can impact their willingness to overcome potential future challenges with reading and writing.

PK3 Outcome	PK4 Outcome
PK3.III.A.1 Child demonstrates an interest in pictures, text, and stories read aloud.	PK4.III.A.1 Child engages in story-related pre-reading activities.

Child Behaviors

The child may:

- repeat or “chime in” on repeated parts of predictable stories
- ask a teacher to re-read a favorite book
- engage in “pretend readings” of familiar books, verbalizing what is happening in a story while looking at pictures and turning the pages of a book
- participate in various reading experiences, including read alouds, shared reading, listening to recorded stories with headphones, or interacting with digital books

PK3 Outcome	PK4 Outcome
PK3.III.A.2 Child tells a story by looking at pictures or from memory.	PK4.III.A.2 Child self-selects books and other written materials to engage in pre-reading behaviors.

Child Behaviors

The child may:

- independently choose a book, magazine, brochure, or other reading material to read to self, peer or stuffed animal
- select and interact with a digital book of their choice by clicking on the cover of the book they choose to read or listen to



- select a favorite book for the teacher to read during read aloud time
- select the reading/library center during free play

PK3 Outcome	PK4 Outcome
PK3.III.A.3 Child notices and connects meaning to environmental print.	PK4.III.A.3 Child recognizes that all print carries meaning and serves as a means for communication.

Child Behaviors

The child may:

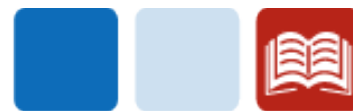
- recognize and “read” environmental print (e.g., the writing on a food container, signs, menus, etc.)
- ask the meaning of text (e.g., posters, charts, or digital materials) encountered throughout the classroom or school
- ask what a note from home says
- point to the words while pretending to read or listen to a story (e.g., a digital story or a story read aloud)

B. Phonological Awareness

Phonological awareness is an auditory skill that involves the understanding of the sounds of spoken language; it is the ability to detect and manipulate the sound structures at the sentence, word, syllable, and phoneme level. The overarching term refers to a continuum of skills that are universal across languages including sentence segmentation, alliteration, rhyming, syllabication, onset-rime (in English only), and phonemic awareness. Research has shown that phonological awareness begins to develop in children as young as 2.5 years old. *See Appendix.*

Children generally develop sensitivity to large units of sound, like words and syllables first, and eventually progress to sensitivity to individual *phonemes*, the smallest units of sound. For example, children are able to detect and manipulate *words* in phrases before they can detect or manipulate *syllables*, and they can detect and manipulate *syllables* before they can detect or manipulate *phonemes*. Within the continuum of skills are varying levels of task complexity. To ensure learning is adequately scaffolded, task difficulty is an important consideration for phonological awareness instruction. For example, teachers should begin with easier tasks such as identification and blending (e.g., synthesis) before introducing more challenging tasks such as segmenting and manipulation (e.g., adding, deleting, or substituting). *However, children do not need to master one skill or task before being introduced to or practicing another skill or task.*

Phonological awareness is highly predictive of success in beginning reading and writing, specifically related to automatic decoding and encoding abilities. Phonemic awareness, the most advanced skill on the continuum, facilitates children’s understanding of the individual sounds in spoken words and helps



them make the connection that sounds can be represented by letters in print. Therefore, phonological awareness and alphabet knowledge should work together, with skill development in one area reinforcing development in the other. *Once children demonstrate mastery in both alphabet knowledge and phonemic awareness*, they can benefit from the inclusion of letters in phonemic awareness activities to begin building their understanding of the alphabetic principle.

Oral language proficiency in children's native language supports the development of phonological awareness in English for first- and second-language learners. English learners draw upon their phonological awareness skills in their first language when developing phonological awareness in a second language. English learners benefit from explicit and systematic phonemic awareness instruction, specifically segmentation, blending, and manipulation.

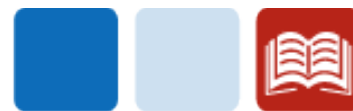
For multilingual learners who are exposed to phonological awareness instruction only in English, it is important to accept oral approximations of English sounds due to English proficiency level or articulation difficulties rather than correcting them in the moment. Non-standard pronunciation does not indicate a lack of understanding, and multilingual learners benefit more from targeted instruction rather than a quick correction. It is also important to connect activities with context, often by adding a picture. For example, if students are generating words that begin with /m/, a native English speaker has a repository of vocabulary from which to draw based on all his oracy experiences from birth. A child who is just beginning to speak English may not have a similarly sized mental word bank. Adding picture cards may remind children of words they know or will allow them to sort cards into /m/ and "other" when the teacher says the word.

PK3 Outcome	PK4 Outcome
PK3.III.B.1 Child recognizes when a word in a spoken sentence is changed.	PK4.III.B.1 Child identifies the individual words in a spoken sentence.

Child Behaviors

The child may:

- identify a word that changes in a sentence (e.g., If the two sentences are: "The cat sat." and "The rat sat." the child will recognize that the word "cat" was replaced with "rat")
- clap (or do some other type of action like tapping, stomping, jumping, or holding up a finger) to represent each individual word in a spoken sentence
- count the number of words in a sentence
- repeat a sentence spoken by the teacher and move a counter forward as each word in the sentence is spoken
- change a word used in a sentence to make a new sentence (e.g., "Carlos plays with friends." becomes "Kevaeh plays friends." or "Carlos plays with toys.")



PK3 Outcome	PK4 Outcome
PK3.III.B.2 Child begins to distinguish differences between similar-sounding words.	PK4.III.B.2 Child distinguishes differences between similar-sounding words.

Child Behaviors

The child may:

- during a rhyming game, the child demonstrates the difference between a “bat” (e.g., makes a swinging motion) and a “pat” (e.g., pats top of head)
- point to the appropriate picture when prompted (e.g., when shown a picture of a goat and a coat, the child correctly points to the picture that matches the word spoken)
- discriminate between similar initial consonant sounds (e.g., /b/ and /p/, /g/ and /k/, or /t/ and /d/)

PK3 Outcome	PK4 Outcome
PK3.III.B.3 Child recognizes the individual words in a compound word.	PK4.III.B.3 Child uses two familiar base words to form a compound word with pictorial or gestural supports.

Child Behaviors

The child may:

- blend two words together to create a new compound word (e.g., Teacher: “If I say the words *sun* and *flower* what compound word can you make?” Child: “*sunflower*”)
- use picture cards to create compound words
- make compound words by responding with a second part of the word after the teacher has provided the first part (e.g., Teacher: “What word can I add to “*rain*” to make a compound word?” Child: “*bow* so you get *rainbow*” or “*drop* so you get *raindrop*”)
- segment a compound word by separating and naming the two smaller words that make up the compound word (e.g., Teacher: “What two words do you hear when I say *starfish*?” Child: “*star*” and “*fish*”)

PK3 Outcome	PK4 Outcome
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PK3.III.B.4 <i>*Three-year olds do not typically develop word manipulation skills, so no outcome is included*</i>	PK4.III.B.4 Child manipulates compound words with pictorial or gestural support.
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Child Behaviors

The child may:

- take compound word picture cards apart by *deleting* either the first or second part and stating the word that is left (e.g., “sunflower” - “sun” = “flower”)
- create a compound word by *adding* a word to the given word (e.g., A teacher might point to a picture and ask, “What is a compound word that has the word rain in it?” and the child would respond with, “rainbow” or “raincoat”)
- play with words to make different compound words (e.g., If the child has the word “basketball” and *substitutes* a picture of a basket with a picture of a foot, they now created the word “football”)
- use movements to represent manipulation of combining words to make a compound word (e.g., using one hand to represent “rain” and the other hand to represent “coat,” clapping together to make “raincoat”)

PK3 Outcome	PK4 Outcome
PK3.III.B.5 Child participates in oral syllabication activities.	PK4.III.B.5 Child begins to blend and segment syllables in multisyllabic words.

Child Behaviors

The child may:

- identify a segmented word by blending the syllables together (e.g., teacher says, /dī/-/nō/-/saur/ and the child says “dinosaur”)
- provide the second syllable when the teacher holds up a picture and says the first syllable of the word (e.g., teacher holds up a picture of a bucket and says “buck”; the child finishes the word by saying “et”= “bucket”)
- clap, tap, or jump for each syllable in a familiar word (up to three syllables)
- identify the number of syllables in own name or a peer’s name
- sort picture cards or objects based on the number of syllables in the word

PK3 Outcome	PK4 Outcome
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PK3.III.B.6 Child uses rhyming words through playful activities such as songs, nursery rhymes, and fingerplay.	PK4.III.B.6 Child identifies rhyming words.
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Child Behaviors

The child may:

- pair pictures or objects that rhyme
- give a thumbs up if two words rhyme or thumbs down if they do not
- state which word does not rhyme when listening to a list of three words within a story
- identify the words that rhyme in a nursery rhyme, poem, or book
- generate real or nonsense words that rhyme with a given word
- listen to two words that rhyme and produces a third word (real or nonsense) that rhymes with the pair

PK3 Outcome	PK4 Outcome
PK3.III.B.7 Child uses alliteration through playful activities such as songs and read alouds.	PK4.III.B.7 Child identifies alliterative words with pictorial support.

Child Behaviors

The child may:

- pair pictures or sort objects into groups by beginning sound
- identify words in rhyming songs that begin with the same sounds
- make silly phrases by changing the beginning sounds of all words to have the same sound (e.g., "Mappy Mirthday Moo Moo")
- play name games (e.g., producing a word that begins with same beginning sound as their name - Jumping Jasmine, Dancing David, Silly Sofia, Funny Fernando)
- listen to two sentences within a story and identify which sentence has alliteration in it

PK3 Outcome	PK4 Outcome
PK3.III.B.8 Child participates in onset-rime blending activities (in English only).	PK4.III.B.8 Child identifies a familiar one-syllable word that is segmented by onset and rime (in English only).



Child Behaviors

The child may:

- identify a word that is segmented by onset-rime (e.g., if the teacher says /b/+/ark/ then child will say “bark”)
- select the appropriate picture from several pictures when the teacher says a word segmented between the onset and rime (e.g., when shown several pictures, and adult says /r/+/ug/, child selects the picture of the rug)
- look at a picture of an animal and when the teacher says the onset, the child finishes the word by saying the rime (e.g., if the teacher says /t/ the child says /oad/)

PK3 Outcome	PK4 Outcome
PK3.III.B.9 <i>*Three-year olds do not typically develop phonemic awareness, so no outcome is included*</i>	PK4.III.B.9 Child blends and segments one-syllable words by phonemes with visual or gestural support.

