



# STAR Curriculum Alignment Guide to Prekindergarten Guidelines

## Area of Focus: 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.

### A. Self-Concept Skills

| By Around 48 Months of Age   | End of Prekindergarten Year Outcomes   | TEKS   | STAR Curriculum Aligned Lessons                        |
|--|--|--------|--|
| The child builds competence in controlling own body movements (such as balancing, sitting still, starting and stopping in response to requests). | The child is aware of where own body is in space and respects personal boundaries.                 | I.A.1  | <b>Level 3:</b><br>R3, R7; E3, E15; S1-3; FR1-16; P1-5 |
| The child can identify own physical characteristics and indicate some likes and dislikes when prompted.  | The child shows self-awareness and can express pride in age appropriate abilities and skills.      | I.A.2. | <b>Level 2:</b><br>R5-6; S1-3; FR1-12; P1-5            |
| The child may overestimate or underestimate their own abilities.   | The child shows reasonable opinion of their own abilities and limitations.                         | I.A.3. | <b>Level 1:</b><br>R1-14; E1-3; FR1-13; A1; P1-4       |
| The child shows initiative in trying new activities but may not persist in solving problems.   | The child shows initiative in independent situations and persists in attempting to solve problems. | I.A.4. |  |

## 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.

### B. Self-Regulation Skills

| By Around 48 Months of Age   | End of Prekindergarten Year Outcomes  | TEKS            | STAR Curriculum Aligned Lessons                              |
|--|---|-----------------|--|
| <b>1. Behavior Control</b>   |   |                 |  |
| The child follows simple rules and routines when assisted by adults.           | The child follows classroom rules and routines with occasional reminders from teacher.                                      | <b>I.B.1.a.</b> | <b>Level 3:</b><br>R3, R7; E3, E15; S1-3; FR1-16; P1-5       |
| The child is able to manage a small number of materials with support.          | The child takes care of and manages classroom materials.  | <b>I.B.1.b.</b> | <b>Level 2:</b><br>R5-6; S1-3; FR1-12; P1-5                  |
| The child needs adult guidance to help manage their behavior.                  | The child regulates their own behavior with occasional reminders or assistance from teacher.                                | <b>I.B.1.c.</b> | <b>Level 1:</b><br>R1-14; E1-3; FR1-13; A1; P1-4             |
| <b>2. Emotional Control</b>  |   |                 |  |
| The child recognizes and expresses a range of emotions/feelings.               | The child begins to understand difference and connection between emotions/feelings and behaviors.                           | <b>I.B.2.a.</b> | <b>Level 3:</b><br>R3-4, R7; E3-4, E7-9, E15; S1-3; P1-5     |
| The child becomes familiar with basic feeling words (happy, sad, mad, scared). | The child can communicate basic emotions/feelings.  | <b>I.B.2.b.</b> | <b>Level 2:</b><br>R11; E10-11; S1-3; P1-5                   |
| The child needs adult assistance to modulate level of emotional intensity.     | The child can increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary. | <b>I.B.2.c.</b> | <b>Level 1:</b><br>R1-14; E1-3; FR5, FR6, FR8, FR9; A1; P1-4 |

## B. Self-Regulation Skills

| By Around 48 Months of Age   | End of Prekindergarten Year Outcomes   | TEKS            | STAR Curriculum Aligned Lessons  |
|--|--|-----------------|--|
| <b>3. Control of Attention</b>   |  |                 |  |
| The child focuses attention on one task at a time but may not stay with it to completion.                              | The child sustains attention to personally-chosen or routine (teacher-directed) tasks until completed. | <b>I.B.3.a.</b> | <b>Level 3:</b><br>FR5-6, FR13-6; P1-5<br><br><b>Level 2:</b><br>R5, R6; FR6-7, FR12; P1-5 |
| The child sits and listens to stories and/or participates in large group activities for up to 10-15 minutes at a time. | The child remains focused on engaging group activities for up to 20 minutes at a time.                 | <b>I.B.3.b.</b> | <b>Level 1:</b><br>R1-14; E1-3; FR5, FR6, FR8, FR9, FR13; P1-4                             |

