Proclamation 2021 Breakouts to the Texas Prekindergarten Guidelines (TPG)

Course	Prekindergarten			

For the full text of the Texas Prekindergarten Guidelines, visit https://tea.texas.gov/WorkArea/DownloadAsset.aspx?id=25769825386.

(I) SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN

While a prekindergarten education should include activities that strengthen cognitive skills, it must provide for the development of the social and emotional competencies required for school readiness. Early experiences influence brain development, establishing the neural connections that provide the foundations for language, reasoning, problem solving, social skills, behavior and emotional health. Some children will develop social and emotional skills with appropriate teacher guidance surrounding social and emotional situations such as, separating from families, sharing space and materials with peers, resolving conflicts, and developing empathy for others. However, all children will benefit from direct social skill instruction, explicit teaching, and repeated opportunities to practice skills. The development of these personal and social skills enables children to build a sense of who they are and what they can do. Children establish positive relationships with teachers and peers which enable them 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 more prepared to enter an academic environment as school-ready.

Domain	Skill	Sub-Skill	Outcome	Breakout
(I) SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	(A) Self Concept Skills. Central to understanding emotional development is the idea of self concept–an 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		(1) Child is aware of where own body is in space and respects personal boundaries	(a) Child is aware of where own body is in space
(I) SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	(A) Self Concept Skills		(1) Child is aware of where own body is in space and respects personal boundaries	(b) Child respects personal boundaries
(I) SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	(A) Self Concept Skills		(2) Child shows self-awareness and can express pride in age appropriate abilities and skills	(a) Child shows self-awareness
(I) SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	(A) Self Concept Skills		(2) Child shows self-awareness and can express pride in age appropriate abilities and skills	(b) Child can express pride in age appropriate abilities
(I) SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	(A) Self Concept Skills		(2) Child shows self-awareness and can express pride in age appropriate abilities and skills	(c) Child can express pride in age appropriate skills
(I) SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	(A) Self Concept Skills		(3) Child shows reasonable opinion of his own abilities and limitations	(a) Child shows reasonable opinion of his own abilities
(I) SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	(A) Self Concept Skills		(3) Child shows reasonable opinion of his own abilities and limitations	(b) Child shows reasonable opinion of his own limitations
(I) SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	(A) Self Concept Skills		(4) Child shows initiative in independent situations and persists in attempting to solve problems	(a) Child shows initiative in independent situations
(I) SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	(A) Self Concept Skills		(4) Child shows initiative in independent situations and persists in attempting to solve problems	(b) Child persists in attempting to solve problems

Domain	Skill	Sub-Skill	Outcome	Breakout
(I) SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	(B) Self Regulation Skills. 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 playing with peers, guidance from teachers will enable them to learn acceptable and unacceptable ways of dealing with social and emotional stress and/or excitement.	(1) Behavior Control	(a) Child follows classroom rules and routines with occasional reminders from teacher	(i) Child follows classroom rules with occasional reminders from teacher
(I) SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	(B) Self Regulation Skills		(a) Child follows classroom rules and routines with occasional reminders from teacher	(ii) Child follows classroom routines with occasional reminders from teacher
(I) SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	(B) Self Regulation Skills		(b) Child takes care of and manages classroom materials	(i) Child takes care of classroom materials
(I) SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	(B) Self Regulation Skills		(b) Child takes care of and manages classroom materials	(ii) Child manages classroom materials
(I) SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	(B) Self Regulation Skills		(c) Child regulates his own behavior with occasional reminders or assistance from teacher	(i) Child regulates his own behavior with occasional reminders or assistance fom teacher
(I) SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	(B) Self Regulation Skills	(2) Emotional Control	(a) Child begins to understsand difference and connection between emotions/feelings and behaviors	(i) Child begins to understand difference between emotions/feelings and behaviors
(I) SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	(B) Self Regulation Skills		(a) Child begins to understsand difference and connection between emotions/feelings and behaviors	(ii) Child begins to understand connection between emotions/feelings and behaviors
(I) SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	(B) Self Regulation Skills		(b) Child can communicate basic emotions/feelings	(i) Child can communicate basic emotions/feelings
(I) SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	(B) Self Regulation Skills		(c) Child is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary	(i) Child is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary
(I) SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	(B) Self Regulation Skills	(3) Control of Attention	(a) Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed	(i) Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed
(I) SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	(B) Self Regulation Skills		(b) Child remains focused on engaging group activities for up to 20 minutes at a time	(i) Child remains focused on engaging group activities for up to 20 minutes at a time
(I) SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	(C) Relationships with Others. As prekindergarten children enter school, they start forming relationships with the adults and other children in their environment. Teachers can help children develop meaningful and rewarding relationships by offering them facilitative support. During this developmental period, children often begin to develop special friendships with particular peers which increase their feelings of comfort, pleasure, and confidence in their social world. These experiences also help build a sense of empathy and caring for others.		(1) Child uses effective verbal and nonverbal communication skills to build relationships with teachers/adults	(a) Child uses effective verbal communication skills to build relationships with teachers/adults
(I) SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	(C) Relationships with Others		(1) Child uses effective verbal and non verbal communication skills to build relationships with teachers/adults	(b) Child uses effective nonverbal communication skills to build relationships with teachers/adults
(I) SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	(C) Relationships with Others		(2) Child assumes various roles and responsibilities as part of a classroom community	(a) Child assumes various roles as part of a classroom community

The highlighted breakouts are only required to be addressed in the materials intended for teachers.
All remaining breakouts must be addressed in the materials intended for students and teachers.

Domain	Skill	Sub-Skill	Outcome	Breakout
(I) SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	(C) Relationships with Others		(2) Child assumes various roles and responsibilities as part of a classroom community	(b) Child assumes responsibilities as part of a classroom community
(I) SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	(C) Relationships with Others		(3) Child shows competence in initiating social interactions	(a) Child shows competence in initiating social interactions
(I) SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	(C) Relationships with Others		(4) Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal	(a) Child increasingly interacts with peers to initiate pretend play scenarios that share a common plan
(I) SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	(C) Relationships with Others		(4) Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal	(b) Child increasingly interacts with peers to initiate pretend play scenarios that share a common goal
(I) SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	(C) Relationships with Others		(4) Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal	(c) Child increasingly communicates with peers to initiate pretend play scenarios that share a common plan
(I) SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	(C) Relationships with Others		(4) Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal	(d) Child increasingly communicates with peers to initiate pretend play scenarios that share a common goal
(I) SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	(C) Relationships with Others		(5) Child initiates problem-solving strategies and seeks adult help when necessary	(a) Child initiates problem-solving strategies
(I) SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	(C) Relationships with Others		(5) Child initiates problem-solving strategies and seeks adult help when necessary	(b) Child seeks adult help when necessary
(I) SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	(C) Relationships with Others		(6) Child demonstrates empathy and caring for others	(a) Child demonstrates empathy for others
(I) SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	(C) Relationships with Others		(6) Child demonstrates empathy and caring for others	(b) Child demonstrates caring for others
(I) SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	(C) Relationships with Others		(7) Child interacts with a variety of playmates and may have preferred friends	(a) Child interacts with a variety of playmates
(I) SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	(C) Relationships with Others		(7) Child interacts with a variety of playmates and may have preferred friends	(b) Child may have preferred friends
(I) SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	(D) Social Awareness Skills. Prekindergarten children need adult support and guidance in learning how to operate socially with others. In addition to facilitating peer group and adult-child interaction, teachers can help to reinforce understanding of social situations with rich, socially relevant educational material, and thought-provoking questions.		(1) Child demonstrates an understanding that others have perspectives and feelings that are different from her own	(a) Child demonstrates an understanding that others have perspectives that are different from her own
(I) SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	(D) Social Awareness Skills		(1) Child demonstrates an understanding that others have perspectives and feelings that are different from her own	(b) Child demonstrates an understanding that others have feelings that are different from her own

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(II) LANGUAGE AND COMMUNICATION DOMAIN

During the prekindergarten years, children's experiences with language begin to form the basis for their later school success. Explaining words and sounds, talking to children about objects and their names (labeling), and using expanded vocabulary are all ways in which teachers can help to build children's oral language skills. Given adequate opportunities to interact with responsive adults in language rich classrooms, young children's language skills usually expand rapidly during these years. The language skills include listening and speaking, expanding both children's understanding of what they hear, as well as their ability to communicate their own ideas and experiences. These language skills in turn have a tremendous impact upon reading and writing as children progress through school. Language is optimally timed for authentic purposeful child-initiated oral language opportunities. For children whose first language is other than English, the native language serves as the foundation for communication among family and community members, and building concepts and understanding of the world around them. This proficiency also assists in English language acquisition. Many children who are English language learners (ELLs) enter our schools with a remarkable knowledge of their native language, a "linguistic knowing" that they use instinctively in their daily communications. The process of transfer (with literacy-based ESL and oral language beginning in prekindergarten, requires that we take what children already know and understand about literacy in their home language and ensure that this knowledge is used to help them gain literacy skills in a second language. Prekindergarten educators should provide opportunities to promote language learning in children who speak a language other than English. ELL children may have difficulties with the pragmatics (the appropriate use of language to communicate effectively in many different situations and for many different purposes) of English. These include rules of politeness, conversational skills, and extended discourse (telling a story and giving an explanation). Pragmatic skills are important for ELL children to understand what teachers say in the classroom. Scaffolding is effective for building young children's language and literacy; this is also true for the ELL child. Except where specified, the following guidelines outline language accomplishments for 4-year-old children in their native language. The stated outcomes should be used as a guide for children who have limited English proficiency and are appropriate for all children who are ELLs, providing guidance for teachers' instruction. Additional specific guidelines for the support of language development of prekindergarten children whose home language is not English in English-only settings appear below and are indicated by this icon: [ELL] (LEER MAS, 2001).