Child Behaviors

The child may:

- watch an adult say a word segmented by phonemes, tapping a dot for each phoneme, and correctly identifies the word by naming it or pointing to a picture/object that matches (e.g., teacher says, /b/- ð/-/x/ and child points to a box or says “box”)
- pull down a chip for each phoneme they hear, when the teacher says a word segmented by phonemes
- select a picture or an object and uses sound boxes or gestures to accurately segment the word by phoneme (e.g., child points to a hat and says /h/-/ ä/-/t/)

C. Alphabet Knowledge

Alphabet knowledge is an essential component of emergent literacy and is a strong predictor of success in learning to read and write. Alphabet knowledge includes letter recognition, letter naming, letter-sound correspondence, and alphabetization. The distinction between each component of alphabet knowledge is identified below:

- **letter recognition** (a receptive skill): the ability to identify letters when asked to touch or point to a letter*
- **letter naming** (expressive skill): the ability to name letters with automaticity
- **letter-sound correspondence**: knowledge of the common sounds – the sounds that a letter represents most frequently
- **alphabetization**: the ability to say and place letters of the alphabet in sequential order



Letter formation is also an important aspect of alphabet knowledge because learning how to write each letter draws children’s attention to the similarities and differences among letter shapes. To support young learners’ knowledge of letters, adults need to provide children with easy and repeated meaningful interactions with written letters and words within the context of daily experiences and engage them in activities that are fun and interesting. These experiences must integrate all components of alphabet knowledge and should include many opportunities for children to see letters within the context of written text. Relying solely on rote practice can result in frustration and negative attitudes toward learning. Knowing how letters function in writing and how these letters connect to the sounds children hear in words is crucial to children’s success in reading. Combined with phonological awareness, letter knowledge is the key to children understanding the alphabetic principle. Children will use this sound/letter connection to begin to identify printed words, such as their names and other familiar words.

*Important things to note:

- In English, students generally identify letter names before letter sounds. However, in Spanish, children tend to learn letter sounds before letter names. During Spanish alphabet knowledge activities, students may know letter sounds before letter names.
- Children generally recognize capital letters before lowercase letters because uppercase letters are more distinguishable than lowercase letters.

PK3 Outcome	PK4 Outcome
PK3.III.C.1 Child 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).	PK4.III.C.1 Child recognizes and names at least 20 letters (upper- or lower-case letters).

Child Behaviors

The child may:

- name letters on name cards, posters, books, and signs around the room
- identify specific letters in shared reading or writing experiences (e.g., points to a letter in a book, circles a letter on a poster, etc.)
- recognize the letters in their own name (e.g., “If your name starts with ___, please stand up” or “if you have a ___ in your name, touch your nose”)
- match upper and lowercase letters, while recalling the name of the letters
- participate in letter recognition games or activities (e.g., alphabet bingo, alphabet arcs, letter hunts, I Spy the letter..., etc.)



PK3 Outcome	PK4 Outcome
PK3.III.C.2 Child identifies the letter associated with the sound of the first letter of his name.	PK4.III.C.2 Child recognizes at least 20 distinct letter-sound correspondences.

Child Behaviors

The child may:

- match a letter to the picture that begins with the corresponding letter sound
- identify the letter that corresponds with a specific letter sound (e.g., “I am thinking of a letter that makes the /s/ sound. What letter am I thinking of? Can you find the letter that makes the /s/ somewhere in the room?”)
- point to the letter that matches the sound heard when shown 2-4 letters
- categorize objects or pictures by beginning sounds, matching the sound to the printed letter

PK3 Outcome	PK4 Outcome
PK3.III.C.3 Child produces the correct sound for the first letter of his name.	PK4.III.C.3 Child produces at least 20 distinct letter-sound correspondences.

Child Behaviors

The child may:

- say the correct sound when shown a letter or given a letter name
- make the correct letter sound while pointing to a letter in a book or on a poster
- produce the sound of each letter in their name as they write each letter
- say the correct sound when shown a picture of a keyword for a specific letter (e.g., says /b/ when shown the picture of a boat)

D. Comprehension of Text

Exposure to many kinds of books, both fiction and nonfiction, helps prekindergarten children build vocabulary, make connections to text, build schema, and background knowledge, and become familiar with how stories and other types of texts work. Children develop concepts of story structures, character actions, and knowledge about informational text structure which influences how they understand, interpret, and link what they already know to new information.

Multilingual learners must have read aloud experiences in their home language regardless of bilingual education or ESL program participation. These experiences are opportunities to learn everything mentioned above without a language barrier. Teachers of multilingual students must communicate the importance of home language read aloud experiences to families and support them as they provide



these experiences at home. Multilingual learners who have experiences with stories read aloud in the home language can be prompted to make connections between texts in different languages.

PK3 Outcome	PK4 Outcome
PK3.III.D.1 Child re-enacts a story after it has been read aloud.	PK4.III.D.1 Child retells or re-enacts a story with a clear beginning, middle, and end.

Child Behaviors

The child may:

- participate in acting out a familiar story in whole group and small group settings
- retell the main events of a story in sequence
- use the pictures in the books to recall what is happening in the story
- organize pictures to represent the accurate sequence of events in a story read aloud
- recall characters, setting, and main idea of a story read aloud

PK3 Outcome	PK4 Outcome
PK3.III.D.2 Child makes personal connections to books read aloud.	PK4.III.D.2 Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.

Child Behaviors

The child may:

- relate own experiences to facts learned from books (e.g., makes connection to garden at home when reading about plant life cycles) or events in a story (e.g., relates a personal trip to the zoo to the character's trip to the zoo)
- describe how to do something learned from reading a book
- reference information learned from a book when sorting objects (e.g., when sorting pictures based on needs and wants, the child explains the decision by referring back to how the story distinguished needs and wants)
- use information learned from a book to make comparisons about things in his world (e.g., after reading a book about community helpers, the child says, "My mom is a veterinarian. That is like a doctor, but instead of helping people she helps animals.")



PK3 Outcome	PK4 Outcome
PK3.III.D.3 Child asks and answers age-appropriate questions about a book.	PK4.III.D.3 Child asks and responds to questions relevant to the text read aloud.

Child Behaviors

The child may:

- ask and answer questions about the story details and events
- ask and answer questions about the characters or actions within a story
- ask and answer questions about information learned from a text

PK3 Outcome	PK4 Outcome
PK3.III.D.4 Child attempts to make predictions by looking at the cover of a book or the pictures within a story.	PK4.III.D.4 Child makes inferences and predictions about a text.

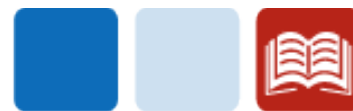
Child Behaviors

The child may:

- actively participate while being read to by predicting what might happen next in the story
- predict what might happen in a book based on the cover or title of the book or by doing a picture walk prior to reading a story
- use illustrations to make inferences about how a character might feel or consider why a character acted in a certain way
- discuss how the story might change if it had different characters, a changed setting, or an alternate ending
- tell what might happen next if the story continued

E. Concepts of Print

Through daily experiences with a variety of print materials, young children delight in discovering the connections between spoken and written words. Frequent exposure to print allows prekindergarten children to understand that print carries meaning and encourages them to explore what print is used for and how it works. Children will begin to recognize the distinction between letters, words, sentences, punctuation marks, and images. They will also deepen their understanding of how books work, including print directionality and appropriate handling of books, and learn how to hold and care for books. These print concepts and skills can be taught explicitly, modeled through shared reading experiences, and



reinforced through print-rich learning environments. Print-rich learning environments incorporate labels, signs, letters, menus, magazines, digital media, and storybooks into every aspect of the day.

Multilingual learners should be exposed to print in both the home language and English. Targeted instruction should be provided for students whose home language differs from English to explicitly compare characteristics of the two print systems, rather than elevate print concepts in one language over another. This will reinforce the transferability of many print concepts across both languages and help children understand key distinctions.

PK3 Outcome	PK4 Outcome
PK3.III.E.1 Child can distinguish between pictures and print.	PK4.III.E.1 Child can distinguish between elements of print including letters, words, and pictures.

Child Behaviors

The child may:

- point to the print or pictures in a book when prompted
- point to specific letters within a word when prompted
- use a pointer or highlighting tape to identify a letter or word when prompted
- sort letters, words, and pictures into their corresponding categories

PK3 Outcome	PK4 Outcome
PK3.III.E.2 Child handles books with increasing skill and imitates reading with awareness of directionality (e.g., imitates reading text across a page).	PK4.III.E.2 Child 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).

Child Behaviors

The child may:

- correctly turn the pages in a book from beginning to end
- imitate reading behaviors (e.g., moving top to bottom and left to right; return sweep, etc.) on charts, lists, and big books
- use a pointer or finger to track print in big books or enlarged text as the teacher is reading
- accurately model left-to-right directionality when reading labels around the room (e.g., placing a finger or pointer on the first letter of a word and moving it underneath from left to right as the word is read aloud by an adult or the child)



PK3 Outcome	PK4 Outcome
PK3.III.E.3 Child begins to notice the basic features of print (e.g., repeating words, space between words, punctuation vs. letters).	PK4.III.E.3 Child can identify some conventional features of print that communicate meaning including end punctuation and case.

Child Behaviors

The child may:

- point to or name a period at the end of a sentence
- recognize different types of punctuation (e.g., period, question mark, exclamation) even if they don't understand the purpose of each kind
- write name with the correct case (e.g., capital letter at the beginning of the name and lowercase letters for the rest)
- recognize that the first letter in a name is capitalized
- recognize that the first word in a sentence is capitalized



IV. Emergent Literacy: Writing Domain

Prekindergarten children begin to notice, imitate, and explore the many ways adults use writing to communicate. Early writing experiences may include asking adults to write their names, signs, and letters for them and progresses to independently imitating adults, using marks to represent their own thoughts and ideas. Through these early writing experiences, young children develop initial understandings about the forms, features, and functions of written language. Over time, children's writing attempts more closely approximate conventional writing. In prekindergarten classrooms, teachers serve as models and guides, writing for different purposes for and with children.

Fine motor skills may impact children's ability to write legibly; however, this should not limit their opportunities to write for meaning. The child's level of fine motor development should determine the tools and the size of the surfaces that are provided for writing experiences. Fine motor skills can be developed alongside writing and through writing as children progress through the developmental stages.