## 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.

### C. Relationships with Others

| By Around 48 Months of Age   | End of Prekindergarten Year Outcomes   | TEKS          | STAR Curriculum Aligned Lessons  |
|--|--|---------------|--|
| The child forms positive relationships with teachers.  | The child uses effective verbal and non-verbal communication skills to build relationships with teachers/adults.                   | <b>I.C.1.</b> | <b>Level 3:</b><br>R2-6, R2-15; E8, E9, E20, E12, E13, E15; S1-3; FR1-16; P1-5 |
| The child feels comfortable and confident within classroom environment.  | The child assumes various roles and responsibilities as part of a classroom community.   | <b>I.C.2.</b> | <b>Level 2:</b><br>R3, R5-6, R11; E4, E10-11; S1-3; FR1-12; P1-5               |
| The child shows interest in peer play but may be less skilled (or lack confidence) initiating and joining a group. | The child shows competence in initiating social interactions.  | <b>I.C.3.</b> | <b>Level 1:</b><br>R1-6, R14; E1-3; FR5, FR1-12; P1-4                          |
| The child enjoys parallel and associative play with peers.   | The child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal. | <b>I.C.4.</b> |  |
| The child seeks adult help when experiencing conflicts with another child.   | The child initiates problem-solving strategies and seeks adult help when necessary.  | <b>I.C.5.</b> |  |
| The child responds with concern when a child or adult is distressed.   | The child demonstrates empathy and caring for others.  | <b>I.C.6.</b> |  |
| The child interacts with playmates and may have preferred friends.   | The child interacts with a variety of playmates and may have preferred friends.  | <b>I.C.7.</b> |  |

## 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.

### D. Social Awareness Skills

| By Around 48 Months of Age                                  | End of Prekindergarten Year Outcomes  | TEKS   | STAR Curriculum Aligned Lessons  |
|---|---|--------|--|
| The child is interested in other people and their feelings. | The child demonstrates an understanding that others have perspectives and feelings that are different from their own. | I.D.1. | <p><b>Level 3:</b><br/>R3-4, R7; E3-4, E7-9, E15; S1-3; FR10; P1-5</p> <p><b>Level 2:</b><br/>R3, R11; E4, E10-11; S1-3; P1-5</p> <p><b>Level 1:</b><br/>R1-14; E1-3; P1-4</p> |

## Area of Focus: 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).

### A. Motivation to Read Skills

| By Around 48 Months of Age  | End of Prekindergarten Year Outcomes  | TEKS     | STAR Curriculum Aligned Lessons                                  |
|---|---|----------|--|
| The child enjoys being read to and knows when a favorite story has a part left out.     | The child engages in pre-reading and reading-related activities.                            | III.A.1  | <b>Level 3:</b><br>R1-7; E1-15; S1-3; FR6, FR9 FR16; A9-13       |
| The child enjoys looking at books and telling a story from the pictures or from memory. | The child self-selects books and other written materials to engage in prereading behaviors. | III.A.2. | <b>Level 2:</b><br>R1-11; E1-11; S1-3; FR6, FR12; A7-11          |
| The child notices environmental print and connects meaning to it.                       | The child recognizes that text has meaning.   | III.A.3. | <b>Level 1:</b><br>R2, R5-R12, R14; E1-3; FR8, FR10-11, FR13; A1 |

## 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 develop, children can benefit from inclusion of letters in phonological awareness activities. 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.

## B. Phonological Awareness Skills

| By Around 48 Months of Age  | End of Prekindergarten Year Outcomes  | TEKS            | STAR Curriculum Aligned Lessons                              |
|---|---|-----------------|--|
| Note: Phonological awareness is just beginning to develop between the ages of 36 and 60 months. Children should be engaged in listening to books, poems, nursery rhymes, and songs that feature rhyme and alliteration. | The child separates a normally spoken four-word sentence into individual words. | <b>III.B.1.</b> | <b>Level 3:</b><br>R1-7; E1-15; S1-3; FR6, FR9 FR16; A9-13   |
|   | The child combines words to make a compound word.                               | <b>III.B.2.</b> | <b>Level 2:</b><br>R1-11; E1-11; S1-3; FR6, FR12; A7-11      |
|   | The child deletes a word from a compound word.                                  | <b>III.B.3.</b> | <b>Level 1:</b><br>R2-R12, R14; E1-3; FR8, FR10-11, FR13; A1 |
|   | The child blends syllables into words.  | <b>III.B.4.</b> |  |
|   | The child can segment a syllable from a word.                                   | <b>III.B.5.</b> |  |

