Texas Prekindergarten Guidelines

PK 3

Social and Emotional Development Domain

A Self-Concept

1 Child is building competence in controlling own body movements PK3.I.A.1

2 Child can identify own physical attributes and indicate some likes and dislikes when prompted. PK3.I.A.2

3 Child begins to show awareness of own abilities. PK3.I.A.3

4 Child shows initiative in trying new activities but may not persist when obstacles or challenges arise. PK3.I.A.4

B Self-Regulation

1 Behavior Control

a Child follows simple rules and routines when assisted by adults. PK3.I.B.1.A

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

c Child manages own behavior with adult guidance and assistance. • PK3.I.B.1.C

2 Emotional Contol

a Child recognizes and expresses a range of emotions PK3.I.B.2.A

b Child is familiar with basic feeling words (e.g., happy, sad, mad, scared) PK3.I.B.2.B

c Child manages intensity of emotions with adult assistance PK3.I.B.2.

3 Control of Attention

a Child focuses attention on one task at a time but may not stay with it to completion. PK3.I.B.3.A

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

C Relationships with Others

D Social Awareness

Child forms positive rel ad pe

1 Child forms positive relationships with adults and peers PK3.I.C.1

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Child assumes roles and responsibilities as part of the classroom community with adult assistance. PK3.I.C.2	**2 Child assumes roles and responsibilities as part of the classroom community with adult assistance.** PK3.I.C.2
Child shows interest in peer play but may be less skilled in initiating and joining a group. PK3.I.C.3	**3 Child shows interest in peer play but may be less skilled in initiating and joining a group.** PK3.I.C.3
Child enjoys parallel and associative play with peers. PK3.I.C.4	**4 Child enjoys parallel and associative play with peers.** PK3.I.C.4
Child seeks adult help when experiencing conflicts with another child. PK3.I.C.5	**5 Child seeks adult help when experiencing conflicts with another child.** PK3.I.C.5
Child responds with concern when a child or adult is distressed. PK3.I.C.6	**6 Child responds with concern when a child or adult is distressed.** PK3.I.C.6
Child interacts with peers and may have preferred friends. PK3.I.C.7	**7 Child interacts with peers and may have preferred friends.** PK3.I.C.7
Child shows interest in other people and their feelings PK3.I.D.1	**1 Child shows interest in other people and their feelings** PK3.I.D.1
Emergent Literacy: Language and Communication Domain	**A Listening Comprehension** 1 Child responds to situations in ways that demonstrate an understanding of what has been communicated. PK3.II.A.1 2 Child shows understanding by following two-step verbal directions PK3.II.A.2
	B Speaking (Conversation) 1 Child uses language to communicate basic needs and wants. PK3.II.B.1 2 Child begins to use appropriate language, style, and nonverbal cues during communication with familiar adults and peers. PK3.II.B.2

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

4 Child begins to use appropriate language for different situations PK3.II.B.4

C Articulation

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

2 Child begins to mimic intonation of language through songs and fingerplay PK3.II.C.2

D Vocabulary

1 Child understands (receptive) and uses (expressive) expected words to label and describe common objects, people, places, actions, and events. PK3.II.D.1

2 Child understands (receptive) the instructional language of the classroom. PK3.II.D.2

3 Child shows a steady increase in understanding (receptive) and using (expressive) language learned from books, conversations, and play PK3.II.D.3

E Sentence and Structure

1 Child typically uses simple sentences of three to four words, usually in correct word order. PK3.II.E.1

2 Child begins to use regular plurals and regular past tense correctly. PK3.II.E.2

3 Child uses simple sentence structures with at least one idea. PK3.II.E.3

4 Child understands increasingly longer sentences that combine two ideas. PK3.II.E.4

Emergent Literacy: Reading Domain

A Motivation to Read

1 Child demonstrates an interest in pictures, text, and stories read aloud. PK3.III.A.1

2 Child tells a story by looking at pictures or from memory. PK3.III.A.2

3 Child notices and connects meaning to environmental print PK3.III.A.3

B Phonological Awareness

1 Child recognizes when a word in a spoken sentence is changed. PK3.III.B.1

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

3 Child recognizes the individual words in a compound word. PK3.III.B.3

5 Child participates in oral syllabication activities. PK3.III.B.5

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

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' Child uses alliteration through playful activities such as songs and read alouds. PK3.III.B.7