Domain	Skill	Outcome	Breakout
(II) LANGUAGE AND COMMUNICATION DOMAIN	(A) Listening Comprehension Skills. From birth, children begin learning by listening to the world around them. As their exposure increases, so does their understanding. 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. According to state law, prekindergarten ELL children can be in a classroom environment that provides either bilingual instruction or English as a Second Language instruction. ELL children arrive at school with listening comprehension skills in their home language. These skills can be used to support their development in English. ELL children listen purposefully to both English-speaking and Spanish-speaking teachers and peers to gather information about both their home language and their new language (English) (LEER MAS, 2001).	(1) Child shows understanding by responding appropriately	(a) Child shows understanding by responding appropriately

Domain	Skill	Outcome	Breakout
(II) LANGUAGE AND COMMUNICATION DOMAIN	(A) Listening Comprehension Skills	(2) Child shows understanding by following two-step oral directions and usually follows three-step directions. [ELL] Child shows understanding by following one- to two-step oral directions in English	(a) Child shows understanding by following two-step oral directions
(II) LANGUAGE AND COMMUNICATION DOMAIN	(A) Listening Comprehension Skills	(2) Child shows understanding by following two-step oral directions and usually follows three-step directions. [ELL] Child shows understanding by following one- to two-step oral directions in English	(b) Child usually follows three-step directions
(II) LANGUAGE AND COMMUNICATION DOMAIN	(A) Listening Comprehension Skills	(2) Child shows understanding by following two-step oral directions and usually follows three-step directions. [ELL] Child shows understanding by following one- to two-step oral directions in English	(c) Child shows understanding by following one to two-step oral directions in English
(II) LANGUAGE AND COMMUNICATION DOMAIN	(A) Listening Comprehension Skills	(3) Child shows understanding of the language being spoken by teachers and peers. [ELL] Child shows understanding of the new language being spoken by English- speaking teachers and peers	(a) Child shows understanding of the language being spoken by teachers
(II) LANGUAGE AND COMMUNICATION DOMAIN	(A) Listening Comprehension Skills	(3) Child shows understanding of the language being spoken by teachers and peers. [ELL] Child shows understanding of the new language being spoken by English- speaking teachers and peers	(b) Child shows understanding of the language being spoken by peers
(II) LANGUAGE AND COMMUNICATION DOMAIN	(A) Listening Comprehension Skills	(3) Child shows understanding of the language being spoken by teachers and peers. [ELL] Child shows understanding of the new language being spoken by English- speaking teachers and peers	(c) Child shows understanding of the new language being spoken by English-speaking teachers
(II) LANGUAGE AND COMMUNICATION DOMAIN	(A) Listening Comprehension Skills	(3) Child shows understanding of the language being spoken by teachers and peers. [ELL] Child shows understanding of the new language being spoken by English- speaking teachers and peers	(d) Child shows understanding of the new language being spoken by English-speaking peers

Domain	Skill	Outcome	Breakout
(II) LANGUAGE AND COMMUNICATION DOMAIN	(B) Speaking (Conversation) Skills. Prekindergarten children gain the ability to use language in a variety of settings and for a variety of reasons. They become increasingly able to describe wants and needs, carry on a conversation with others, and share information with both peers and adults. The skill to engage others in conversations involves asking questions, listening, and responding, as well as using verbal and nonverbal expressions. Children who are English language learners may require more time to respond and greater wait time because they are learning and processing two languages at once. This is a normal part of second language acquisition. Children learning English should be encouraged and expected to demonstrate their speaking/communication skills in their home language as well as in English.	(1) Child is able to use language for different purposes	(a) Child is able to use language for different purposes
(II) LANGUAGE AND COMMUNICATION DOMAIN	(B) Speaking (Conversation) Skills	(2) Child engages in conversations in appropriate ways	(a) Child engages in conversations in appropriate ways
(II) LANGUAGE AND COMMUNICATION DOMAIN	(B) Speaking (Conversation) Skills	(3) Child provides appropriate information for various situations	(a) Child provides appropriate information for various situations
(II) LANGUAGE AND COMMUNICATION DOMAIN	(B) Speaking (Conversation) Skills	(4) Child demonstrates knowledge of verbal conversational rules	(a) Child demonstrates knowledge of verbal conversational rules
(II) LANGUAGE AND COMMUNICATION DOMAIN	(B) Speaking (Conversation) Skills	(5) Child demonstrates knowledge of nonverbal conversational rules	(a) Child demonstrates knowledge of nonverbal conversational rules
(II) LANGUAGE AND COMMUNICATION DOMAIN	(B) Speaking (Conversation) Skills	(6) Child matches language to social contexts	(a) Child matches language to social contexts
(II) LANGUAGE AND COMMUNICATION DOMAIN	(C) Speech Production Skills. Young children must learn to vocalize, pronounce, and discriminate among the sounds of the alphabet and words of language. Although some children in prekindergarten can accurately perceive the difference between similar- sounding words, they continue to acquire new sounds and may mispronounce words in their own speech. The ability to produce certain speech sounds such as /s/ and /r/ improves with age. Just as infants and toddlers develop control over the sounds of their native language, young children in ELL settings gradually learn to pronounce the sounds of the English language (LEER MAS, 2001).	(1) Child's speech is understood by both the teacher and other adults in the school	(a) Child's speech is understood by the teacher
(II) LANGUAGE AND COMMUNICATION DOMAIN	(C) Speech Production Skills	(1) Child's speech is understood by both the teacher and other adults in the school	(b) Child's speech is understood by the other adults in the school
(II) LANGUAGE AND COMMUNICATION DOMAIN	(C) Speech Production Skills	(2) Child perceives differences between similar-sounding words	(a) Child perceives differences between similar-sounding words

Domain	Skill	Outcome	Breakout
(II) LANGUAGE AND COMMUNICATION DOMAIN	(C) Speech Production Skills	(3) Child investigates and demonstrates growing understanding of the sounds and intonation of language [ELL] Child investigates and demonstrates growing understanding of the sounds and intonation of the English language	(a) Child investigates the sounds of language
(II) LANGUAGE AND COMMUNICATION DOMAIN	(C) Speech Production Skills	(3) Child investigates and demonstrates growing understanding of the sounds and intonation of language [ELL] Child investigates and demonstrates growing understanding of the sounds and intonation of the English language	(b) Child investigates the intonation of language
(II) LANGUAGE AND COMMUNICATION DOMAIN	(C) Speech Production Skills	(3) Child investigates and demonstrates growing understanding of the sounds and intonation of language [ELL] Child investigates and demonstrates growing understanding of the sounds and intonation of the English language	(c) Child demonstrates growing understanding of the sounds of language
(II) LANGUAGE AND COMMUNICATION DOMAIN	(C) Speech Production Skills	(3) Child investigates and demonstrates growing understanding of the sounds and intonation of language [ELL] Child investigates and demonstrates growing understanding of the sounds and intonation of the English language	(d) Child demonstrates growing understanding of the intonation of language
(II) LANGUAGE AND COMMUNICATION DOMAIN	(C) Speech Production Skills	(3) Child investigates and demonstrates growing understanding of the sounds and intonation of language [ELL] Child investigates and demonstrates growing understanding of the sounds and intonation of the English language	(e) Child investigates the sounds of the English language
(II) LANGUAGE AND COMMUNICATION DOMAIN	(C) Speech Production Skills	(3) Child investigates and demonstrates growing understanding of the sounds and intonation of language [ELL] Child investigates and demonstrates growing understanding of the sounds and intonation of the English language	(f) Child investigates the intonation of the English language
(II) LANGUAGE AND COMMUNICATION DOMAIN	(C) Speech Production Skills	(3) Child investigates and demonstrates growing understanding of the sounds and intonation of language [ELL] Child investigates and demonstrates growing understanding of the sounds and intonation of the English language	(g) Child demonstrates growing understanding of the sounds of the English language

Domain	Skill	Outcome	Breakout
(II) LANGUAGE AND COMMUNICATION DOMAIN	(C) Speech Production Skills	(3) Child investigates and demonstrates growing understanding of the sounds and intonation of language [ELL] Child investigates and demonstrates growing understanding of the sounds and intonation of the English language	(h) Child demonstrates growing understanding of the intonation of the English language
(II) LANGUAGE AND COMMUNICATION DOMAIN	(D) Vocabulary Skills. Children's vocabulary acquisition is largely dependent upon interactions with adults. These may be occurring in one or more languages through talking about experiences, reading familiar stories, singing familiar songs, and playing word games. Prekindergarten children experience rapid growth in their understanding of words and word meanings. Vocabulary knowledge reflects children's previous experiences and growing knowledge of the world around them and is one of the most important predictors of later reading achievement. As children learn through experiences, including play, they develop concepts, acquire new words, and increasingly refine their understanding of words they already know. English language learners (ELLs) may need extensive English vocabulary instruction. ELL children arrive at prekindergarten with a vocabulary knowledge base in their home language. This knowledge base should be used to develop vocabulary in the child's second language. When introducing vocabulary to ELL children, teachers should use a variety of approaches to teach important new words and use real-life objects or pictures when appropriate. The use of cognates and making cross-language connections can be helpful for vocabulary development. Exploring the sounds, meaning, grammatical function, and multiple uses of a word are strategies that are beneficial for increasing word knowledge among ELLs.	(1) Child uses a wide variety of words to label and describe people, places, things, and actions	(a) Child uses a wide variety of words to label people
(II) LANGUAGE AND COMMUNICATION DOMAIN	(D) Vocabulary Skills	(1) Child uses a wide variety of words to label and describe people, places, things, and actions	(b) Child uses a wide variety of words to label places
(II) LANGUAGE AND COMMUNICATION DOMAIN	(D) Vocabulary Skills	(1) Child uses a wide variety of words to label and describe people, places, things, and actions	(c) Child uses a wide variety of words to label things
(II) LANGUAGE AND COMMUNICATION DOMAIN	(D) Vocabulary Skills	(1) Child uses a wide variety of words to label and describe people, places, things, and actions	(d) Child uses a wide variety of words to label actions
(II) LANGUAGE AND COMMUNICATION DOMAIN	(D) Vocabulary Skills	(1) Child uses a wide variety of words to label and describe people, places, things, and actions	(e) Child uses a wide variety of words to describe people
(II) LANGUAGE AND COMMUNICATION DOMAIN	(D) Vocabulary Skills	(1) Child uses a wide variety of words to label and describe people, places, things, and actions	(f) Child uses a wide variety of words to describe places

Domain	Skill	Outcome	Breakout
(II) LANGUAGE AND COMMUNICATION DOMAIN	(D) Vocabulary Skills	(1) Child uses a wide variety of words to label and describe people, places, things, and actions	(g) Child uses a wide variety of words to describe things
(II) LANGUAGE AND COMMUNICATION DOMAIN	(D) Vocabulary Skills	(1) Child uses a wide variety of words to label and describe people, places, things, and actions	(h) Child uses a wide variety of words to describe actions
(II) LANGUAGE AND COMMUNICATION DOMAIN	(D) Vocabulary Skills	(2) Child demonstrates understanding of terms used in the instructional language of the classroom	(a) Child demonstrates understanding of terms used in the instructional language of the classroom
(II) LANGUAGE AND COMMUNICATION DOMAIN	(D) Vocabulary Skills	(3) Child demonstrates understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words*, many more than he or she uses [ELL] Child learning English as a second language comprehends up to 1,000 words (ELL child will comprehend many more words than he or she uses)	(a) Child demonstrates understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words*, many more than he or she uses
(II) LANGUAGE AND COMMUNICATION DOMAIN	(D) Vocabulary Skills	(3) Child demonstrates understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words*, many more than he or she uses [ELL] Child learning English as a second language comprehends up to 1,000 words (ELL child will comprehend many more words than he or she uses)	(b) Child learning English as a second language comprehends up to 1,000 words (ELL child will comprehend many more words than he or she uses)
(II) LANGUAGE AND COMMUNICATION DOMAIN	(D) Vocabulary Skills	(4) Child uses a large speaking vocabulary, adding several new words daily	(a) Child uses a large speaking vocabulary, adding several new words daily
(II) LANGUAGE AND COMMUNICATION DOMAIN	(D) Vocabulary Skills	(5) Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases	(a) Child increases listening vocabulary
(II) LANGUAGE AND COMMUNICATION DOMAIN	(D) Vocabulary Skills	(5) Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases	(b) Child begins to develop vocabulary of object names
(II) LANGUAGE AND COMMUNICATION DOMAIN	(D) Vocabulary Skills	(5) Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases	(c) Child begins to develop vocabulary of common phrases
(II) LANGUAGE AND COMMUNICATION DOMAIN	(D) Vocabulary Skills	(6) [ELL] Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English	(a) Child increases listening vocabulary.
(II) LANGUAGE AND COMMUNICATION DOMAIN	(D) Vocabulary Skills	(6) [ELL] Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English	(b) Child begins to develop vocabulary of object names in English
(II) LANGUAGE AND COMMUNICATION DOMAIN	(D) Vocabulary Skills	(6) [ELL] Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English	(c) Child begins to develop vocabulary of common phrases in English