The Emergent Literacy: Writing Domain of the *Texas Prekindergarten Guidelines* is divided into the following skills: motivation to write, writing as a process, and conventions in writing. *See Appendix.*

A. Motivation to Write

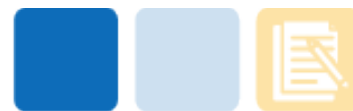
As young children watch adults write for many purposes, they develop the understanding that print conveys meaning and become motivated to write by engaging in drawing or scribbling to communicate. They will sketch lines and scribble "notes" in an attempt to imitate adults' writing behaviors and begin to make connections between print and spoken words. Eventually their writing abilities will progress, and they may begin to use letters or letter strings to communicate. It is important to remember that all efforts to convey meaning in the form of scribbles, letter-like forms, or strings of letters should be celebrated. Teachers play an important role in the development of prekindergarten children's emergent writing by encouraging them to communicate their thoughts and record their ideas.

PK3 Outcome	PK4 Outcome
PK3.IV.A.1 Child engages in free-choice drawing and writing activities.	PK4.IV.A.1 Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.

Child Behaviors

The child may:

- use letter-like shapes when writing or making labels in learning centers



- attempt to write letters to represent a word as a caption under a drawing and “reads” it to an adult or peer
- write a story or message using mock letters, symbols, or other marks and “reads” it to the teacher
- label pictures to tell a story

PK3 Outcome	PK4 Outcome
PK3.IV.A.2 Child attempts to draw and write for many purposes and begins to explore different writing tools.	PK4.IV.A.2 Child independently draws and writes for many purposes to communicate ideas, using a variety of writing tools.

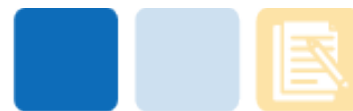
Child Behaviors

The child may:

- draw and attempt to write to share a personal experience (e.g., petting the animals at the zoo or eating cake at a birthday party)
- draw and label pictures to tell a story
- use various writing utensils and types of paper to create personalized cards that include drawing and writing
- make labels, signs, or menus to contribute to learning centers, using many different types of writing utensils and paper
- use a journal or hand-made paper booklet to record ideas or write stories through drawings and writings

B. Writing as a Process

As young children begin to understand that marks convey meaning (what they think, they can say; and what they say, they can read and write), it is important to model that writing is not simply about a product. Writing is a thought process that moves from thinking of an idea to a well-developed idea or piece of writing (one the young author is proud to share). Teachers who interact with children to compose a piece of writing over a series of days, using modeled, shared, and/or interactive writing expose children to the process of prewriting/brainstorming, writing/drafting, revising (what the writing sounds like), editing (what the writing looks like), and publishing/sharing in a way that is understandable. Children’s ability to engage in each of the stages of the writing process develops over time. Guiding children through the process of taking a piece of writing from the “thought stage” to the “sharing stage” motivates children to write and helps them see and understand the power of using print to convey meaning. Multilingual students who begin writing in two languages will also learn which language is more appropriate to use based on context and audience.



PK3 Outcome	PK4 Outcome
PK3.IV.B.1 Child discusses and contributes ideas for drafts composed in whole/small group writing activities with adult prompting.	PK4.IV.B.1 Child discusses and contributes ideas for drafts composed in whole/small group writing activities.

Child Behaviors

The child may:

- participate in brainstorming ideas for what to write about during a shared or interactive writing experience
- share the pen with the teacher to add pictures, letters, or familiar words during an interactive writing experience
- contribute relevant ideas to a shared writing activity

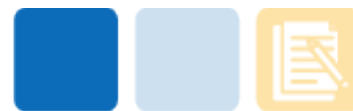
PK3 Outcome	PK4 Outcome
PK3.IV.B.2 Child observes and discusses ideas for revising (add, take out, change) drawings and/or written words in whole/small group writing activities.	PK4.IV.B.2 Child interacts and provides suggestions for revisions (add, take out, change order) and edits (conventions) in whole/small group writing activities.

Child Behaviors

The child may:

- contribute ideas for adding details to the drawings and words of a story
- share ideas for how to change the details (e.g., a character, the ending, the setting, etc.) of a piece of writing
- make suggestions for deleting parts of a piece of writing that do not belong
- notice when something that has been written doesn't make sense or sound right when read aloud (e.g., incorrect sequence, improper word usage, inaccurate tense, etc.)
- notice when there is incorrect punctuation or a need for punctuation and suggests a change in a piece of writing (some prompting may be needed)

PK3 Outcome	PK4 Outcome
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PK3.IV.B.3 Child shares written products with others.

PK4.IV.B.3 Child shares and celebrates class-made and individual written products.

Child Behaviors

The child may:

- read and answer questions about own writing (drawings, labels, and/or written representations of words) with an adult or peers
- engage in rereading writing that has been developed collaboratively (e.g., shared and/or interactive writing experiences)
- present individually written work to the class during share time
- actively listen to peers while they share their experiences and will respond appropriately (e.g., claps for peers, says "thank you for sharing", waits turn, asks thoughtful questions about their peers' work)

C. Conventions in Writing

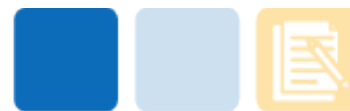
Foundational writing skills (also known as conventional writing skills) are important predictors of children's future reading and writing skills. Just as children learn to talk by talking, children learn concepts of print through interacting with print. To children, it may appear that writing is simply talk that has been written down. However, there are rules that apply to writing that do not apply to speaking. These specific rules that govern how to record thoughts in writing must be learned so children can become more proficient at conveying their thoughts and actions. Shared and/or interactive writing experiences can help children better understand these conventions of writing.

PK3 Outcome	PK4 Outcome
PK3.IV.C.1 Child attempts to write some letters of own name (usually beginning with the first letter).	PK4.IV.C.1 Child writes first name (or nickname) using legible letters in the proper sequence.

Child Behaviors

The child may:

- correctly place letters from a name puzzle in order and then practices writing name on a white board
- copy or write name using sensory materials (e.g., on a "gel" bag, with shaving cream, or in sand)
- write first name from memory on attendance chart, center waiting lists, in journals, and on artwork
- sign name on letters or cards (e.g., thank you note to a visitor or a birthday card to a friend)



PK3 Outcome	PK4 Outcome
PK3.IV.C.2 Child uses drawings, scribbles, and mock letters to communicate ideas.	PK4.IV.C.2 Child progresses from using scribbles and mock letters to forming letters and letter strings as a way to communicate.

Child Behaviors

The child may:

- write known letters spontaneously to represent words when composing a message
- add labels to drawings, using one or two letters or letter strings to represent words
- write regularly in journals or blank books, using drawings, letter strings or letters to represent words

PK3 Outcome	PK4 Outcome
PK3.IV.C.3 Child begins to write using letter-like forms.	PK4.IV.C.3 Child begins to write familiar words using letter-sound correspondences, often using letters associated with beginning and/or ending sounds to write words.

Child Behaviors

The child may:

- use letter-like forms and actual letters to represent their name
- use approximation spelling to write simple CVC words by applying knowledge of letter-sound correspondence, but sometimes misses the medial sounds
- attempt to write complex words, using letters to represent the sounds heard (e.g., writes *btl* and says, "I wrote the word beautiful.")
- use letter walls or labels from around the room to correctly write familiar words

PK3 Outcome	PK4 Outcome
PK3.IV.C.4 Child 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.	PK4.IV.C.4 Child uses appropriate directionality when writing (e.g., top to bottom, left to right).



Child Behaviors

The child may:

- write a list starting at the top of the page and moves downward accordingly
- write starting on the left side of paper and progresses to the right
- write more or less in a horizontal line
- write with the correct sweep to begin a second line of text (e.g., starting below the first line in a left to right direction)

PK3 Outcome	PK4 Outcome
PK3.IV.C.5 <i>*There is not enough research to support the inclusion of a PK3 outcome*</i>	PK4.IV.C.5 Child begins to experiment with punctuation when writing.

Child Behaviors

The child may:

- write and put punctuation at the end of the entire piece
- write and put punctuation after each word or in sporadic places
- correctly add missing punctuation to interactive and independent writing, with teacher prompting



V. Mathematics Domain

Prekindergarten children's mathematical understandings are built on informal experiences acquired at a very early age. For example, young children know immediately if someone gets more cookies than they do simply by looking at the amount of cookies given. Teachers can build upon these informal foundational mathematical experiences by:

- 1.) planning a rich environment where math concepts can be practiced,
- 2.) offering sequential learning experiences that give children the opportunity to learn math concepts and skills, and
- 3.) taking advantage of the opportunities in the classroom where mathematical reasoning is meaningful for the child.

The classroom environment can effectively support mathematical competencies. Those competencies require the use of informal representation of math concepts. Abstract symbols, no matter how carefully designed or simplified, cannot involve the child's senses the way real materials can. Real materials can be maneuvered to demonstrate the math concept concretely and can be experienced visually by the child. Concrete representation such as counters, tally marks, fingers, or other objects help children create connection to math concepts. In addition, concrete objects allow multilingual learners the opportunity to demonstrate their mathematical knowledge even if they do not have the language to express it yet. As children gain comfort with concrete representation, they will begin to use pictorial representations which prepare them for abstract representations.

- **Concrete representation:** the child counts to five to join a set of two objects and a set of three objects.
- **Pictorial representation:** the child uses a sketch to represent the joining of a set of two objects and a set of three objects.
- **Abstract representation:** the child uses math symbols to represent the joining of two sets (e.g., $2 + 3 = 5$).

Although math concepts and skills can be learned through one's experiences, teacher-directed instruction that focuses on the progression of skills/concepts is an effective way to introduce and/or expand each child's mathematical sense. All math concepts should be taught from the progression of easy-to-understand to the more difficult. Teachers should be especially sensitive to what is known about each individual learner's developmental skills to meet their needs most effectively.

Early math instruction is not limited to a specific period or time of the day in the prekindergarten classroom. Instead, it is a natural part of any quality prekindergarten learning environment and can be incorporated throughout the day. For example, as children build with blocks, their teacher can introduce concepts such as higher, lower, in front of, beside, larger, and smaller. Children require repeated opportunities to hear, discuss, and practice math skills and concepts. These informal teachable moments should be used to reinforce and extend each student's foundational math vocabulary.

The Math domain of the *Texas Prekindergarten Guidelines* is divided into the following skills: number sense, joining and separating, geometry and spatial sense, measurement, and classification and patterns.



A. Number Sense

Number sense is a broad term that refers to a set of prerequisite skills that are needed to perform basic math operations; it is the deep understanding of how numbers work. Number sense includes counting, number recognition, understanding quantities, composing, and decomposing numbers, and making number comparisons. It is one of the strongest indicators of overall mathematics achievement.