8 Child participates in onset-rime blending activities (in English only). PK3.III.B.8

C Alphabet Knowledge

1 Child shows awareness of letters by singing alphabet songs and recognizing some frequently encountered letters (e.g., first letter of name or letters in environmental print). PK3.III.C.1

2 Child identifies the letter associated with the sound of the first letter of his name. PK3.III.C.2

3 Child produces the correct sound for the first letter of his name. PK3.III.C.3

D Comprehension of Text

1 Child re-enacts a story after it has been read aloud. PK3.III.D.1

2 Child makes personal connections to books read aloud. PK3.III.D.2

3 Child asks and answers age-appropriate questions about a book. PK3.III.D.3

4 Child attempts to make predictions by looking at the cover of a book or the pictures within a story. PK3.III.D.4

E Concepts of Print

1 Child can distinguish between pictures and print. PK3.III.E.1

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

3 Child begins to notice the basic features of print (e.g., repeating words, space between words, punctuation vs. letters). PK3.III.E.3

Emergent Literacy: Writing Domain

A Motivation to Write

1 Child engages in free-choice drawing and writing activities. PK3.IV.A.1

2 Child attempts to draw and write for many purposes and begins to explore different writing tools. PK3.IV.A.2

B Writing as a Process

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

2 Child observes and discusses ideas for revising (add, take out, change) drawings and/or written words in whole/small group writing activities. PK3.IV.B.2

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

C Conventions in Writing

1 Child attempts to write some letters of own name (usually beginning with the first letter). PK3.IV.C.1

2 Child uses drawings, scribbles, and mock letters to communicate ideas. PK3.IV.C.2

3 Child begins to write using letter-like forms. PK3.IV.C.3

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4 Child begins to show understanding of directionality (e.g., attempts to write top to bottom, left to right), but may still start at random places on a page. • PK3.IV.C.4

Mathematics Domain

A Number Sense

1 Child rote counts from 1 to 10. PK3.V.A.1

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

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

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

5 Child recognizes numerals 0-5. PK3.V.A.5

6 Child represents quantities up to 5. PK3.V.A.6

7 Child compares sets of objects up to 5 using comparative language (e.g., more than, less than, same number of). PK3.V.A.7

B Joining and Seperating

1 Child uses objects to demonstrate that adding one or more objects to a set will increase the number of objects in the set. PK3.V.B.1

2 Child uses objects to demonstrate that taking away one or more objects from a set will decrease the number of objects in the set. PK3.V.B.2

C Geometry and Spatial Sense

1 Child names and describes common 2D shapes. PK3.V.C.1

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

3 Child begins to use language to describe position of objects. PK3.V.C.3

4 Child recognizes common shapes, regardless of size. PK3.V.C.4

D Measurement

1 Child understands that lengths of objects can vary and be compared. PK3.V.D.1

2 Child begins to recognize capacity based on how much space exists within an object. PK3.V.D.2

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

4 Child shows awareness of the passage of time within a day. PK3.V.D.4

E Classification and Patterns

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

2 Child participates in group activities of collecting data and organizing it into graphic representations. PK3.V.E.2

Child recognizes and duplicates patterns. PK3.V.E.3

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Physical Development Domain

A Gross Motor Development

1. Child masters basic skills of running, jumping, climbing, and pedaling. PK3.IX.A.1
2. Child engages in movement sequences with adult support. PK3.IX.A.2

B Fine Motor Development

1. Child experiments with a variety of fine motor tasks but may lack strength and control. PK3.IX.B.1
2. Child shows emerging proficiency in tasks requiring eye-hand coordination. PK3.IX.B.2