Domain	Skill	Outcome	Breakout
(II) LANGUAGE AND COMMUNICATION DOMAIN	(E) Sentences and Structure Skills. Effective communication requires that children use their knowledge of vocabulary, grammar, and sense of audience to convey meaning. Four-year-olds become increasingly adept at using language to express their needs and interests, to play and pretend, and to share ideas. Children's use of invented words and the over generalization of language rules (for example, saying "foots" instead of "feet" or [Spanish] "yo no cabo" instead of "yo no quepo") is a normal part of language acquisition. Sentence and grammatical complexity develops in young children with plenty of opportunity for rich conversation. It is important that time is spent in authentic speaking opportunities. Also, teachers can support English language development through more specific playful language-building activities (LEER MAS, 2001).	(1) Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order	(a) Child typically uses complete sentences of four or more words
(II) LANGUAGE AND COMMUNICATION DOMAIN	(E) Sentences and Structure Skills	(1) Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order	(b) Child typically uses complete sentences of grammatical complexity usually with subject, verb, and object order
(II) LANGUAGE AND COMMUNICATION DOMAIN	(E) Sentences and Structure Skills	(2) Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement	(a) Child uses regular plurals
(II) LANGUAGE AND COMMUNICATION DOMAIN	(E) Sentences and Structure Skills	(2) Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement	(b) Child uses irregular plurals
(II) LANGUAGE AND COMMUNICATION DOMAIN	(E) Sentences and Structure Skills	(2) Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement	(c) Child uses regular past tense
(II) LANGUAGE AND COMMUNICATION DOMAIN	(E) Sentences and Structure Skills	(2) Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement	(d) Child uses personal pronouns
(II) LANGUAGE AND COMMUNICATION DOMAIN	(E) Sentences and Structure Skills	(2) Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement	(e) Child uses possessive pronouns
(II) LANGUAGE AND COMMUNICATION DOMAIN	(E) Sentences and Structure Skills	(2) Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement	(f) Child uses subject-verb agreement
(II) LANGUAGE AND COMMUNICATION DOMAIN	(E) Sentences and Structure Skills	(3) Child uses sentences with more than one phrase	(a) Child uses sentences with more than one phrase
(II) LANGUAGE AND COMMUNICATION DOMAIN	(E) Sentences and Structure Skills	(4) Child combines more than one idea using complex sentences	(a) Child combines more than one idea using complex sentences
(II) LANGUAGE AND COMMUNICATION DOMAIN	(E) Sentences and Structure Skills	(5) Child combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning	(a) Child combines sentences that give lots of detail

Domain	Skill	Outcome	Breakout
(II) LANGUAGE AND COMMUNICATION DOMAIN	(E) Sentences and Structure Skills	(5) Child combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning	(b) Child combines sentences that stick to the topic
(II) LANGUAGE AND COMMUNICATION DOMAIN	(E) Sentences and Structure Skills	(5) Child combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning	(c) Child combines sentences that clearly communicate intended meaning
(II) LANGUAGE AND COMMUNICATION DOMAIN	(E) Sentences and Structure Skills	(6) [ELL] Child engages in various forms of nonverbal communication with those who do not speak her native language	(a) Child engages in various forms of nonverbal communication with those who do not speak her native language
(II) LANGUAGE AND COMMUNICATION DOMAIN	(E) Sentences and Structure Skills	(7) [ELL] Child uses single words and simple phrases to communicate meaning in social situations	(a) Child uses single words to communicate meaning in social situations
(II) LANGUAGE AND COMMUNICATION DOMAIN	(E) Sentences and Structure Skills	(7) [ELL] Child uses single words and simple phrases to communicate meaning in social situations	(b) Child uses simple phrases to communicate meaning in social situations
(II) LANGUAGE AND COMMUNICATION DOMAIN	(E) Sentences and Structure Skills	(8) [ELL] Child attempts to use new vocabulary and grammar in speech	(a) Child attempts to use new vocabulary in speech
(II) LANGUAGE AND COMMUNICATION DOMAIN	(E) Sentences and Structure Skills	(8) [ELL] Child attempts to use new vocabulary and grammar in speech	(b) Child attempts to use new grammar in speech

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(III) EMERGENT LITERACY—READING DOMAIN

Becoming literate is one of the most important milestones for young children to achieve. According to National Research Council estimates from 1998, if children receive proper exposure and systematic opportunities to develop foundational language, reading, and emergent writing skills during early childhood, as few as five percent may experience serious reading difficulties later. The literacy experiences provided during the prekindergarten year help form the basis for learning to read, particularly when teachers emphasize the key predictors of early literacy: oral language, alphabetic code (letter knowledge, phonological awareness), and print knowledge and concepts. Children develop the understanding of the everyday functions of print, gain the motivation to want to learn to read and appreciation of different forms of literacy, from nonfiction and fiction books, to poems, songs, and nursery rhymes, by being read to and interacting with stories and print.

As they watch adults engage in reading and writing activities, they want to be able to read and write as well. When children interact with language in these formats, their ability to respond to and play with the sounds in language increases. This awareness of the sounds in language, or phonological awareness, is one of the key predictors of later reading success. Children develop this awareness that words are made up of sounds which can be put together and taken apart. Recent research has provided new insights into the order in which children acquire this awareness. In the early stages, children are able to detect larger phonological units such as words and syllables. As their awareness deepens, they are able to manipulate the smallest units of sound called phonemes. Print awareness and letter knowledge must also be developed through planned, playful activities that engage children in noticing the letters in their names and the names of their classmates. As their language abilities increase, their understanding of what is read aloud to them also increases, as demonstrated through the questions they ask and answer, and their reenacting or retelling of stories. The process of transfer (with literacy-based ESL and oral language beginning in prekindergarten) requires that we take what children already know and understand about literacy in their primary language and ensure that this knowledge is used to help them gain English language and literacy skills. For ELL children difficulties in transfer may appear in syntax, homonyms, inference, cultural nuances, idioms, and figurative language. For children who are learning English, effective second language reading instruction requires an understanding of and is guided by knowledge based on assessment, cultural responsiveness, gradual release, strategic use of language, and appropriate instruction (LEER MAS, 2001).

This is an important time for 4-year-olds to develop their sense of self and ethnic identity. One strategy to support this development is the use of linguistically and culturally relevant texts whenever possible. Teachers of English language learners can help children understand who they are and where they come from when they connect to children's lives in a meaningful way, given their cultural and linguistic diversity.

Domain	Skill	Outcome	Breakout

Domain	Skill	Outcome	Breakout
(III) EMERGENT LITERACY—READING DOMAIN	(A) Motivation to Read Skills. To ensure that all children enter school ready to learn, early education efforts must encourage emergent literacy. When optimal conditions exist in a child's environment, literacy develops naturally, and one of the goals of early education must be cultivating that optimal environment. Prekindergarten children benefit from classroom activities and environments that create an association between reading and feelings of pleasure and enjoyment, as well as learning and skill development. These early experiences will come to define their assumptions and expectations about becoming literate and influence their motivation to work toward learning to read and write. Children may have difficulty comprehending read alouds or listening to stories without any background support, particularly if they have limited experiences with the concepts included in the story or text .ELL children benefit from repetitive exposure to pictures and other media pertinent or associated with the content of stories read aloud in English. ELL children also will benefit from making connections to text in their home language for better comprehension when bilingual strategies are used to facilitate comprehension during readings of English text (LEER MAS, 2001).	(1) Child engages in pre-reading and reading-related activities	(a) Child engages in pre-reading activities
(III) EMERGENT LITERACY—READING DOMAIN	(A) Motivation to Read Skills	(1) Child engages in pre-reading and reading-related activities	(b) Child engages in reading-related activities
(III) EMERGENT LITERACY—READING DOMAIN	(A) Motivation to Read Skills	(2) Child self-selects books and other written materials to engage in pre-reading behaviors	(a) Child self-selects books to engage in pre-reading behaviors
(III) EMERGENT LITERACY—READING DOMAIN	(A) Motivation to Read Skills	(2) Child self-selects books and other written materials to engage in pre-reading behaviors	(b) Child self-selects other written materials to engage in pre-reading behaviors
(III) EMERGENT LITERACY—READING DOMAIN	(A) Motivation to Read Skills	(3) Child recognizes that text has meaning	(a) Child recognizes that text has meaning

Domain	Skill	Outcome	Breakout
(III) EMERGENT LITERACY—READING DOMAIN	(B) Phonological Awareness Skills. Phonological awareness is an auditory skill that involves an understanding of the sounds of spoken language. This sensitivity to the sound structure of language is highly predictive of success in beginning reading. Phonological awareness generally develops from sensitivity to large units of sound, like words and syllables, to sensitivity to smaller units of sound, like individual phonemes. 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 or individual sounds in words. Task difficulty is another important consideration in phonological awareness development and instruction. Easier tasks include identification and synthesis (e.g., blending). More challenging tasks require analysis (e.g., segmenting, deletion). Phonological awareness includes being able to recognize individual words in a spoken sentence, blending and dividing words into syllables (beginning with compound words which, because each syllable has meaning connected to, are easier for children to work with), adding and taking those meaningful units, recognizing and producing rhyming words, identifying words that sound the same at the beginning, and for some children, blending words at the phoneme or single sound level. It is important to remember that letter knowledge (e.g., letter-sound correspondence) and phonological awareness acquisitions work together, with skill development in one area reinforcing development in the other. Phonological awareness represents a crucial step toward understanding that letters or groups of letters can represent phonemes or sounds (the alphabetic principle). Because phonological awareness development begins before children learn letter-sound correspondences, fostering phonological awareness development does not necessarily require the use of print. However, once letter knowledge begins to develops, children can benefit from inclusion of letters in phonological awareness activities.	(1) Child separates a normally spoken four-word sentence into individual words	(a) Child separates a normally spoken four-word sentence into individual words