Prekindergarten children learn number sense through play and continuous exploration in their natural environment. Prekindergarten teachers can organize experiences for children by intentionally setting up the environment to promote these experiences. The prekindergarten child has innately learned much about counting and numbers from the environment they live in. They sing songs and listen to rhymes that contain numbers and can hold up the right number of fingers to show how old they are. To strengthen their ability to count with an understanding of quantity, the classroom should be filled with opportunities to practice the counting sequence. Counting is foundational to later math concept development. To develop a strong understanding of quantity and, eventually, how to manipulate quantities (like adding and subtracting), children need an abundance of counting experiences. Prekindergarten children also begin to learn about quantities. They will understand that quantities, whether tangible or theoretical, are countable. They will also learn that numerals are used to represent the quantities. In addition to developing an initial understanding of a quantity of small groups of objects, children can compare small groups to tell if the groups are the same, if one is smaller (has less or fewer), or which group has more. An understanding of these comparisons provides an important foundation which helps the child fully grasp the relationship and correlation between one number and another at the concrete level.

A strong foundation in number sense teaches children to be flexible in their problem solving. Children learn that numbers are meaningful and despite manipulation, their outcomes are constant and sensible.

PK3 Outcome	PK4 Outcome
PK3.V.A.1 Child rote counts from 1 to 10.	PK4.V.A.1 Child rote counts from 1 to 30.

Child Behaviors

The child may:

- recite poems, fingerplay or songs that use words to count from 1 to 10
- recite number words in order up to 30
- demonstrate counting sequences from 1 to 30 using puppets, counters, or other manipulatives

PK3 Outcome	PK4 Outcome
PK3.V.A.2 Child counts up to 5 objects with one-to-one correspondence.	PK4.V.A.2 Child counts up to 10 objects with one-to-one correspondence.



Child Behaviors

The child may:

- move, touch, and/or point to each object while counting, using one-to-one correspondence (e.g., one count per item)
- demonstrate understanding that each finger represents one count (e.g., 2 fingers represent two counts, and 3 fingers represent three counts)
- point at and count up to 10 children eating during snack

PK3 Outcome	PK4 Outcome
PK3.V.A.3 Child counts up to 5 items and demonstrates cardinality by communicating that the last number indicates how many items are in the set.	PK4.V.A.3 Child counts up to 10 items and demonstrates cardinality by communicating that the last number indicates how many items are in the set.

Child Behaviors

The child may:

- count cars in the block center and when the teacher asks how many cars there are, the child responds with the correct number
- count 8 plastic cows and point to the number 8 on a number line
- count the number of children in a center and say, "Three of my friends are here."
- count fingers on one hand and say, "I have 5 fingers."

PK3 Outcome	PK4 Outcome
PK3.V.A.4 Child instantly recognizes the quantity of up to 3 objects without counting (subitizes).	PK4.V.A.4 Child instantly recognizes the quantity of up to 6 objects without counting (subitizes).

Child Behaviors

The child may:

- look at a set of 1–5 objects and quickly say the number of objects without counting (e.g., looks at 3 red cubes on the table and says three without counting)
- say the number of dots on one side of a domino quickly without counting
- look at a page in a story and say the number of dots, animals, or objects from 1 to 6 on the page



PK3 Outcome	PK4 Outcome
PK3.V.A.5 Child recognizes numerals 0-5.	PK4.V.A.5 Child recognizes numerals 0-10.

Child Behaviors

The child may:

- say the number name for numerals from 0 to 10 that are written on paper, cards, or game pieces
- point out numerals 0 to 10 by name within the everyday environment (e.g., number lines, calendar, telephone, clock, deck of cards, etc.)
- play games to find “hidden” numerals from 0-10 in the classroom, such as “I Spy.”

PK3 Outcome	PK4 Outcome
PK3.V.A.6 Child represents quantities up to 5.	PK4.V.A.6 Child represents quantities up to 10.

Child Behaviors

The child may:

- draw dots or moves counters/objects to represent the quantity of a given number from 0-10
- jump, clap, or tap the number of times indicated by a written numeral from 0-10
- match a numeral card to set of objects or card that represents the quantity with dots

PK3 Outcome	PK4 Outcome
PK3.V.A.7 <i>*There is not enough research to support the inclusion of a PK3 outcome*</i>	PK4.V.A.7 Child begins to understand that numbers 0-10 can be composed and decomposed in various ways to represent a quantity.

Child Behaviors

The child may:

- slide beads on a bracelet or abacus to represent how the number 5 can be shown by 4 and 1, 3 and 2, or 5 and 0
- Show the number 6 with 5 fingers on one hand and 1 finger on the other hand

V. Mathematics Domain



- drop a handful of six pom poms onto a placemat and report the number of groupings (e.g., 2 and 4) and the total number of pom poms (6)

PK3 Outcome	PK4 Outcome
PK3.V.A.8 Child compares sets of objects up to 5 using comparative language (e.g., more than, less than, same number of).	PK4.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).

Child Behaviors

The child may:

- create sets of objects with the same amounts
- identify which set of objects in a pair is greater than the other
- explain why a set of 7 crayons is less than a set of 10 crayons

B. Joining and Separating

This math skill develops the concept of more, less, and the same. Children make comparisons — an understanding of these comparisons provides an important foundation which helps the child fully grasp the relationship and correlation between one number and another at the concrete level. It is especially important that young children be given numerous opportunities during the school day to manipulate objects to internalize this mathematical concept.

PK3 Outcome	PK4 Outcome
PK3.V.B.1 Child uses objects to demonstrate that adding one or more objects to a set will increase the number of objects in the set.	PK4.V.B.1 Child uses objects, pictorial models, and/or a verbal word problem to represent adding up to 5 objects.

Child Behaviors

The child may:

- create verbal word problems (e.g., tells a story) involving adding up to 5
- show 1 finger, adds 3 more fingers, and then adds 1 more finger to create a set of 5
- count all objects from sets that are being joined (e.g., having a set of two cubes and a set of three cubes, then counting the cubes starting with 1, followed by 2, 3, 4, 5 to count all cubes)
- use a story mat and counters to model what happens when 3 birds join 2 birds in a tree



PK3 Outcome	PK4 Outcome
PK3.V.B.2 Child uses objects to demonstrate that taking away one or more objects from a set will decrease the number of objects in the set.	PK4.V.B.2 Child uses objects, pictorial models, and/or a verbal word problem to represent subtracting objects from a set of 5.

Child Behaviors

The child may:

- create verbal word problems (e.g., tells a story) involving subtracting up to 5
- separate the parts of a number (e.g., starts with 4 fingers, then takes away 1 finger to show 3 are left, and then takes away 2 fingers to show 1 is left)
- remove 1-5 objects from a set and says how many are left
- use a story mat and counters to represent removing 2 from a set of 5 (e.g., teacher tells a story about 5 cookies on a plate, and after 2 cookies were eaten, child figures out only 3 were left)

C. Geometry and Spatial Sense

The basis of geometry and spatial sense skills begins with a child who explores, describes, and organizes objects according to their attributes and position/location. Through intentional classroom activities guided by teachers, children notice and describe small details in the materials they see in the environment, using terms that categorize their shape and describe their relative position in space. They then progress to investigating what happens when two shapes are put together, and they can apply their ideas about location to the object's direction and distance.

PK3 Outcome	PK4 Outcome
PK3.V.C.1 Child names and describes common 2D shapes.	PK4.V.C.1 Child names and describes common 2D shapes and names at least 1 solid 3D shape.

Child Behaviors

The child may:

- recognize and describe attributes of shapes
- describe the objects in the environment using shape names
- point to shapes they create in the art area and use the correct names to identify them (e.g., "Teacher, look – I made a triangle." or "Teacher, look, this crayon cup is a cylinder")



PK3 Outcome	PK4 Outcome
PK3.V.C.2 Child attempts to create shapes using materials and/or manipulatives.	PK4.V.C.2 Child creates shapes using materials and/or manipulatives.

Child Behaviors

The child may:

- put shapes together to make real-world objects (e.g., uses a square and a triangle to make a house)
- place pattern block shapes together to make new shapes (e.g., uses 2 triangles to make a square)
- make and name a shape created when playing with playdough (e.g., says “I’m making a circle”)

PK3 Outcome	PK4 Outcome
PK3.V.C.3 Child begins to use language to describe position of objects.	PK4.V.C.3 Child demonstrates use of position words.

Child Behaviors

The child may:

- use the words “near” and “far” to describe distance of objects on the playground and in the classroom
- follow directions that use location words (e.g., places a stuffed animal “on” or “under” a chair, sits “beside” or “between” friends on the carpet, gets “in front of” or “behind” a peer in line, etc.)
- tell a friend, using location words, where to find an object (e.g., says “The paper is in front of the markers in the writing center.”)

PK3 Outcome	PK4 Outcome
PK3.V.C.4 Child recognizes common shapes, regardless of size.	PK4.V.C.4 Child recognizes common shapes, regardless of orientation and size.



Child Behaviors

The child may:

- demonstrate understanding that a shape stays the same across various orientations (e.g., identifies shape correctly while playing with blocks no matter how they are oriented on the floor or table)
- sort a small pile of pattern block shapes into similar shapes, regardless of size
- match shapes that are oriented differently from others (e.g., identifies and matches the two triangles from a group of shapes even though one is oriented sideways, and one is oriented with the tip pointing downwards)
- hold a pattern block and finds others of the same shape around the room, regardless of orientation and size

D. Measurement

Young children can recognize differences in the measurable aspects of objects by saying things like “Her cup is less full than mine” or “My dog is heavier than your dog because he is bigger”. Classroom activities that include explorations of weight, length, and capacity should involve children in hands-on learning using measurement tools. Teachers can introduce and reinforce terms associated with measurement such as longer, shorter, heavier, and lighter. Early measurement skills begin with comparisons before progressing to using a unit to measure.

PK3 Outcome	PK4 Outcome
PK3.V.D.1 Child understands that lengths of objects can vary and be compared.	PK4.V.D.1 Child recognizes and compares heights or lengths of people or objects.

Child Behaviors

The child may:

- identify who is taller when comparing the height of 2 or more friends
- place 2–10 objects from shortest to tallest or tallest to shortest on the table
- use measurement words that can describe height (e.g., uses words like “taller,” “shorter,” “longer,” or “smaller”)

PK3 Outcome	PK4 Outcome
PK3.V.D.2 Child begins to recognize capacity based on how much space exists within an object.	PK4.V.D.2 Child recognizes and compares capacity based on how much space exists within an object.