Domain	Skill	Outcome	Breakout
	Some basic proficiency in English may be prerequisite to the development of phonological awareness in English for first- and second-language learners. ESL children draw upon their phonological awareness skills in their first language when developing phonological awareness in a second language. Research demonstrates that phonological awareness in English and Spanish are highly related in bilingual children; therefore children in Bilingual/ESL instruction should benefit from being simultaneously taught similar phonological awareness skills in both languages. Manipulating individual sounds, or phonemes, in words is the highest level of phonological awareness. Although some prekindergarten children may be able to perform simple manipulations with individual phonemes (e.g., removing /s/ from seat makes eat), it is not appropriate to expect all prekindergarten children to be able to perform difficult manipulations with individual phonemes (e.g., segmenting "stack" into its four constituent phonemes, i.e., /s/ /t//æ/ /k/). The above Developmental Timeline represents the most current research concerning when children normally develop various phonological awareness skills.		
(III) EMERGENT LITERACY—READING DOMAIN	(B) Phonological Awareness Skills	(2) Child combines words to make a compound word	(a) Child combines words to make a compound word
(III) EMERGENT LITERACY—READING DOMAIN	(B) Phonological Awareness Skills	(3) Child deletes a word from a compound word	(a) Child deletes a word from a compound word
(III) EMERGENT LITERACY—READING DOMAIN	(B) Phonological Awareness Skills	(4) Child blends syllables into words	(a) Child blends syllables into words
(III) EMERGENT LITERACY—READING DOMAIN	(B) Phonological Awareness Skills	(5) Child can segment a syllable from a word	(a) Child can segment a syllable from a word
(III) EMERGENT LITERACY—READING DOMAIN	(B) Phonological Awareness Skills	(6) Child can recognize rhyming words	(a) Child can recognize rhyming words
(III) EMERGENT LITERACY—READING DOMAIN	(B) Phonological Awareness Skills	(7) Child can produce a word that begins with the same sound as a given pair of words	(a) Child can produce a word that begins with the same sound as a given pair of words
(III) EMERGENT LITERACY—READING DOMAIN	(B) Phonological Awareness Skills	(8) Child blends onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with and without pictorial support	(a) Child blends onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with pictorial support
(III) EMERGENT LITERACY—READING DOMAIN	(B) Phonological Awareness Skills	(8) Child blends onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with and without pictorial support	(b) Child blends onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word without pictorial support
(III) EMERGENT LITERACY—READING DOMAIN	(B) Phonological Awareness Skills	(9) Child recognizes and blends spoken phonemes into one syllable words with pictorial support	(a) Child recognizes one-syllable words with pictorial support
(III) EMERGENT LITERACY—READING DOMAIN	(B) Phonological Awareness Skills	(9) Child recognizes and blends spoken phonemes into one-syllable words with pictorial support	(b) Child blends spoken phonemes into one-syllable words with pictorial support

Domain	Skill	Outcome	Breakout
(III) EMERGENT LITERACY—READING DOMAIN	(C) Alphabet Knowledge Skills. Letter knowledge is an essential component of learning to read and write. Young children learn best when information is presented in context and when educators provide opportunities for children to create experiences that make the material meaningful. Rote practice (or the "skill and drill" method) 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.	(1) Child names at least 20 upper- and at least 20 lower-case letters in the language of instruction	(a) Child names at least 20 upper-case letters in the language of instruction
(III) EMERGENT LITERACY—READING DOMAIN	(C) Alphabet Knowledge Skills	(1) Child names at least 20 upper and at least 20 lower case letters in the language of instruction	(b) Child names at least 20 lower-case letters in the language of instruction
(III) EMERGENT LITERACY—READING DOMAIN	(C) Alphabet Knowledge Skills	(2) Child recognizes at least 20 distinct letter sounds in the language of instruction	(a) Child recognizes at least 20 distinct letter sounds in the language of instruction
(III) EMERGENT LITERACY—READING DOMAIN	(C) Alphabet Knowledge Skills	(3) Child produces at least 20 distinct letter sound correspondences in the language of instruction	(a) Child produces at least 20 distinct letter sound correspondences in the language of instruction
(III) EMERGENT LITERACY—READING DOMAIN	(D) Comprehension of Text Read Aloud Skills. Frequent book reading relates strongly to school readiness: children who are read to on a regular basis have a higher likelihood of acquiring age-appropriate language skills. Exposure to many kinds of books, both fiction and nonfiction, helps prekindergarten children build vocabulary, make connections to text, and become familiar with how stories and different 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. Children's comprehension of text is influenced by real-life experiences, including virtual learning experiences, and through explicit vocabulary instruction received before and during their time in the classroom. Reading books in English with ELL children will increase their knowledge of English language and vocabulary. In classrooms with children who are learning English, it is also critical that children read books in their home language whenever possible.	(1) Child retells or re-enacts a story after it is read aloud	(a) Child retells or re-enacts a story after it is read aloud

Domain	Skill	Outcome	Breakout
(III) EMERGENT LITERACY—READING DOMAIN	(D) Comprehension of Text Read Aloud Skills	(2) Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting	(a) Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting
(III) EMERGENT LITERACY—READING DOMAIN	(D) Comprehension of Text Read Aloud Skills	(3) Child asks and responds to questions relevant to the text read aloud	(a) Child asks questions relevant to the text read aloud
(III) EMERGENT LITERACY—READING DOMAIN	(D) Comprehension of Text Read Aloud Skills	(3) Child asks and responds to questions relevant to the text read aloud	(b) Child responds to questions relevant to the text read aloud
(III) EMERGENT LITERACY—READING DOMAIN	(D) Comprehension of Text Read Aloud Skills	(4) Child will make inferences and predictions about text	(a) Child will make inferences about text
(III) EMERGENT LITERACY—READING DOMAIN	(D) Comprehension of Text Read Aloud Skills	(4) Child will make inferences and predictions about text	(b) Child will make predictions about text
(III) EMERGENT LITERACY—READING DOMAIN	(E) Print Concepts	(1) Child can distinguish between elements of print including letters, words, and pictures	(a) Child can distinguish between elements of print including letters
(III) EMERGENT LITERACY—READING DOMAIN	(E) Print Concepts	(1) Child can distinguish between elements of print including letters, words, and pictures	(b) Child can distinguish between elements of print including words
(III) EMERGENT LITERACY—READING DOMAIN	(E) Print Concepts	(1) Child can distinguish between elements of print including letters, words, and pictures	(c) Child can distinguish between elements of print including pictures
(III) EMERGENT LITERACY—READING DOMAIN	(E) Print Concepts	(2) Child demonstrates understanding of print directionality including left to right and top to bottom	(a) Child demonstrates understanding of print directionality including left to right
(III) EMERGENT LITERACY—READING DOMAIN	(E) Print Concepts	(2) Child demonstrates understanding of print directionality including left to right and top to bottom	(b) Child demonstrates understanding of print directionality including top to bottom
(III) EMERGENT LITERACY—READING DOMAIN	(E) Print Concepts	(3) Child can identify some conventional features of print that communicate meaning including end punctuation and case	(a) Child can identify some conventional features of print that communicate meaning, including end punctuation
(III) EMERGENT LITERACY—READING DOMAIN	(E) Print Concepts	(3) Child can identify some conventional features of print that communicate meaning including end punctuation and case	(b) Child can identify some conventional features of print that communicate meaning including, case

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(IV) EMERGENT LITERACY—WRITING DOMAIN

Prekindergarten children generate hypotheses about how written language works and begin to explore the uses of writing for themselves. Initially, they may ask adults to write their names, signs, and letters for them. Children will later independently imitate adults by writing their own thoughts and ideas. This "pretend writing" is the beginning stage of writing development. Through these early writing experiences, young children will 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. Thus, children learn to write through many experiences.

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.

Domain	Skill	Outcome	Breakout
(IV) EMERGENT LITERACY—WRITING DOMAIN	(A) Motivation to Write Skills. As children watch adults write for many purposes, they develop the understanding that print conveys meaning. Initially, children engage in drawing or scribbling as a way to communicate. These are the earliest stages of writing. Young children sketch lines and scribble "notes" in an attempt to imitate adults' writing behaviors and begin to make connections between print and spoken words. With this understanding of the function and meaning of print comes the motivation to use print in the same manner. All efforts to convey meaning in the form of scribbles, letter-like forms, or strings of letters should be celebrated. Children also engage in using print to convey their meanings in different situations and for different purposes. As children interact with each other in play, they make lists, take orders, label, and leave notes to convey what has occurred during their play. Children may also begin to write personal stories and/or write based on "mentor" texts (texts that can be used as a model for writing) read aloud.	(1) Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning	(a) Child intentionally uses marks, letters, or symbols to record language
(IV) EMERGENT LITERACY—WRITING DOMAIN	(A) Motivation to Write Skills	(1) Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning	(b) Child verbally shares meaning
(IV) EMERGENT LITERACY—WRITING DOMAIN	(A) Motivation to Write Skills	(2) Child independently writes to communicate his/her ideas for a variety of purposes	(a) Child independently writes to communicate his/her ideas for a variety of purposes

Domain	Skill	Outcome	Breakout
(IV) EMERGENT LITERACY—WRITING DOMAIN	(B) Writing as a Process. As young children understand that marks convey meaning (what they think, they can say; and what they say, they can 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, in which the young author is proud to share. Interacting with children to compose a piece of writing over a series of days using modeled, shared and/or interactive writing exposes children to this 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 Prekindergarten children understand. Children's ability to engage in each of the stages of the writing process develops over time. During these sessions, the teacher negotiates the language and the process with the children and does most or all of the recording/writing depending on the length of the piece. Taking a piece of writing from the thought stage to the sharing stage also motivates children to write more and helps them see and understand the power of using print to convey meaning.	(1) Child discusses and contributes ideas for drafts composed in whole/small group writing activities	(a) Child discusses ideas for drafts composed in whole/small group writing activities
(IV) EMERGENT LITERACY—WRITING DOMAIN	(B) Writing as a Process	(1) Child discusses and contributes ideas for drafts composed in whole/small group writing activities	(b) Child contributes ideas for drafts composed in whole/small group writing activities
(IV) EMERGENT LITERACY—WRITING DOMAIN	(B) Writing as a Process	(2) Child interacts and provides suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts	(a) Child interacts to revise (add [to]) class-made drafts
(IV) EMERGENT LITERACY—WRITING DOMAIN	(B) Writing as a Process	(2) Child interacts and provides suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts	(b) Child interacts to revise (take out [of]) class-made drafts
(IV) EMERGENT LITERACY—WRITING DOMAIN	(B) Writing as a Process	(2) Child interacts and provides suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts	(c) Child interacts to revise (change order [in]) class-made drafts
(IV) EMERGENT LITERACY—WRITING DOMAIN	(B) Writing as a Process	(2) Child interacts and provides suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts	(d) Child interacts to edit (conventions) class-made drafts
(IV) EMERGENT LITERACY—WRITING DOMAIN	(B) Writing as a Process	(2) Child interacts and provides suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts	(e) Child provides suggestions to revise (add [to]) class-made drafts