Child Behaviors

The child may:

- compare the amount of space occupied by objects (e.g., says “I want the big bowl of cereal; it has more.”)
- demonstrate understanding of capacity while filling containers using measuring cups (e.g., says “I think this one will take two cups to fill it up to the top.”)
- compare capacity of containers accurately (e.g., can compare and identify which object will hold more water when filled)

PK3 Outcome	PK4 Outcome
PK3.V.D.3 Child understands that weights of objects can vary and be compared.	PK4.V.D.3 Child recognizes and compares weights of objects.

Child Behaviors

The child may:

- use hands to compare weight of objects (e.g., holds pumpkins of various sizes and says which is heavier or lighter)
- use measurement words that describe which weighs more or less using mathematical terms (e.g., “heavy,” “light,” “heavier” or “lighter”)
- compare the weight of self with the weight of other objects (e.g., such as dolls, stuffed animals, or blocks)

PK3 Outcome	PK4 Outcome
PK3.V.D.4 Child shows awareness of the passage of time within a day.	PK4.V.D.4 Child uses language to describe concepts associated with the passing of time within a day.

Child Behaviors

The child may:

- use the daily schedule to describe what happens next in the day
- talk with friends about what is happening in the day (e.g., notes that snack time happens after recess or expresses excitement for an upcoming assembly that will happen after lunch)
- use time language to describe events of the day (e.g., “in the morning,” “after snack,” “before we go home,” etc.)



E. Classification and Patterns

Children can sort and classify objects according to one or more of their characteristics. With guidance, they learn how to arrange a pattern so that an attribute repeats itself over and over in a predictable manner. In their interaction with adults and peers, children use foundational math vocabulary, picking up words used for comparison, position, and sequencing. As children progress, they extend their comparing skills by creating visual representations of objects in the form of graphs.

PK3 Outcome	PK4 Outcome
PK3.V.E.1 Child sorts objects that are the same and different.	PK4.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.

Child Behaviors

The child may:

- sort all the cars in one box and all the trucks in a different box and describes why
- organize objects with a common attribute (e.g., all the animals that live in the ocean in a pile and all the animals that live on land in another pile and explains how they are alike and different)
- organize writing utensils in the writing center according to types and explains how they are alike and different

PK3 Outcome	PK4 Outcome
PK3.V.E.2 Child participates in group activities of collecting data and organizing it into graphic representations.	PK4.V.E.2 Child collects data and organizes it in a graphic representation.

Child Behaviors

The child may:

- place concrete objects or picture representations on a floor graph (e.g., uses an apple or orange to show their favorite fruit)
- answer the question of the week (e.g., “Do you have a cat?”) and places a check on the yes or no graph

V. Mathematics Domain



- compare data on graphs or charts (e.g., talks about the class-made graph showing how children get to school—walk, car, bus, vans—says, “Look Juan walks to school. See his name is here.”)

PK3 Outcome	PK4 Outcome
PK3.V.E.3 Child recognizes and duplicates patterns.	PK4.V.E.3 Child recognizes, duplicates, extends, and creates patterns.

Child Behaviors

The child may:

- identify repeating patterns in their environment
- use different materials (e.g., buttons, beads, color cubes) to create pattern necklaces (e.g., 2 buttons, 2 beads, 2 buttons, 2 beads, etc.)
- anticipate repeating patterns in a predictable book and says the next line before turning the page
- create a repeated pattern using different colored blocks
- accurately continue to add to an already established pattern



VI. Science Domain

Young children often think that events simply happen without a specific cause or effect. To mature past this developmental stage, prekindergarten children need exposure to inquiry-based science, which gives them the opportunity to explore and to make sense of their world with adult guidance. This allows children to be curious about the environment in which they live, ask a lot of questions, make observations, describe what they experience using their five senses, and make tentative explanations that can be shared with others. Children’s curiosity creates a natural desire to watch, explore, question, and understand the world around them.

Science concepts for prekindergarten children should be developmentally appropriate, interesting, and engaging, and able to be studied from multiple perspectives, in depth, and over time. When children have many and varied opportunities to explore a concept, they come to the final stage of scientific inquiry with a rich set of experiences to which they base their reflections and their developing theories. Although children can easily learn science as they observe and interact daily, it is the teacher’s role to provide a learning environment that offers discovery and exploration through hands-on opportunities. These opportunities are particularly helpful for multilingual learners who may not be able to explain what they know or have learned in a second language. Children should be encouraged to be curious, ask questions, work collaboratively, plan investigations, record their observations, and discuss their findings. In addition, science provides a unique context for developing vocabulary, literacy, and math skills and concepts.

The Science domain of the *Texas Prekindergarten Guidelines* is divided into the following skills: physical science, life science, and earth and space science.

A. Physical Science

Prekindergarten children begin to explore properties of materials, positions, and motion of objects through investigations. These explorations using the senses continue as children use attributes to classify and sort objects, make observations and predictions, problem solve, question, and compare. Children learn about sources of energy by investigating and discussing light, heat, electricity, and magnetism. This builds an early understanding of life science, physical science, earth science and chemistry. Processes such as observing and recording data, posing questions, predicting, investigating, and drawing conclusions can provide experiences to support literacy, math, and the sciences.

PK3 Outcome	PK4 Outcome
<i>No PK3 outcomes for this domain of learning.</i>	PK4.VI.A.1 Child observes, investigates, describes, and discusses characteristics of common objects.



Child Behaviors

The child may:

- explore using his senses and uses sensory language to describe characteristics of natural and human-made objects and materials (e.g., wood, cotton, fur, stone, leather, plastic, paper, foil, ingredients for cooking, feathers, sponges)
- sort, group, or classify objects in meaningful ways based on one or more characteristics (e.g., hard/soft or heavy/light; materials that are made of wood, plastic, rock)
- investigate and predict what common objects will do in response to an action (e.g., whether materials will sink/float or melt/freeze)

PK3 Outcome	PK4 Outcome
<i>No PK3 outcomes for this domain of learning.</i>	PK4.VI.A.2 Child observes, investigates, describes, and discusses position and motion of objects.

Child Behaviors

The child may:

- observe, measure, describe, and demonstrate the numerous ways objects can move (e.g., straight, zigzag, round and round, fast, slow)
- use positional language to inform others of the location, arrangement and/or stance of an object (e.g., the books are *under* the table, my folder is *inside* my bag, you are *in front* of me on the carpet, the car is *beside* the track, the ball is *near* the court etc.)
- investigate, predict, and state conclusions regarding how an object moves under a variety of conditions (e.g., “The car won’t roll on the carpet,” “These wheels are bigger; it will go faster.”)

PK3 Outcome	PK4 Outcome
<i>No PK3 outcomes for this domain of learning.</i>	PK4.VI.A.3 Child uses simple scientific tools to learn about objects.

Child Behaviors

The child may:

- know the function of specific tools (e.g., a thermometer measures temperature)
- explore objects by appropriately using magnets, balances, eyedroppers, beakers/jars, etc.
- use a magnifying glass to observe, describe, and discuss the features of a common object (e.g., texture, color, shape, etc.)



PK3 Outcome	PK4 Outcome
<i>No PK3 outcomes for this domain of learning.</i>	PK4.VI.A.4 Child observes, investigates, describes, and discusses sources of energy including light, heat, and electricity.

Child Behaviors

The child may:

- describe common sources of energy (e.g., sun, wind, water)
- demonstrate understanding that some items/equipment must have a source of energy to function (e.g., “Teacher, we need a new battery for this toy.” or “It’s not working; it is not plugged in.”)
- identify common objects in the classroom or their home that need a source of energy to function

B. Life Science

Young children have a keen interest in studying living things, including the unique features of plants and animals, the environments in which they live, and what each living thing needs to thrive. Effective teachers provide opportunities for children to explore, observe, and investigate various organisms through hands-on experiences. Through these experiences, children are encouraged to use newly acquired vocabulary to describe and discuss their observations.

PK3 Outcome	PK4 Outcome
<i>No PK3 outcomes for this domain of learning.</i>	PK4.VI.B.1 Child observes, investigates, describes, and discusses the characteristics of organisms.

Child Behaviors

The child may:

- describe the color, size, and shape of organisms
- describe an organism’s need for food, water, air, light, and shelter
- compare differences and similarities of animals and plants (e.g., fish live in water, all birds have feathers, we can eat some plants)



PK3 Outcome	PK4 Outcome
<i>No PK3 outcomes for this domain of learning.</i>	PK4.VI.B.2 Child observes, describes, and discusses the life cycles of organisms.

Child Behaviors

The child may:

- plant seeds, then observe, discuss, and record the plant's growth
- observe, record, and discuss the stages of the life cycle of an organism (e.g., a baby, dog, frog, or butterfly)
- observe and discuss human growth (e.g., measures growth using wall chart at the beginning and end of the year)
- describe the differences in baby and adult organisms

PK3 Outcome	PK4 Outcome
<i>No PK3 outcomes for this domain of learning.</i>	PK4.VI.B.3 Child observes, investigates, describes, and discusses the relationship of organisms in their environments.

Child Behaviors

The child may:

- describe characteristics and differences between living and non-living organisms
- discuss how all organisms are dependent on other organisms (e.g., birds eat seeds, cows eat grass, humans eat vegetables and meat)
- observe living organisms (e.g., spiders, insects, worms, snails, birds) in their natural environment and discuss and record their behaviors/routines
- observe, discuss, and record seasonal changes in the environment (e.g., tree leaves turn assorted colors, birds collect nesting materials, weather is warmer)

C. Earth and Space Science

Young children are innately curious about nature and the outdoors. When given the opportunity, they love to play with earth's materials – sand, dirt, water, and rocks. They are aware of weather conditions and wonder why the weather changes from day to day. They notice the clouds in the sky, and they observe that the sun moves across the sky each day and the moon changes shape. These concepts are all a part of earth and space science. Studying earth and space science expands young children's



vocabulary and guides them to discover their place in the world by understanding how they can impact their environment with positive actions.

PK3 Outcome	PK4 Outcome
<i>No PK3 outcomes for this domain of learning.</i>	PK4.VI.C.1 Child observes, investigates, describes, and discusses earth materials, and their properties and uses.

Child Behaviors

The child may:

- observe, discuss, and compare earth materials (e.g., rocks, soil, sand) using magnifying glasses, filters, water, and measurement tools
- identify the importance of soil, sunlight, air, temperature, and water to plant growth
- discuss and explain ways earth materials (e.g., soil, rocks) are used (e.g., building houses, road construction, decorative purposes)

PK3 Outcome	PK4 Outcome
<i>No PK3 outcomes for this domain of learning.</i>	PK4.VI.C.2 Child identifies, observes, describes, and discusses objects in the sky.