Domain	Skill	Outcome	Breakout
(IV) EMERGENT LITERACY—WRITING DOMAIN	(B) Writing as a Process	(2) Child interacts and provides suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts	(f) Child provides suggestions to revise (take out [of]) class-made drafts
(IV) EMERGENT LITERACY—WRITING DOMAIN	(B) Writing as a Process	(2) Child interacts and provides suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts	(g) Child provides suggestions to revise (change order [in]) class-made drafts
(IV) EMERGENT LITERACY—WRITING DOMAIN	(B) Writing as a Process	(2) Child interacts and provides suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts	(h) Child provides suggestions to edit (conventions) class-made drafts
(IV) EMERGENT LITERACY—WRITING DOMAIN	(B) Writing as a Process	(3) Child shares and celebrates class-made and individual written products	(a) Child shares class-made written products
(IV) EMERGENT LITERACY—WRITING DOMAIN	(B) Writing as a Process	(3) Child shares and celebrates class-made and individual written products	(b) Child shares individual written products
(IV) EMERGENT LITERACY—WRITING DOMAIN	(B) Writing as a Process	(3) Child shares and celebrates class-made and individual written products	(c) Child celebrates class-made written products
(IV) EMERGENT LITERACY—WRITING DOMAIN	(B) Writing as a Process	(3) Child shares and celebrates class-made and individual written products	(d) Child celebrates individual written products.
(IV) EMERGENT LITERACY—WRITING DOMAIN	(C) Conventions in Writing. Just as children learn to talk by talking, children learn concepts about 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. A shared and/or interactive writing process can help children better understand this as outlined in Section B.	(1) Child writes own name (first name or frequent nickname) using legible letters in proper sequence	(a) Child writes own name (first name or frequent nickname) using legible letters in proper sequence
(IV) EMERGENT LITERACY—WRITING DOMAIN	(C) Conventions in Writing	(2) Child moves from scribbles to some letter-sound correspondence using beginning and ending sounds when writing	(a) Child moves from scribbles to some letter-sound correspondence using beginning sounds when writing
(IV) EMERGENT LITERACY—WRITING DOMAIN	(C) Conventions in Writing	(2) Child moves from scribbles to some letter-sound correspondence using beginning and ending sounds when writing	(b) Child moves from scribbles to some letter-sound correspondence using ending sounds when writing
(IV) EMERGENT LITERACY—WRITING DOMAIN	(C) Conventions in Writing	(3) Child independently uses letters to make words or parts of words	(a) Child independently uses letters to make words or parts of words
(IV) EMERGENT LITERACY—WRITING DOMAIN	(C) Conventions in Writing	(4) Child uses appropriate directionality when writing (top to bottom, left to right)	(a) Child uses appropriate directionality when writing (top to bottom)
(IV) EMERGENT LITERACY—WRITING DOMAIN	(C) Conventions in Writing	(4) Child uses appropriate directionality when writing (top to bottom, left to right)	(b) Child uses appropriate directionality when writing (left to right)
(IV) EMERGENT LITERACY—WRITING DOMAIN	(C) Conventions in Writing	(5) Child begins to experiment with punctuation when writing	(a) Child begins to experiment with punctuation when writing

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(V) MATHEMATICS DOMAIN

Prekindergarten children's mathematical understandings are built on informal knowledge about quantity that they develop even before any instruction. Young children know immediately if someone gets more cookies than they do. They like telling their age, such as by holding up four fingers to tell an adult how old they are. Children typically use quantity during play to know who scored a goal. Teachers can use this early interest in communicating math-related ideas to foster greater mathematical competencies in the prekindergarten environment. Teachers can plan rich environments and offer sequenced opportunities for prekindergarten children to explore math skills. A suggested sequence for teaching number knowledge would be the following: a) subitizing (small-number recognition), b) counting in a one-to-one fashion, c) determining which set is larger or smaller, d) counting on, e) making close number comparisons, f) number-after equals one more (Frye et.al.,2013).

Effectively supporting early mathematical competencies requires the use of informal representations of math concepts. Concrete representations such as counters, tally marks, fingers, or other concrete objects help children create connections to math. As children gain comfort with concrete representations, they will begin to use pictorial representations which prepares 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 2 + 3 = 5.

The core of any early education mathematics curriculum should focus on developing young children's ability to problem solve—developing their capacity to ask thoughtful questions, to recognize problems in their environment, and to use mathematical reasoning with familiar materials in the classroom. Children require repeated opportunities to hear and practice using math vocabulary. Teachers must recognize that early math instruction is not limited to a specific period or time of day in prekindergarten. Instead it is a natural part of any quality prekindergarten learning environment. Teachers enhance children's mathematics learning when they ask questions that provoke clarification, extension, and development of new understanding and vocabulary. For example, as children build with blocks, their teacher can introduce such concepts as higher, lower, in front of, behind, larger, and smaller. During an art project, such as putting buttons on an outline of a person, the teacher might say the person needs five buttons on his shirt. One child may place two buttons and a second child places one more button. The teacher might ask, "How many more buttons do we need on his shirt?" All children should be allowed adequate wait time for responses.

Accumulated research evidence indicates that prekindergarten children are ready to receive instruction that builds on a rich set of informal mathematical skills. Teachers should be sensitive to what is known about individual learners' developmental status and skills. For example, some children may not be ready for oral communication of some mathematical ideas due to delayed speech. Other children may show difficulties with fine motor coordination skills needed to work effectively with manipulatives. Speech-delayed children may be able to learn and express mathematical ideas in ways that reduce demands on oral vocabulary, such as by using concrete materials. These outcomes are provided to help foster a quality mathematics curriculum for prekindergarten children in Texas. The Texas Prekindergarten Guidelines are divided into these skill areas: counting, math symbols, adding and taking away, geometry, measurement, and classification and patterns.

ELL children often will acquire math vocabulary in both the native language and in English. For this reason, it may be beneficial for children who are learning English to learn new concepts and vocabulary in their home language, when possible, with math practice conducted in both the children's native language and English.

Domain	Skill	Outcome	Breakout
(V) MATHEMATICS DOMAIN	(A) Counting Skill. Prekindergarten-aged children show basic counting readiness and counting by using nonverbal and verbal means.	(1) Child knows that objects, or parts of an object, can be counted	(a) Child knows that objects, or parts of an object, can be counted

Domain	Skill	Outcome	Breakout
(V) MATHEMATICS DOMAIN	(A) Counting Skill	(2) Child uses words to rote count from 1 to 30	(a) Child uses words to rote count from 1 to 30
(V) MATHEMATICS DOMAIN	(A) Counting Skill	(3) Child counts 1–10 items, with one count per item	(a) Child counts 1–10 items, with one count per item
(V) MATHEMATICS DOMAIN	(A) Counting Skill	(4) Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted	(a) Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted
(V) MATHEMATICS DOMAIN	(A) Counting Skill	(5) Child counts up to 10 items and demonstrates that the last count indicates how many items were counted	(a) Child counts up to 10 items
(V) MATHEMATICS DOMAIN	(A) Counting Skill	(5) Child counts up to 10 items and demonstrates that the last count indicates how many items were counted	(b) Child demonstrates that the last count indicates how many items were counted
(V) MATHEMATICS DOMAIN	(A) Counting Skill	(6) Child demonstrates understanding that when counting, the items can be chosen in any order	(a) Child demonstrates understanding that when counting, the items can be chosen in any order
(V) MATHEMATICS DOMAIN	(A) Counting Skill	(7) Child uses the verbal ordinal terms	(a) Child uses the verbal ordinal terms
(V) MATHEMATICS DOMAIN	(A) Counting Skill	(8) Child verbally identifies, without counting, the number of objects from 1 to 5	(a) Child verbally identifies, without counting, the number of objects from 1 to 5
(V) MATHEMATICS DOMAIN	(A) Counting Skill	(9) Child recognizes one-digit numerals, 0–9	(a) Child recognizes one-digit numerals, 0–9
(V) MATHEMATICS DOMAIN	(B) Adding To/Taking Away Skills. Prekindergarten children use informal and formal strategies to make a collection larger or smaller. This includes teacher showing (modeling) children a mathematical behavior and asking the children to do the same.	(1) Child uses concrete objects, creates pictorial models and shares a verbal word problem for adding up to 5 objects	(a) Child uses concrete objects for adding up to 5 objects
(V) MATHEMATICS DOMAIN	(B) Adding To/Taking Away Skills	(1) Child uses concrete objects, creates pictorial models and shares a verbal word problem for adding up to 5 objects	(b) Child creates pictorial models for adding up to 5 objects.
(V) MATHEMATICS DOMAIN	(B) Adding To/Taking Away Skills	(1) Child uses concrete objects, creates pictorial models and shares a verbal word problem for adding up to 5 objects	(c) Child shares a verbal word problem for adding up to 5 objects
(V) MATHEMATICS DOMAIN	(B) Adding To/Taking Away Skills	(2) Child uses concrete models or makes a verbal word problem for subtracting 0–5 objects from a set	(a) Child uses concrete models or makes a verbal word problem for subtracting 0–5 objects from a set
(V) MATHEMATICS DOMAIN	(B) Adding To/Taking Away Skills	(3) Child uses informal strategies to separate up to 10 items into equal groups	(a) Child uses informal strategies to separate up to 10 items into equal groups
(V) MATHEMATICS DOMAIN	(C) Geometry and Spatial Sense Skills. Prekindergarten children recognize, describe, and name attributes of shapes.	(1) Child names common shapes	(a) Child names common shapes
(V) MATHEMATICS DOMAIN	(C) Geometry and Spatial Sense Skills	(2) Child creates shapes	(a) Child creates shapes

Domain	Skill	Outcome	Breakout
(V) MATHEMATICS DOMAIN	(C) Geometry and Spatial Sense Skills	(3) Child demonstrates use of location words (such as "over," "under," "above," "on," "beside," "next to," "between," "in front of," "near," "far," etc.)	(a) Child demonstrates use of location words
(V) MATHEMATICS DOMAIN	(C) Geometry and Spatial Sense Skills	(4) Child slides, flips, and turns shapes to demonstrate that the shapes remain the same	(a) Child slides shapes to demonstrate that the shapes remain the same
(V) MATHEMATICS DOMAIN	(C) Geometry and Spatial Sense Skills	(4) Child slides, flips, and turns shapes to demonstrate that the shapes remain the same	(b) Child flips shapes to demonstrate that the shapes remain the same
(V) MATHEMATICS DOMAIN	(C) Geometry and Spatial Sense Skills	(4) Child slides, flips, and turns shapes to demonstrate that the shapes remain the same	(c) Child turns shapes to demonstrate that the shapes remain the same
(V) MATHEMATICS DOMAIN	(D) Measurement Skills. Prekindergarten children verbally describe or demonstrate attributes of persons or objects, such as length, area, capacity, or weight.	(1) Child recognizes and compares heights or lengths of people or objects	(a) Child recognizes heights or lengths of people or objects
(V) MATHEMATICS DOMAIN	(D) Measurement Skills	(1) Child recognizes and compares heights or lengths of people or objects	(b) Child compares heights or lengths of people or objects
(V) MATHEMATICS DOMAIN	(D) Measurement Skills	(2) Child recognizes how much can be placed within an object	(a) Child recognizes how much can be placed within an object
(V) MATHEMATICS DOMAIN	(D) Measurement Skills	(3) Child informally recognizes and compares weights of objects or people	(a) Child informally recognizes weights of objects or people
(V) MATHEMATICS DOMAIN	(D) Measurement Skills	(3) Child informally recognizes and compares weights of objects or people	(b) Child informally compares weights of objects or people
(V) MATHEMATICS DOMAIN	(D) Measurement Skills	(4) Child uses language to describe concepts associated with the passing of time	(a) Child uses language to describe concepts associated with the passing of time
(V) MATHEMATICS DOMAIN	(E) Classification and Patterns Skills. Prekindergarten children sort and classify objects using one or more attributes. They begin to use attributes of objects to duplicate and create patterns (typically referred to as algebraic thinking such as described in NCTM focal points.) With formal instruction, they will participate in creating and using real/pictorial graphs	(1) Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different	(a) Child sorts objects that are the same into groups
(V) MATHEMATICS DOMAIN	(E) Classification and Patterns Skills	(1) Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different	(b) Child sorts objects that are different into groups
(V) MATHEMATICS DOMAIN	(E) Classification and Patterns Skills	(1) Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different	(c) Child uses language to describe how the groups are similar
(V) MATHEMATICS DOMAIN	(E) Classification and Patterns Skills	(1) Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different	(d) Child uses language to describe how the groups are different
(V) MATHEMATICS DOMAIN	(E) Classification and Patterns Skills	(2) Child collects data and organizes it in a graphic representation	(a) Child collects data
(V) MATHEMATICS DOMAIN	(E) Classification and Patterns Skills	(2) Child collects data and organizes it in a graphic representation	(b) Child organizes [data] in a graphic representation