Child Behaviors

The child may:

- observe and discuss characteristics of clouds (e.g., makes representation, such as finger painting the clouds in the sky, and talks about their shape, size or color when sharing their work)
- ask questions and/or makes comments about the sun, stars, and moon
- identify and/or makes comments about objects that are commonly seen in the sky (e.g., sun, clouds, moon, stars, etc.)

PK3 Outcome	PK4 Outcome
<i>No PK3 outcomes for this domain of learning.</i>	PK4.VI.C.3 Child observes and describes what happens during changes in the earth and sky.

Child Behaviors



The child may:

- observe and describe how different items (e.g., rocks, metal, water) respond to the warmth of the sun outside on a sunny day or a cold/cloudy day
- explain what happens after a weather event (e.g., erosion after a rainstorm, movements of leaves after a windstorm)
- observe, record, and predict daily weather changes (e.g., weather charts)
- observe shadows and describe the relationship between the shadow, object, and the sun
- observe and describe seasonal changes

PK3 Outcome	PK4 Outcome
<i>No PK3 outcomes for this domain of learning.</i>	PK4.VI.C.4 Child demonstrates an understanding of the importance of caring for our environment and our planet.

Child Behaviors

The child may:

- discuss “green” practices (e.g., water conservation, clean air, recycling)
- engage in conservation or recycling projects (e.g., not using as many paper towels, using both sides of the paper)
- go on a “trash hunt” to clean the school yard



VII. Social Studies Domain

It is important for prekindergarten children to learn about people, places, and events in society, beginning with themselves, their family, and their community. This helps develop children's self-identity and expand their understanding of the world outside their direct experience. The prekindergarten classroom may be one of the first places children experience a variety of cultures and languages and where diversity is elevated and honored. Skills such as beginning economics, geography awareness, problem-solving, decision-making, and working independently as well as in teams in a classroom prepare children to become active participants in their local and larger society.

Children come from a variety of cultural and linguistic settings; therefore, their background knowledge and understanding of the world can be unique and diverse. It is important to incorporate and honor children's home community and culture in the prekindergarten classroom. This will help children make connections to some of the concepts in the social studies domain.

The Social Studies domain of the *Texas Prekindergarten Guidelines* is divided into these skill areas: people past and present, economics, geography, and citizenship.

A. People Past and Present

Prekindergarten children are aware of time and begin to organize their lives around it. Young children learn to depend on events and routines that occur in a regular and predictable order. They begin to understand past events and how these events relate to each of their cultural backgrounds as well as present and future activities, demonstrating evidence of their growing understanding of time, change, culture, and continuity.

PK3 Outcome	PK4 Outcome
<i>No PK3 outcomes for this domain of learning.</i>	PK4.VII.A.1 Child identifies similarities and differences between himself, classmates, and other people through specific characteristics and cultural influences.

Child Behaviors

The child may:

- describe self and classmates in a drawing by identifying distinguishing characteristics (e.g., color of eyes, length of hair, color or texture of hair, etc.)
- understand that people speak different languages



- compare own customs, traditions, and culture with those of a character represented in a read aloud story

PK3 Outcome	PK4 Outcome
<i>No PK3 outcomes for this domain of learning.</i>	PK4.VII.A.2 Child identifies similarities and differences in characteristics of families.

Child Behaviors

The child may:

- ask questions about other people’s families to make connections to their own family
- make comparisons between own family and classmate’s families (e.g., “I have three sisters and you have three sisters” or “my grandma lives with me too”)
- share details about family members during circle time
- make connections to character’s families in books or movies

PK3 Outcome	PK4 Outcome
<i>No PK3 outcomes for this domain of learning.</i>	PK4.VII.A.3 Child connects his life to events, time, and routines.

Child Behaviors

The child may:

- describe similarities and differences between routines (e.g., compares story time at school to story time at home)
- relate past events to current events (e.g., connects yesterday’s activity with what will happen today)
- discuss important events (e.g., field trips, moving, fire drills, school concerts, etc.)
- connect life events to stages in development (e.g., “when I was a baby I couldn’t walk, so my mom had to bring me to the park in a stroller. Now, I am bigger so I can ride my bike there.”)

B. Economics

Prekindergarten children learn about the world through their community. They explore the roles and relationships of consumers and producers and become aware that people produce both goods and services. Children learn that their community benefits from its members working to contribute in many different ways.



PK3 Outcome	PK4 Outcome
<i>No PK3 outcomes for this domain of learning.</i>	PK4.VII.B.1 Child demonstrates an understanding that all people need food, clothing, and shelter.

Child Behaviors

The child may:

- prepare food, select dress-up clothes, and identify shelter for friends or toys in the dramatic play center
- include shelter, food, and clothing in drawings
- explain why food, shelter, and clothing are necessary
- sort things by needs and wants and includes food, clothing, and shelter into the needs section

PK3 Outcome	PK4 Outcome
<i>No PK3 outcomes for this domain of learning.</i>	PK4.VII.B.2 Child demonstrates an understanding of what it means to be a consumer.

Child Behaviors

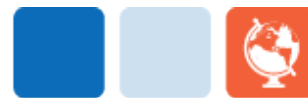
The child may:

- talk with the other children about shopping experiences (e.g., buying or selling items at a store or garage sale)
- participate in activities using pretend money (e.g., buying or selling items found in the store/restaurant in the dramatic play center)
- identify a consumer in a story read aloud
- draw or write about experiences as a consumer (e.g., buying groceries, shopping for clothes, etc.)

PK3 Outcome	PK4 Outcome
<i>No PK3 outcomes for this domain of learning.</i>	PK4.VII.B.3 Child discusses the roles and responsibilities of family, school, and community helpers.

Child Behaviors

The child may:



- explain why family, school, and community helpers are important during classroom discussions
- role play as family, school, or community helpers during play
- identify community helpers in a story and describe how they helped the characters in the story
- draw or write about family, school, and community helpers

C. Geography

Geography is taught as a part of social studies because it plays a crucial role in developing children's awareness of relationships between people and the environment. In prekindergarten, geography is often viewed with a focus on activities that build geographic skills, such as mapmaking or drawing/describing geographical land features. Prekindergarten children begin to think about geography using location and direction. Children use direction to locate their relative position in space and to locate their home and school in their community. However, the geography discipline consists of two main categories: physical geography and human geography. While human geography is the study of the relationship between humans and their natural environment, physical geography is the study of the natural environment. Prekindergarten children should also explore the outdoors and experience the natural world. It is recommended that lessons about physical geography be taught outdoors on the school lawn, playground, or in the neighborhood nearby, when possible.

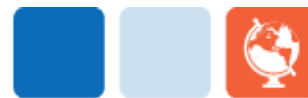
PK3 Outcome	PK4 Outcome
<i>No PK3 outcomes for this domain of learning.</i>	PK4.VII.C.1 Child identifies and creates common geographic features.

Child Behaviors

The child may:

- name common geographic features (e.g., rivers, lakes, hills, etc.) in their surroundings
- use modeling clay to create models of common landforms at the sensory table
- include drawings of common geographic features in the scenery of their artwork
- describe the setting of a story in detail, noting common features that make the location distinctly identifiable

PK3 Outcome	PK4 Outcome
<i>No PK3 outcomes for this domain of learning.</i>	PK4.VII.C.2 Child explores geography tools and resources.



Child Behaviors

The child may:

- explore signs and maps to help figure out where they need to go
- make maps or signs to show how to find a location (e.g., creates a map of their bedroom, house, school, or even a treasure map)
- identify tools used to locate places (e.g., map, GPS, globe, etc.)

D. Citizenship

Prekindergarten children begin to understand important symbols, routines, and celebrations that represent American culture. They begin to understand what it means to be a citizen of the United States of America and a resident of the state of Texas.

PK3 Outcome	PK4 Outcome
<i>No PK3 outcomes for this domain of learning.</i>	PK4.VII.D.1 Child identifies the United States and Texas flag.

Child Behaviors

The child may:

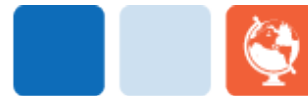
- point to identify the United States or Texas flag when asked
- face the correct flag when saying the Pledge of Allegiance
- compare the United States flag and the Texas flag by discussing their similarities and differences
- recognize the United States or Texas flag in a book or when on a field trip
- include a drawing of the United States or Texas flag in a picture

PK3 Outcome	PK4 Outcome
<i>No PK3 outcomes for this domain of learning.</i>	PK4.VII.D.2 Child recites the Pledge of Allegiance to the United States flag and the Texas flag and observes a moment of silence.

Child Behaviors

The child may:

- participate in daily Pledge of Allegiance activities



- discuss the purpose of saying the Pledge of Allegiance
- identify places and events where the Pledge of Allegiance is said, (e.g., ball games, assemblies, etc.)
- demonstrate respect for classmates and country during the Pledge of Allegiance

PK3 Outcome	PK4 Outcome
<i>No PK3 outcomes for this domain of learning.</i>	PK4.VII.D.3 The child engages in voting as a method for group decision-making.

Child Behaviors

The child may:

- participate in voting experiences related to classroom decision-making
- share experiences about going to vote with family members
- create voting situations in dramatic play center



VIII. Fine Arts Domain

Art can help prekindergarten children learn to observe, organize, and interpret experiences through multiple mediums. They can benefit from many opportunities to creatively express themselves through music, movement and dance, dramatic play, and the visual arts (e.g., drawing, painting, building sculptures, etc.). The outcomes in this domain reflect children’s need to experiment, manipulate and transform materials. Teachers can encourage this by providing opportunities for children to engage in the “process” of creating rather than focusing on the “product” that is created. Art should be integrated across all learning domains and can be used to support many aspects of development (e.g., self-expression, fine and gross motor skills, and vocabulary).

The Fine Arts Domain of the *Texas Prekindergarten Guidelines* is divided into the following skills: art, music, and dramatic expression.

A. Art

Prekindergarten children explore a wide variety of materials and make discoveries about color, shape, and texture through art experiences. They learn to express what they know and begin to recognize how others express themselves through art. They begin to gain control of fine-motor muscles and practice hand-eye coordination. The majority of art experiences should be model/sample free with the focus being on the process of creating.

PK3 Outcome	PK4 Outcome
<i>No PK3 outcomes for this domain of learning.</i>	PK4.VIII.A.1 Child uses a variety of art materials for sensory experiences and exploration.