Domain	Skill	Outcome	Breakout
(V) MATHEMATICS DOMAIN	(E) Classification and Patterns Skills	(3) Child recognizes and creates patterns	(a) Child recognizes patterns
(V) MATHEMATICS DOMAIN	(E) Classification and Patterns Skills	(3) Child recognizes and creates patterns	(b) Child creates patterns

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(VI) SCIENCE DOMAIN. Science, as defined by the National Academy of Sciences, is the "use of evidence to construct testable explanations and predictions of natural phenomena, as well as the knowledge generated through this process."
Recurring themes are pervasive in sciences, mathematics, and technology. These ideas transcend disciplinary boundaries and include patterns, cycles, systems, models, and change and constancy.

The study of elementary science includes planning and safely implementing classroom and outdoor investigations using scientific processes, including inquiry methods, analyzing information, making informed decisions, and using tools to collect and record information, while addressing the major concepts and vocabulary, in the context of physical, earth, and life sciences. Districts and organizations are encouraged to facilitate inquiry-based instruction for at least 80% of instructional time allotted for science instruction.

In prekindergarten, children observe and describe the natural world using their five senses. Children do science as inquiry in order to develop and enrich their abilities to understand scientific concepts and processes. Children develop vocabulary through their experiences investigating properties of common objects, earth materials, and organisms.

A central theme throughout the study of scientific investigation and reasoning; matter and energy; force, motion, and energy; Earth and space; and organisms and environment is active engagement in asking questions, communicating ideas, and exploring with scientific tools. Scientific investigation and reasoning involves practicing safe procedures, asking questions about the natural world, and seeking answers to those questions through simple observations and descriptive investigations.

Matter is described in terms of its physical properties, including relative size and mass, shape, color, and texture. The importance of light, heat, and sound energy is identified as it relates to the children's everyday life. The location and motion of objects are explored.

Weather is recorded and discussed on a daily basis so s may begin to recognize patterns in the weather. Other patterns are observed in the appearance of objects in the sky.

In life science, children recognize the interdependence of organisms in the natural world. They understand that all organisms have basic needs that can be satisfied through interactions with living and nonliving things.

Children will investigate the life cycle of plants and identify likenesses between parents and offspring.

Science content is closely integrated to math and literacy goals but adds the aspect of helping the child learn about the natural world. The prekindergarten child experiences first hand many ideas of life science, physical science, earth science and chemistry best offered in discovery and exploration opportunities. Enriched play environments support an understanding for the scientific process: observe, question, investigate, collect data, and draw conclusions.

Domain	Skill	Outcome	Breakout

Domain	Skill	Outcome	Breakout
(VI) SCIENCE DOMAIN	(A) Physical Science Skills. Prekindergarten children learn to explore properties of materials, positions, and motion of objects through investigations which allow them to notice the attributes of each of these. These explorations using the senses continue as children use attributes to classify and sort objects, make observations and predictions, problem- solve, compare, and question. Children learn about sources of energy by investigating and discussing light, heat, electricity, and magnetism. This builds 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 sciences.	(1) Child observes, investigates, describes, and discusses properties and characteristics of common objects	(a) Child observes properties of common objects
(VI) SCIENCE DOMAIN	(A) Physical Science Skills	(1) Child observes, investigates, describes, and discusses properties and characteristics of common objects	(b) Child observes characteristics of common objects
(VI) SCIENCE DOMAIN	(A) Physical Science Skills	(1) Child observes, investigates, describes, and discusses properties and characteristics of common objects	(c) Child investigates properties of common objects
(VI) SCIENCE DOMAIN	(A) Physical Science Skills	(1) Child observes, investigates, describes, and discusses properties and characteristics of common objects	(d) Child investigates characteristics of common objects
(VI) SCIENCE DOMAIN	(A) Physical Science Skills	(1) Child observes, investigates, describes, and discusses properties and characteristics of common objects	(e) Child describes properties of common objects
(VI) SCIENCE DOMAIN	(A) Physical Science Skills	(1) Child observes, investigates, describes, and discusses properties and characteristics of common objects	(f) Child describes characteristics of common objects
(VI) SCIENCE DOMAIN	(A) Physical Science Skills	(1) Child observes, investigates, describes, and discusses properties and characteristics of common objects	(g) Child discusses properties of common objects
(VI) SCIENCE DOMAIN	(A) Physical Science Skills	(1) Child observes, investigates, describes, and discusses properties and characteristics of common objects	(h) Child discusses characteristics of common objects
(VI) SCIENCE DOMAIN	(A) Physical Science Skills	(2) Child observes, investigates, describes, and discusses position and motion of objects	(a) Child observes position of objects

Domain	Skill	Outcome	Breakout
(VI) SCIENCE DOMAIN	(A) Physical Science Skills	(2) Child observes, investigates, describes, and discusses position and motion of objects	(b) Child observes motion of objects
(VI) SCIENCE DOMAIN	(A) Physical Science Skills	(2) Child observes, investigates, describes, and discusses position and motion of objects	(c) Child investigates position of objects
(VI) SCIENCE DOMAIN	(A) Physical Science Skills	(2) Child observes, investigates, describes, and discusses position and motion of objects	(d) Child investigates motion of objects
(VI) SCIENCE DOMAIN	(A) Physical Science Skills	(2) Child observes, investigates, describes, and discusses position and motion of objects	(e) Child describes position of objects
(VI) SCIENCE DOMAIN	(A) Physical Science Skills	(2) Child observes, investigates, describes, and discusses position and motion of objects	(f) Child describes motion of objects
(VI) SCIENCE DOMAIN	(A) Physical Science Skills	(2) Child observes, investigates, describes, and discusses position and motion of objects	(g) Child discusses position of objects
(VI) SCIENCE DOMAIN	(A) Physical Science Skills	(2) Child observes, investigates, describes, and discusses position and motion of objects	(h) Child discusses motion of objects
(VI) SCIENCE DOMAIN	(A) Physical Science Skills	(3) Child uses simple measuring devices to learn about objects	(a) Child uses simple measuring devices to learn about objects
(VI) SCIENCE DOMAIN	(A) Physical Science Skills	(4) Child observes, investigates, describes, and discusses sources of energy including light, heat, and electricity	(a) Child observes sources of energy including light
(VI) SCIENCE DOMAIN	(A) Physical Science Skills	(4) Child observes, investigates, describes, and discusses sources of energy including light, heat, and electricity	(b) Child observes sources of energy including heat
(VI) SCIENCE DOMAIN	(A) Physical Science Skills	(4) Child observes, investigates, describes, and discusses sources of energy including light, heat, and electricity	(c) Child observes sources of energy including electricity
(VI) SCIENCE DOMAIN	(A) Physical Science Skills	(4) Child observes, investigates, describes, and discusses sources of energy including light, heat, and electricity	(d) Child investigates sources of energy including light
(VI) SCIENCE DOMAIN	(A) Physical Science Skills	(4) Child observes, investigates, describes, and discusses sources of energy including light, heat, and electricity	(e) Child investigates sources of energy including heat

Domain	Skill	Outcome	Breakout
(VI) SCIENCE DOMAIN	(A) Physical Science Skills	(4) Child observes, investigates, describes, and discusses sources of energy including light, heat, and electricity	(f) Child investigates sources of energy including electricity
(VI) SCIENCE DOMAIN	(A) Physical Science Skills	(4) Child observes, investigates, describes, and discusses sources of energy including light, heat, and electricity	(g) Child describes sources of energy including light
(VI) SCIENCE DOMAIN	(A) Physical Science Skills	(4) Child observes, investigates, describes, and discusses sources of energy including light, heat, and electricity	(h) Child describes sources of energy including heat
(VI) SCIENCE DOMAIN	(A) Physical Science Skills	(4) Child observes, investigates, describes, and discusses sources of energy including light, heat, and electricity	(i) Child describes sources of energy including electricity
(VI) SCIENCE DOMAIN	(A) Physical Science Skills	(4) Child observes, investigates, describes, and discusses sources of energy including light, heat, and electricity	(j) Child discusses sources of energy including light
(VI) SCIENCE DOMAIN	(A) Physical Science Skills	(4) Child observes, investigates, describes, and discusses sources of energy including light, heat, and electricity	(k) Child discusses sources of energy including heat
(VI) SCIENCE DOMAIN	(A) Physical Science Skills	(4) Child observes, investigates, describes, and discusses sources of energy including light, heat, and electricity	(l) Child discusses sources of energy including electricity
(VI) SCIENCE DOMAIN	(B) Life Sciences Skills. Prekindergarten children are naturally curious about the characteristics of organisms. Children understand differences in living and non-living things.	(1) Child observes, investigates, describes, and discusses the characteristics of organisms	(a) Child observes the characteristics of organisms
(VI) SCIENCE DOMAIN	(B) Life Sciences Skills	(1) Child observes, investigates, describes, and discusses the characteristics of organisms	(b) Child investigates the characteristics of organisms
(VI) SCIENCE DOMAIN	(B) Life Sciences Skills	(1) Child observes, investigates, describes, and discusses the characteristics of organisms	(c) Child describes the characteristics of organisms
(VI) SCIENCE DOMAIN	(B) Life Sciences Skills	(1) Child observes, investigates, describes, and discusses the characteristics of organisms	(d) Child discusses the characteristics of organisms
(VI) SCIENCE DOMAIN	(B) Life Sciences Skills	(2) Child describes life cycles of organisms	(a) Child describes life cycles of organisms
(VI) SCIENCE DOMAIN	(B) Life Sciences Skills	(3) Child observes, investigates, describes, and discusses the relationship of organisms to their environments	(a) Child observes the relationship of organisms to their environments

Domain	Skill	Outcome	Breakout
(VI) SCIENCE DOMAIN	(B) Life Sciences Skills	(3) Child observes, investigates, describes, and discusses the relationship of organisms to their environments	(b) Child investigates the relationship of organisms to their environments
(VI) SCIENCE DOMAIN	(B) Life Sciences Skills	(3) Child observes, investigates, describes, and discusses the relationship of organisms to their environments	(c) Child describes the relationship of organisms to their environments
(VI) SCIENCE DOMAIN	(B) Life Sciences Skills	(3) Child observes, investigates, describes, and discusses the relationship of organisms to their environments	(d) Child discusses the relationship of organisms to their environments
(VI) SCIENCE DOMAIN	(C) Earth and Space Science Skills. Prekindergarten children are enthusiastic learners about earth and space. They are discovering their place in the world and how to impact their environment with positive actions.	(1) Child observes, investigates, describes, and discusses earth materials, and their properties and uses	(a) Child observes earth materials
(VI) SCIENCE DOMAIN	(C) Earth and Space Science Skills	(1) Child observes, investigates, describes, and discusses earth materials, and their properties and uses	(b) Child investigates earth materials
(VI) SCIENCE DOMAIN	(C) Earth and Space Science Skills	(1) Child observes, investigates, describes, and discusses earth materials, and their properties and uses	(c) Child describes earth materials
(VI) SCIENCE DOMAIN	(C) Earth and Space Science Skills	(1) Child observes, investigates, describes, and discusses earth materials, and their properties and uses	(d) Child discusses earth materials
(VI) SCIENCE DOMAIN	(C) Earth and Space Science Skills	(1) Child observes, investigates, describes, and discusses earth materials, and their properties and uses	(e) Child discusses [earth materials'] properties
(VI) SCIENCE DOMAIN	(C) Earth and Space Science Skills	(1) Child observes, investigates, describes, and discusses earth materials, and their properties and uses	(f) Child discusses [earth materials'] uses
(VI) SCIENCE DOMAIN	(C) Earth and Space Science Skills	(2) Child identifies, observes, and discusses objects in the sky	(a) Child identifies objects in the sky
(VI) SCIENCE DOMAIN	(C) Earth and Space Science Skills	(2) Child identifies, observes, and discusses objects in the sky	(b) Child observes objects in the sky
(VI) SCIENCE DOMAIN	(C) Earth and Space Science Skills	(2) Child identifies, observes, and discusses objects in the sky	(c) Child discusses objects in the sky
(VI) SCIENCE DOMAIN	(C) Earth and Space Science Skills	(3) Child observes and describes what happens during changes in the earth and sky	(a) Child observes what happens during changes in the earth
(VI) SCIENCE DOMAIN	(C) Earth and Space Science Skills	(3) Child observes and describes what happens during changes in the earth and sky	(b) Child observes what happens during changes in the sky

Domain	Skill	Outcome	Breakout
(VI) SCIENCE DOMAIN	(C) Earth and Space Science Skills	(3) Child observes and describes what happens during changes in the earth and sky	(c) Child describes what happens during changes in the earth
(VI) SCIENCE DOMAIN	(C) Earth and Space Science Skills	(3) Child observes and describes what happens during changes in the earth and sky	(d) Child describes what happens during changes in the sky
(VI) SCIENCE DOMAIN	(C) Earth and Space Science Skills	(4) Child demonstrates the importance of caring for our environment and our planet	(a) Child demonstrates the importance of caring for our environment
(VI) SCIENCE DOMAIN	(C) Earth and Space Science Skills	(4) Child demonstrates the importance of caring for our environment and our planet	(b) Child demonstrates the importance of caring for our planet

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(VII) SOCIAL STUDIES DOMAIN

Social studies is integral to young children's lives and is naturally engaging in the classroom. Driven by a desire to know and achieve mastery over self, family and their environment, children are eager to gain understanding of the many aspects of their culture and community beginning with their family, then moving into the environmental world. Through social studies, children begin to develop the self-understanding that will serve as a foundation for learning about others and the world. Although all aspects of education have the goal of preparing children to become contributing members of society, social studies is particularly well suited to foster the skills and attitudes necessary for citizenship in a democracy. 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 fully functioning members of society.

Prekindergarten children come from a variety of cultural and linguistic settings; therefore, their understanding of the world around them can be unique and very diverse. It is important to realize that children bring different background knowledge to the classroom, and this will undoubtedly influence their understanding of some concepts in the social studies domain. Therefore, it is important to incorporate and honor the child's home, community, and culture in their understanding and world view.

Domain	Skill	Outcome	Breakout
(VII) SOCIAL STUDIES DOMAIN	(A) People, Past and Present Skills. Prekindergarten children are aware of time and begin to organize their lives around it. Four-year-old 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 their cultural background as well as present and future activities, demonstrating evidence of their growing understanding of time, change, culture, and continuity.	(1) Child identifies similarities and differences between himself, classmates and other children inclusive of specific characteristics and cultural influences	(a) Child identifies similarities between himself, classmates and other children inclusive of specific characteristics
(VII) SOCIAL STUDIES DOMAIN	(A) People, Past and Present Skills	(1) Child identifies similarities and differences between himself, classmates and other children inclusive of specific characteristics and cultural influences	(b) Child identifies similarities between himself, classmates and other children inclusive of cultural influences
(VII) SOCIAL STUDIES DOMAIN	(A) People, Past and Present Skills	(1) Child identifies similarities and differences between himself, classmates and other children inclusive of specific characteristics and cultural influences	(c) Child identifies differences between himself, classmates and other children inclusive of specific characteristics
(VII) SOCIAL STUDIES DOMAIN	(A) People, Past and Present Skills	(1) Child identifies similarities and differences between himself, classmates and other children inclusive of specific characteristics and cultural influences	(d) Child identifies differences between himself, classmates and other children inclusive of cultural influences
(VII) SOCIAL STUDIES DOMAIN	(A) People, Past and Present Skills	(2) Child identifies similarities and differences in characteristics of families	(a) Child identifies similarities in characteristics of families

Domain	Skill	Outcome	Breakout
(VII) SOCIAL STUDIES DOMAIN	(A) People, Past and Present Skills	(2) Child identifies similarities and differences in characteristics of families	(b) Child identifies differences in characteristics of families
(VII) SOCIAL STUDIES DOMAIN	(A) People, Past and Present Skills	(3) Child connects [his] life to events, time, and routines	(a) Child connects [his] life to events
(VII) SOCIAL STUDIES DOMAIN	(A) People, Past and Present Skills	(3) Child connects [his] life to events, time, and routines	(b) Child connects [his] life to time
(VII) SOCIAL STUDIES DOMAIN	(A) People, Past and Present Skills	(3) Child connects [his] life to events, time, and routines	(c) Child connects [his] life to routines
(VII) SOCIAL STUDIES DOMAIN	(B) Economic Skills. In prekindergarten, children learn about the world in their community. They explore the roles and relationships of consumers and producers and become aware that people produce services as well as goods. Children learn that their community benefits from many different people working in many different ways.	(1) Child demonstrates that all people need food, clothing, and shelter	(a) Child demonstrates that all people need food
(VII) SOCIAL STUDIES DOMAIN	(B) Economic Skills	(1) Child demonstrates that all people need food, clothing, and shelter	(b) Child demonstrates that all people need clothing
(VII) SOCIAL STUDIES DOMAIN	(B) Economic Skills	(1) Child demonstrates that all people need food, clothing, and shelter	(c) Child demonstrates that all people need shelter
(VII) SOCIAL STUDIES DOMAIN	(B) Economic Skills	(2) Child demonstrates understanding of what it means to be a consumer	(a) Child demonstrates understanding of what it means to be a consumer
(VII) SOCIAL STUDIES DOMAIN	(B) Economic Skills	(3) Child discusses the roles and responsibilities of family, school, and community helpers	(a) Child discusses the roles of family
(VII) SOCIAL STUDIES DOMAIN	(B) Economic Skills	(3) Child discusses the roles and responsibilities of family, school, and community helpers	(b) Child discusses the roles of school
(VII) SOCIAL STUDIES DOMAIN	(B) Economic Skills	(3) Child discusses the roles and responsibilities of family, school, and community helpers	(c) Child discusses the roles of community helpers
(VII) SOCIAL STUDIES DOMAIN	(B) Economic Skills	(3) Child discusses the roles and responsibilities of family, school, and community helpers	(d) Child discusses the responsibilities of family
(VII) SOCIAL STUDIES DOMAIN	(B) Economic Skills	(3) Child discusses the roles and responsibilities of family, school, and community helpers	(e) Child discusses the responsibilities of school
(VII) SOCIAL STUDIES DOMAIN	(B) Economic Skills	(3) Child discusses the roles and responsibilities of family, school, and community helpers	(f) Child discusses the responsibilities of community helpers

Domain	Skill	Outcome	Breakout
(VII) SOCIAL STUDIES DOMAIN	(C) Geography Skills. 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.	(1) Child identifies and creates common features in the natural environment	(a) Child identifies common features in the natural environment
(VII) SOCIAL STUDIES DOMAIN	(C) Geography Skills	(1) Child identifies and creates common features in the natural environment	(b) Child creates common features in the natural environment
(VII) SOCIAL STUDIES DOMAIN	(C) Geography Skills	(2) Child explores geography tools and resources	(a) Child explores geography tools
(VII) SOCIAL STUDIES DOMAIN	(C) Geography Skills	(2) Child explores geography tools and resources	(b) Child explores geography resources
(VII) SOCIAL STUDIES DOMAIN	(D) Citizenship Skills. The child begins to understand important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity.	(1) Child identifies flags of the United States and Texas	(a) Child identifies [the flag] of the United States
(VII) SOCIAL STUDIES DOMAIN	(D) Citizenship Skills	(1) Child identifies flags of the United States and Texas	(b) Child identifies [the flag] of Texas
(VII) SOCIAL STUDIES DOMAIN	(D) Citizenship Skills	(2) Child recites the Pledge of Allegiance to the United States flag and the state flag and observes a moment of silence*	(a) Child recites the Pledge of Allegiance to the United States flag
(VII) SOCIAL STUDIES DOMAIN	(D) Citizenship Skills	(2) Child recites the Pledge of Allegiance to the United States flag and the state flag and observes a moment of silence*	(b) Child recites the Pledge of Allegiance to the state flag
(VII) SOCIAL STUDIES DOMAIN	(D) Citizenship Skills	(2) Child recites the Pledge of Allegiance to the United States flag and the state flag and observes a moment of silence*	(c) Child observes a moment of silence*
(VII) SOCIAL STUDIES DOMAIN	(D) Citizenship Skills	(3) The child engages in voting as a method for group decision-making	(a) The child engages in voting as a method for group decision-making

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(VIII) FINE ARTS DOMAIN

Art can help children learn to observe, organize, and interpret experiences through multiple mediums. They can express themselves through dance, music, dramatic play, painting, sculpture, drawing, and other movement. For prekindergarten children, art begins with exploration, discovering how things feel, look, and sound. Children need to experiment with manipulating and transforming materials and feel free to express ideas and experiences. Teachers can encourage this by providing opportunities for children to engage in the "process" of creating rather than worrying about the "product" that is created. Art can integrate across domains and support many aspects of development. Children can increase vocabulary, develop social emotional skills such as self-expression, and strengthen fine and gross motor skills.