Child Behaviors

The child may:

- manipulate modeling clay by rolling, pinching, squeezing, patting, and cutting
- mix colors to make other colors (e.g., red and yellow finger paint to make orange)
- investigate using a variety of materials to create art (e.g., different sized paint brushes, sponges, different types of paper, crayons/markers/colored pencils, etc.)
- select a variety of materials in the art center for exploration (e.g., painting with cotton swabs on paper or writing with crayons/markers/colored pencils)



PK3 Outcome	PK4 Outcome
<i>No PK3 outcomes for this domain of learning.</i>	PK4.VIII.A.2 Child uses art as a form of creative self-expression and representation.

Child Behaviors

The child may:

- describe own artwork (e.g., “This is me riding my bike.”)
- explain steps for creating her artwork (e.g., “First I rolled the clay into a ball. Then I...”)
- gradually create drawings and paintings that become more realistic and detailed
- share positive feelings about personal artistic creations and experiences

PK3 Outcome	PK4 Outcome
<i>No PK3 outcomes for this domain of learning.</i>	PK4.VIII.A.3 Child demonstrates interest in and shows appreciation for the creative work of others.

Child Behaviors

The child may:

- comment on and/or ask questions about the artwork of others, including classmates and illustrators
- notice differences in artwork influenced by a variety of cultures
- notice similarities in the artwork of books created by the same illustrator

B. Music

Prekindergarten children express themselves through singing and movement and by playing simple instruments. Like art, music is a form of experiencing, learning, and communicating with others. Children learn to experiment with musical concepts, such as volume, tempo, and sound. Their vocabulary is expanded. They begin to appreciate different types of music.

PK3 Outcome	PK4 Outcome
<i>No PK3 outcomes for this domain of learning.</i>	PK4.VIII.B.1 Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms.



Child Behaviors

The child may:

- sing along with popular songs during circle time (e.g., “Old McDonald Had a Farm”)
- join in fingerplay by chanting and following the movements in songs (e.g., “Itsy, Bitsy, Spider”)
- make up and sing songs during the day
- move in rhythm to simple tunes and musical patterns
- explores or plays with musical instruments (e.g., maracas, cymbals, rhythm sticks, tambourine)

PK3 Outcome	PK4 Outcome
<i>No PK3 outcomes for this domain of learning.</i>	PK4.VIII.B.2 Child responds to different musical styles through movement and play.

Child Behaviors

The child may:

- use props (e.g., scarves, streamers) to respond to music through movement
- follow the beat using body and musical instruments (e.g., walks or jumps to the beat)
- describe moods and feelings (e.g., happy/sad) associated with different types of music (e.g., loud/soft, fast/slow, etc.)
- talk about different styles of music including music from different parts of the world (e.g., classical, country, dance, jazz, hip-hop, Latin, rock)

C. Dramatic Expression

Prekindergarten children participate in expressive and spontaneous productions through creative dramatic play. Children demonstrate their unique interpretation of music, songs, and stories through movement and dramatic experiences. These experiences contribute to children’s ability to communicate more effectively and engage in cooperative play with others.

PK3 Outcome	PK4 Outcome
<i>No PK3 outcomes for this domain of learning.</i>	PK4.VIII.C.1 Child creates or recreates stories, moods, or experiences through dramatic representations.



Child Behaviors

The child may:

- act out a story read aloud
- engage in dramatic play with classmates to create a story
- make or use props to dramatize a story read aloud
- re-enact real life events in the dramatic play center



IX. Physical Development Domain

Prekindergarten children's learning is directly influenced by their development of gross and fine motor skills as well as their knowledge of personal safety and health. The motor development outcomes included in this domain describe opportunities for children to develop rhythmic, stability, loco-motor, and manipulative skills that ultimately influence many aspects of children's success in cognitive, perceptual, and social emotional development. Children's knowledge of personal safety and health impacts their development of healthy habits early, which are key to life-long health and overall well-being.

The Physical Development Domain of the *Texas Prekindergarten Guidelines* is divided into the following skills: gross motor development, fine motor development, and personal safety and health.

A. Gross Motor Development

Prekindergarten children explore their physical space and understand how their bodies function in space through active movement experiences. Large-motor skills are developed first, followed by stability (e.g., turning, twisting, balancing, dodging) and manipulative (e.g., throwing, catching, kicking, striking) motor skills. Gross motor development requires thought and deliberate movement. Four-year-old children develop greater control of gross motor manipulative movements that involve giving force to objects and receiving force from objects.

PK3 Outcome	PK4 Outcome
PK3.IX.A.1 Child masters basic skills of running, jumping, climbing, and pedaling.	PK4.IX.A.1 Child demonstrates coordination and balance in isolation.

Child Behaviors

The child may:

- maintain balance while walking on a balance beam or standing on one foot
- hop on one foot, walk, jog, jump, and gallop in place or from one place to another
- carry a bowl or plate of objects from one spot to another
- coordinate large muscle movement and equipment (e.g., swing on a swing, ride a tricycle, slide on a slide, dribble a ball, jump over a rope)

PK3 Outcome	PK4 Outcome
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PK3.IX.A.2 Child engages in movement sequences with adult support.	PK4.IX.A.2 Child coordinates sequence of movements to perform tasks.
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Child Behaviors

The child may:

- move within a space of defined boundaries, changing body configuration to accommodate the space (e.g., moving through an obstacle course)
- use non-locomotor (axial) movements such as reaching, twisting, turning, and bending
- participate in group games involving movement (e.g., “Hokey Pokey”)

B. Fine Motor Development

Prekindergarten children participate in fine-motor manipulative movements through object-handling activities that emphasize motor control, precision, and accuracy of movement. Cutting with scissors, manipulating modeling dough, and drawing are the foundational skills needed for the demands of handwriting and other small-motor skills in later school years. Fine motor activities that help to strengthen the small muscles of the hands in preparation for writing are integrated into learning centers.

PK3 Outcome	PK4 Outcome
PK3.IX.B.1 Child experiments with a variety of fine motor tasks but may lack strength and control.	PK4.IX.B.1 Child shows control of tasks that require small-muscle strength and control.

Child Behaviors

The child may:

- use pincer control (grasps small objects between thumb and index finger) to manipulate tools (e.g., tweezers, eyedroppers) and manipulatives (e.g., linking cubes)
- use hands and fingers to manipulate various classroom materials (e.g., molding modeling clay, placing caps on and off markers, painting at the easel, tearing paper)
- hold drawing and writing utensils in a more conventional grasp (with fingers instead of fist)

PK3 Outcome	PK4 Outcome
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PK3.IX.B.2 Child shows emerging proficiency in tasks requiring eye-hand coordination.

PK4.IX.B.2 Child shows increasing control of tasks that require eye-hand coordination.

Child Behaviors

The child may:

- engage in activities that develop eye-hand coordination. (e.g., puts puzzles together, strings beads together, builds with blocks)
- accomplish self-help tasks (e.g., buttoning, zipping, snapping, eating with utensils)
- use one hand to grasp a piece of paper and the other hand to use scissors to snip a piece of paper

C. Personal Safety and Health

Prekindergarten children develop an understanding of health and safety issues related to their daily routines and activities. Children learn to make healthy choices in nutrition and understand the importance of well-being through exercise and rest.

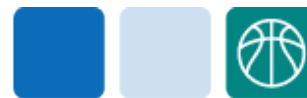
PK3 Outcome	PK4 Outcome
<i>No PK3 outcomes for this skill.</i>	PK4.IX.C.1 Child practices good habits of personal safety.

Child Behaviors

The child may:

- follow safety procedures while using common tools and materials (e.g., glue, scissors, rulers, pencils, hammers, wood, safety goggles)
- show an understanding of fire safety and shelter in place procedures (e.g., stop, drop, roll or walking to an exit during fire drills)
- follow safety guidelines for day-to-day routines (e.g., walks in the hallway, looks both ways before crossing the street, applies playground rules, etc.)
- demonstrate safety precautions when interacting with animals (e.g., knows not to approach a snake on the playground, asks permission before petting a campus service dog, etc.)

PK3 Outcome	PK4 Outcome
<i>No PK3 outcomes for this skill.</i>	PK4.IX.C.2 Child practices good habits of personal health and hygiene.

**Child Behaviors**

The child may:

- cough and sneeze into elbow
- wash hands after using the toilet and before eating
- recognize appropriate dress for the weather (e.g., wears a coat when it is cold outside, grabs an umbrella when it is raining, asks for sunscreen when it is sunny outside, etc.)

PK3 Outcome	PK4 Outcome
<i>No PK3 outcomes for this skill.</i>	PK4.IX.C.3 Child identifies good habits of nutrition and exercise.

Child Behaviors

The child may:

- identify healthy snacks and discuss how to make nutritious food choices
- participate in preparing healthy snacks that are filled with lots of nutrients
- identify and discuss substances and activities that are unhealthy
- demonstrate and discuss the need for exercise and rest to stay healthy



X. Technology Applications Domain

Technology can greatly enhance learning experiences for prekindergarten children, but it is critical that young children learn about the appropriate use of technology and interactive media. It can enhance active, hands-on, creative, and authentic engagement with others and with the world, but it must be used with intentionality. Technology should not replace face-to-face instruction. Regular access and exposure to computers and related technology including challenging learning applications, programs, and websites, can provide opportunities for children to expand their ability to acquire information, solve problems, and communicate. These technologies serve as important learning tools and are integrated throughout the instructional program to enrich learning of curriculum content and concepts. Providing access to a variety of technologies is critical in the development of skills that young children need to learn and grow in the 21st century.

The Technology Applications Domain of the *Texas Prekindergarten Guidelines* includes only one skill: technology and devices.

A. Technology and Devices

Prekindergarten children learn how technology can enhance our lives. Surrounded by technology, children can benefit from becoming aware of and interacting with digital media and a variety of other available technology. They develop techniques for handling and controlling various devices, becoming increasingly confident and independent users of developmentally appropriate interactive media.

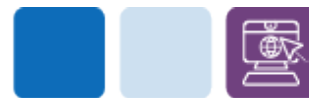
PK3 Outcome	PK4 Outcome
<i>No PK3 outcomes for this domain of learning.</i>	PK4.X.A.1 Child opens and navigates through digital learning applications and programs, when appropriate.

Child Behaviors

The child may:

- follow basic oral or visual cues to explore a variety of interactive media websites, learning applications, and digital programs
- listen to and interact with digital storybooks and informational texts

PK3 Outcome	PK4 Outcome
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<i>No PK3 outcomes for this domain of learning.</i>	PK4.X.A.2 Child uses and names a variety of digital tools that support and enhance learning.
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Child Behaviors

The child may:

- explore and operate touchscreens, mouse, and computer keyboard to access educational applications and websites
- use technical terminology associated with working with digital devices (e.g., click, swipe, tap, etc.)