Domain	Skill	Outcome	Breakout
(VIII) FINE ARTS DOMAIN	(A) Art Skills. 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 also begin to gain control of fine-motor muscles and practice hand-eye coordination. The majority of art experiences should be model and/or sample free with focus being on the process. Teachers should avoid having a preconceived idea of what the end product should look like and refrain from "fixing" a child's art work with the understanding that there is not a right or wrong way to create the art.	(1) Child uses a variety of art materials and activities for sensory experience and exploration	(a) Child uses a variety of art materials for sensory experience
(VIII) FINE ARTS DOMAIN	(A) Art Skills	(1) Child uses a variety of art materials and activities for sensory experience and exploration	(b) Child uses a variety of art materials for sensory exploration
(VIII) FINE ARTS DOMAIN	(A) Art Skills	(1) Child uses a variety of art materials and activities for sensory experience and exploration	(c) Child uses a variety of art activities for sensory experience
(VIII) FINE ARTS DOMAIN	(A) Art Skills	(1) Child uses a variety of art materials and activities for sensory experience and exploration	(d) Child uses a variety of art activities for sensory exploration
(VIII) FINE ARTS DOMAIN	(A) Art Skills	(2) Child uses art as a form of creative self-expression and representation	(a) Child uses art as a form of creative self-expression
(VIII) FINE ARTS DOMAIN	(A) Art Skills	(2) Child uses art as a form of creative self-expression and representation	(b) Child uses art as a form of creative representation
(VIII) FINE ARTS DOMAIN	(A) Art Skills	(3) Child demonstrates interest in and shows appreciation for the creative work of others	(a) Child demonstrates interest in the creative work of others
(VIII) FINE ARTS DOMAIN	(A) Art Skills	(3) Child demonstrates interest in and shows appreciation for the creative work of others	(b) Child shows appreciation for the creative work of others

Domain	Skill	Outcome	Breakout
(VIII) FINE ARTS DOMAIN	(B) Music Skills. Four-year- old 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 music concepts, volume, tempo, and sound. They begin to appreciate different types of music.	(1) Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms	(a) Child participates in classroom music activities including singing
(VIII) FINE ARTS DOMAIN	(B) Music Skills	(1) Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms	(b) Child participates in classroom music activities including playing musical instruments
(VIII) FINE ARTS DOMAIN	(B) Music Skills	(1) Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms	(c) Child participates in classroom music activities including moving to rhythms
(VIII) FINE ARTS DOMAIN	(B) Music Skills	(2) Child responds to different musical styles through movement and play	(a) Child responds to different musical styles through movement
(VIII) FINE ARTS DOMAIN	(B) Music Skills	(2) Child responds to different musical styles through movement and play	(b) Child responds to different musical styles through play
(VIII) FINE ARTS DOMAIN	(C) Dramatic Expression Skills. Creative drama in prekindergarten involves young children in expressive and spontaneous productions. 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 activity with others.	(1) Child creates or recreates stories, moods, or experiences through dramatic representations	(a) Child creates or recreates stories, moods, or experiences through dramatic representations

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(IX) PHYSICAL DEVELOPMENT DOMAIN. Research demonstrates that children's knowledge is developed from their own actions. Thus, learning relates directly to mobility and motor skills. The motor developmental domain influences many aspects of children's success in cognitive, perceptual, and social development. Teachers should provide activities that promote the development of gross and fine motor skills. The development of physical milestones help children to gain and maintain self-confidence and stability and contribute to such activities as holding a pencil or crayon and writing. Running, hopping, starting and stopping, changing direction, and catching and throwing are the prerequisites for the games of middle childhood that further advance children's cognitive and social development. Interacting with children not only sets a good example of physical activity, but also results in children's showing signs of improved mental health and emotional status and closer teacher-child relationships. Activities to develop physical skill and refine motor development will be included in early childhood education and developmentally appropriate environments through games and group play. Rhythmic, stability, loco-motor, and manipulative skills are important and can be addressed in a number of ways. Most importantly, though, these activities should make a meaningful link with social, emotional, and cognitive development. Physical activity not only promotes cognition but also can enhance children's social skills and self-esteem through group participation.

Free, unstructured outdoor play as a means of developing gross motor, fine motor, and sensory skills is valuable to children's overall well-being.

Domain	Skill	Outcome	Breakout
(IX) PHYSICAL DEVELOPMENT DOMAIN	(A) Gross Motor Development Skills. 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 (turning, twisting, balancing, dodging) and manipulative (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.	(1) Child demonstrates coordination and balance in isolation (may not yet coordinate consistently with a partner)	(a) Child demonstrates coordination in isolation (may not yet coordinate consistently with a partner)
(IX) PHYSICAL DEVELOPMENT DOMAIN	(A) Gross Motor Development Skills	(1) Child demonstrates coordination and balance in isolation (may not yet coordinate consistently with a partner)	(b) Child demonstrates balance in isolation (may not yet coordinate consistently with a partner)
(IX) PHYSICAL DEVELOPMENT DOMAIN	(A) Gross Motor Development Skills	(2) Child coordinates sequence of movements to perform tasks	(a) Child coordinates sequence of movements to perform tasks

Domain	Skill	Outcome	Breakout
(IX) PHYSICAL DEVELOPMENT DOMAIN	(B) Fine–Motor Development Skills. Fine-motor manipulative movements involve 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 can be easily integrated into each learning center and help to strengthen the small muscles ofhands in preparation for writing.	(1) Child shows control of tasks that require small-muscle strength and control	(a) Child shows control of tasks that require small-muscle strength
(IX) PHYSICAL DEVELOPMENT DOMAIN	(B) Fine–Motor Development Skills	(1) Child shows control of tasks that require small-muscle strength and control	(b) Child shows control of tasks that require small-muscle control
(IX) PHYSICAL DEVELOPMENT DOMAIN	(B) Fine–Motor Development Skills	(2) Child shows increasing control of tasks that require eye-hand coordination	(a) Child shows increasing control of tasks that require eye-hand coordination
(IX) PHYSICAL DEVELOPMENT DOMAIN	(C) Personal Safety and Health Skills. Prekindergarten children demonstrate 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.	(1) Child practices good habits of personal safety	(a) Child practices good habits of personal safety
(IX) PHYSICAL DEVELOPMENT DOMAIN	(C) Personal Safety and Health Skills	(2) Child practices good habits of personal health and hygiene	(a) Child practices good habits of personal health
(IX) PHYSICAL DEVELOPMENT DOMAIN	(C) Personal Safety and Health Skills	(2) Child practices good habits of personal health and hygiene	(b) Child practices good habits of personal hygiene
(IX) PHYSICAL DEVELOPMENT DOMAIN	(C) Personal Safety and Health Skills	(3) Child identifies good habits of nutrition and exercise	(a) Child identifies good habits of nutrition
(IX) PHYSICAL DEVELOPMENT DOMAIN	(C) Personal Safety and Health Skills	(3) Child identifies good habits of nutrition and exercise	(b) Child identifies good habits of exercise

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(X) TECHNOLOGY APPLICATIONS DOMAIN

Young children have much to gain from the use of technology. In prekindergarten, they expand their ability to acquire information, solve problems, and communicate with others. Regular access and exposure to computers and related technology can enhance this learning. Children use engaging, age-appropriate, and challenging learning applications, programs, and websites to extend their knowledge and to enrich their learning of curriculum content and concepts. These technologies serve as important learning tools and are integrated throughout the instructional program. Providing access to a variety of technologies is critical in the development of 21st century skills that young children need to learn and grow.

Domain	Skill	Outcome	Breakout
(X) TECHNOLOGY APPLICATIONS DOMAIN	(A) Technology and Devices Skills. Children learn how technology can enhance our lives. Technology includes computers, voice/sound recorders, televisions, digital cameras, personal digital assistants, MP3 devices, iPods, iPads, tablets, laptops, interactive boards, document readers, smart phones, and digital projectors. Surrounded by technology, children can benefit from becoming aware of and interacting with voice/sound recorders and other technology that may be available. They develop techniques for handling and controlling various devices, becoming increasingly confident and independent users of developmentally appropriate interactive media.	(1) Child opens and navigates through digital learning applications and programs	(a) Child opens digital learning applications
(X) TECHNOLOGY APPLICATIONS DOMAIN	(A) Technology and Devices Skills	(1) Child opens and navigates through digital learning applications and programs	(b) Child navigates through digital learning applications
(X) TECHNOLOGY APPLICATIONS DOMAIN	(A) Technology and Devices Skills	(1) Child opens and navigates through digital learning applications and programs	(c) Child opens digital programs
(X) TECHNOLOGY APPLICATIONS DOMAIN	(A) Technology and Devices Skills	(1) Child opens and navigates through digital learning applications and programs	(d) Child navigates through digital programs
(X) TECHNOLOGY APPLICATIONS DOMAIN	(A) Technology and Devices Skills	(2) Child uses, operates, and names a variety of digital tools	(a) Child uses a variety of digital tools
(X) TECHNOLOGY APPLICATIONS DOMAIN	(A) Technology and Devices Skills	(2) Child uses, operates, and names a variety of digital tools	(b) Child operates a variety of digital tools
(X) TECHNOLOGY APPLICATIONS DOMAIN	(A) Technology and Devices Skills	(2) Child uses, operates, and names a variety of digital tools	(c) Child names a variety of digital tools
(X) TECHNOLOGY APPLICATIONS DOMAIN	(A) Technology and Devices Skills	(3) Child uses digital learning applications and programs to create digital products and express own ideas	(a) Child uses digital learning applications to create digital products

Domain	Skill	Outcome	Breakout
(X) TECHNOLOGY APPLICATIONS DOMAIN	(A) Technology and Devices Skills	(3) Child uses digital learning applications and programs to create digital products and express own ideas	(b) Child uses digital learning applications to express own ideas
(X) TECHNOLOGY APPLICATIONS DOMAIN	(A) Technology and Devices Skills	(3) Child uses digital learning applications and programs to create digital products and express own ideas	(c) Child uses digital programs to create digital products
(X) TECHNOLOGY APPLICATIONS DOMAIN	(A) Technology and Devices Skills	(3) Child uses digital learning applications and programs to create digital products and express own ideas	(d) Child uses digital programs to express own ideas
(X) TECHNOLOGY APPLICATIONS DOMAIN	(A) Technology and Devices Skills	(4) Child uses technology to access appropriate information	(a) Child uses technology to access appropriate information
(X) TECHNOLOGY APPLICATIONS DOMAIN	(A) Technology and Devices Skills	(5) Child practices safe behavior while using digital tools and resources	(a) Child practices safe behavior while using digital tools
(X) TECHNOLOGY APPLICATIONS DOMAIN	(A) Technology and Devices Skills	(5) Child practices safe behavior while using digital tools and resources	(b) Child practices safe behavior while using digital resources