PK3 Outcome	PK4 Outcome
<i>No PK3 outcomes for this domain of learning.</i>	PK4.X.A.3 Child uses digital learning applications to contribute to class-made digital products that express own ideas, as appropriate.

Child Behaviors

The child may:

- use digital tools or apps to draw and write
- use a variety of digital tools with audio, video, and graphics to capture original creations and add it to a digital portfolio (e.g., photos of block buildings or artwork, recording of dramatic play, etc.)
- explore digital storytelling by co-creating digital books with adult support (e.g., child chooses photos or takes pictures of drawings to add to a story and records voice narrating the story)

PK3 Outcome	PK4 Outcome
<i>No PK3 outcomes for this domain of learning.</i>	PK4.X.A.4 Child uses technology to access appropriate information, with adult assistance.

Child Behaviors

The child may:

- use technology to learn new information (e.g., listens to a book or watches a video to learn about animals, participates in a virtual field trip, uses voice-activated features to get a question answered)
- interact with technology to practice recently learned skills (e.g., used in a learning app or game)

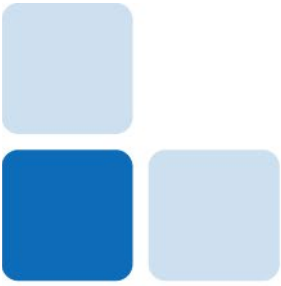


PK3 Outcome	PK4 Outcome
<i>No PK3 outcomes for this domain of learning.</i>	PK4.X.A.5 Child practices safe behavior while using digital tools and resources.

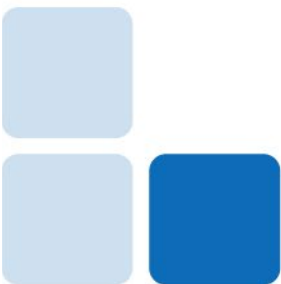
Child Behaviors

The child may:

- follow procedures set by the teacher when using technology
- carry devices safely across the room (e.g., using two hands)
- log out when finished to maintain privacy
- access only the approved apps or websites on a device (likely from an adult-created menu)



Appendix



PHONOLOGICAL AWARENESS: Development Timeline¹

2-3
YEARS OLD



3-4
YEARS OLD



4-5
YEARS OLD



5-6
YEARS OLD



6-7
YEARS OLD

AUDITORY DISCRIMINATION

Distinguishes voices (e.g., knows mom vs. dad's voice)

Distinguishes sounds (e.g., animal noises or vehicles)

Distinguishes words (e.g., recognizes when two words are the same or different)

¹ Skill development is fluid. Children may not follow the exact order outlined in this generalized timeline.

² Onset-rime is only taught in English-language instruction.

³ In Spanish, phoneme blending is taught to help children blend individual syllables (2-3 phonemes) in words, which they will then use syllables to decode.

SENTENCE SEGMENTATION

Becomes aware that sentences are made up of words that carry meaning

Counts the number of words in a sentence

Recognizes which word changes in a sentence

Manipulates words in a sentence and replaces them with new words to make a new sentence

RHYMING

Exposure to rhyme through nursery rhymes and finger plays

Identifies rhyme

Identifies and produces a mix of real and nonsense rhymes

Distinguishes between rhymes (can determine which does not rhyme)

Rhyme completion (can complete a sentence with a word that rhymes)

ALLITERATION

Identifies if two words begin with the same sound

Produces a word that begins with the same sound

Generates a list of words that begin with the same sound

Distinguishes between alliterative and non-alliterative words in a list, sentence, or story

SYLLABLES

Syllable awareness through finger plays

Blending and segmenting compound words

Blends and segments multisyllabic words up to 3 syllables

Blends and segments multisyllabic words up to 5 syllables

Syllable manipulation (adding, deleting, substituting)

ONSET-RIME²

Identifies the onset in words (single letters and consonant blends)

Blends onset and rime to form *familiar* one-syllable words

Blends onset and rime to form one-syllable words

PHONEMES³

Isolating initial phonemes

Blending and segmenting 2-3 phonemes

Blending and segmenting 4-5 phonemes

Blending and segmenting phonemes; phoneme manipulation

EARLY CHILDHOOD WRITING DEVELOPMENT

Awareness Stage

GRIP

- Uses entire fist to grasp items
- Starts to explore fine motor movements through grabbing objects, such as hair, toys, or a bottle, but lacks real control and often requires adult supports

EXAMPLE:

An infant exploring grasp by gripping a finger

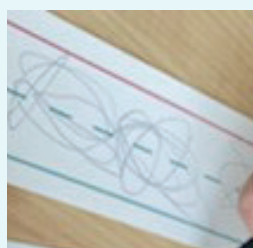


FORMATION & SPELLING

- Begins to use **random scribbling**—starts at any place on the page and includes random marks that do not resemble print or communicate a meaning

EXAMPLE:

Basic scribbles



COMPOSITION

- Begins to understand, through interactions with text and talk, the connection between spoken and written language (i.e., recognizes that written language communicates ideas, stories, and facts)
- Starts to recognize environmental print
- Uses a variety of writing tools to share messages

Pre-literate Stage

GRIP

- Attempts to mimic adults by grasping various tools (crayons, markers, Q-tips, clothespins, paintbrushes, etc.) with four fingers pointed toward palm

EXAMPLE:

A four-finger grip

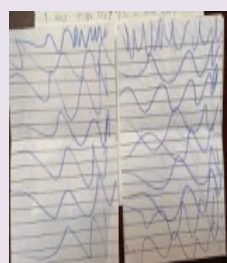


FORMATION & SPELLING

- Scribbles to imitate adult writing
- Improves fine motor skills by developing hand and finger strength, resulting in **controlled scribbling**—repeated marks on a page (e.g., open circle, diagonals, straight or curved lines, wavy lines written across the page).

EXAMPLE:

A To Do List (and the scripted meaning)



COMPOSITION

- Uses single drawings to represent written stories
- Believes that drawings and scribbles communicate a purposeful message
- Reads their drawings as if there were words on them
- Tells teacher or peers what a picture represents which may change with repeated explanations

EXAMPLE:

Yo puedo patear un balón de fútbol con mis pies.

"I can kick a soccer ball with my feet."



Early Emergent Stage

GRIP

- Attempts five-finger grip including a grasp with index finger and thumb

EXAMPLE:

A five-finger grip

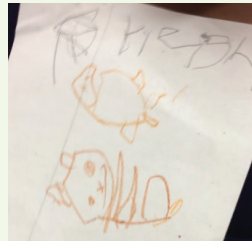


FORMATION & SPELLING

- Scribbles begin to indicate the child's understanding of basic writing conventions - left to right, top to bottom
- Makes letter-like forms and shapes, or individual letters, to represent words
- Attempts to write name
- Copies letters and words from environmental print

EXAMPLE:

Scribbles with letter-like forms



COMPOSITION

- Uses drawings across several pages to represent a clear message
- Includes story elements into drawings (e.g., character names, setting) to represent a story
- Adds meaningful labels to illustrations demonstrating the understanding that written words add meaning and context
- Shares meaning of pictures and labels with teachers and peers with consistency
- Starts to build awareness that messages (stories or individual pictures) need to make sense and will revise drawings and/or labels to make it happen

Emergent Stage

GRIP

- Uses **static** three-finger grip and whole arm movement to form letters (lacks control)

EXAMPLE:

A **static** three-finger grip, that uses the whole arm to make marks on the paper (and limits control)



FORMATION & SPELLING

- Strings random letters together in an attempt to create words
- Includes both upper and lowercase letters randomly
- Continues to develop conventions of writing - writes across the page, adds spaces to represent each word within a sentence

EXAMPLE:

Mi comida
"My food"



COMPOSITION

- Develops stories with a beginning and an ending, represented by drawings and corresponding phrases
- Continues to develop awareness that written stories follow a logical sequence
- Revises drawings and writings to ensure their message is clear to their audience

EXAMPLE:

A story about a student's feelings

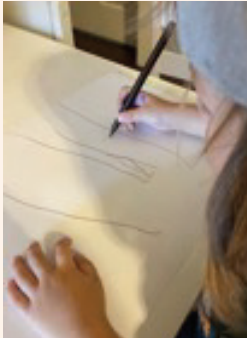


Transitional Stage

GRIP

- Uses **dynamic** three-finger grip resulting in more control as movement originates from the wrist

EXAMPLE:
A **dynamic** three-finger grip with more control at wrist



FORMATION & SPELLING

- Spells words by using letter-sound knowledge (approximation spelling) which may progress as follows
 - » Beginning and final sounds used to represent a word
 - » Medial consonant sounds are added
 - » Medial sounds (vowel), even if incorrect, may be represented
 - » All sounds are represented even if inaccurately spelled
 - » Writes known words (e.g., high-frequency words, sight words)
- Spells one word several different ways in one piece of writing, which illustrates that spelling is still developing (e.g., “like” might be spelled as “lik” and “liek” in the same story).
- Begins to use spacing to distinguish between words
- Adds random punctuation to writing

EXAMPLE:

A writing sample that includes a mix of approximated spelling and words from the word wall to convey meaning



The circled words represent that the child understands individual words make up a sentence.

COMPOSITION

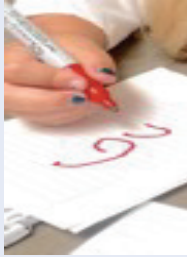
- Begins to convey messages more through written text than illustrations
- Writes sentences that correspond with each of the drawings in their stories
- Composes clear messages with meaning and context for a specific audience
- Includes a beginning, middle, and end when writing stories
- Begins to model compositions after familiar authors

Conventional Stage

GRIP

- Continues to develop control and personal style using a dynamic three-finger grip

EXAMPLE:
A **developed** three-finger grip



FORMATION & SPELLING

- Begins phrase writing
- Writes complete sentences
- Uses correct capitalization and punctuation more often
- Increasingly writes with conventional spelling and fewer instances of approximation spelling

EXAMPLE:

A writing sample that includes accurate use of capitalization and punctuation, with conventional spelling



COMPOSITION

- Writes sentences of varying lengths and structures to add coherence around a central topic or theme
- Consistently conveys messages through written text versus illustrations
- Uses writing to express personal ideas, thoughts, understandings, and learning
- Recognizes and imitates various genres of writing
- Uses mentor texts to develop composition skills and creativity in writing
- Writes for a variety of purposes, accurately using various features of writing (e.g., begins letters with "Dear," or "Estimado:"; begins writing fairy tales with "Había una vez"; makes lists with numbered lines or bullets)