## B. Phonological Awareness Skills

| By Around 48 Months of Age  | End of Prekindergarten Year Outcomes  | TEKS            | STAR Curriculum Aligned Lessons |
|---|---|-----------------|---------------------------------|
| The child can distinguish when two words rhyme.                     | The child can recognize rhyming words.  | <b>III.B.6.</b> | (See previous page)             |
| The child can distinguish when two words begin with the same sound. | The child can produce a word that begins with the same sound as a given pair of words.  | <b>III.B.7.</b> |                                 |
| N/A   | The 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>III.B.8.</b> |                                 |
| N/A   | The child recognizes and blends spoken phonemes into one syllable words with pictorial support.   | <b>III.B.9.</b> |                                 |



## 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 sound’s 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.

### C. Alphabet Knowledge Skills

| By Around 48 Months of Age  | End of Prekindergarten Year Outcomes   | TEKS            | STAR Curriculum Aligned Lessons                                  |
|---|--|-----------------|--|
| The child names the first letter of their name.   | The child names at least 20 upper and at least 20 lower case letters in the language of instruction. | <b>III.C.1.</b> | <b>Level 3:</b><br>A9-13   |
| The child identifies the letter associated with the sound of the first letters of their name. | The child recognizes at least 20 distinct letter sounds in the language of instruction.              | <b>III.C.2.</b> | <b>Level 2:</b><br>A7-11   |
| The child produces the correct sound for the first letter of their name.                      | The child produces at least 20 distinct letter sound correspondences in the language of instruction. | <b>III.C.3.</b> | <b>Level 1:</b><br>R2, R5, R6, R14; E1-3; FR8, FR10-11, FR13; A1 |

## 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.

### D. Comprehension of Text Read Aloud Skills

| By Around 48 Months of Age  | End of Prekindergarten Year Outcomes   | TEKS            | STAR Curriculum Aligned Lessons                              |
|---|--|-----------------|--|
| The child interacts with a story as it is being read aloud.                 | The child retells or re-enacts a story after it is read aloud.   | <b>III.D.1.</b> | <b>Level 3:</b><br>R1-7; E1-15; S1-3; FR6, FR9 FR16; A9-13   |
| The child interacts with books by describing what is seen/read in the book. | The child uses information learned from books by describing, relating, categorizing, or comparing and contrasting. | <b>III.D.2.</b> | <b>Level 2:</b><br>R1-11; E1-11; S1-3; FR6, FR12; A7-11      |
| The child asks and answers age-appropriate questions about the book.        | The child asks and responds to questions relevant to the text read aloud.  | <b>III.D.3.</b> | <b>Level 1:</b><br>R2-R12, R14; E1-3; FR8, FR10-11, FR13; A1 |
| N/A   | The child makes inferences and predictions about the text.   | <b>III.D.4.</b> |  |

## E. Print Concepts

### E. Print Concepts

| By Around 48 Months of Age   | End of Prekindergarten Year Outcomes  | TEKS            | STAR Curriculum Aligned Lessons                                  |
|--|---|-----------------|--|
| The child understands that illustrations and print carry meaning.              | The child can distinguish between elements of print including letters, words, and pictures.                             | <b>III.E.1.</b> | <b>Level 3:</b><br>R1-7; E1-15; S1-3; FR6, FR9 FR16; A9-13       |
| The child imitates actions that demonstrate that text progresses across pages. | The child demonstrates understanding of print directionality including left to right and top to bottom.                 | <b>III.E.2.</b> | <b>Level 2:</b><br>R1-11; E1-11; S1-3; FR6, FR12; A7-11          |
| N/A  | The child can identify some conventional features of print that communicate meaning including end punctuation and case. | <b>III.E.3.</b> | <b>Level 1:</b><br>R2, R5-R12, R14; E1-3; FR8, FR10-11, FR13, A1 |

## Area of Focus: 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.

### A. Motivation to Write Skills

| By Around 48 Months of Age                                | End of Prekindergarten Year Outcomes   | TEKS           | STAR Curriculum Aligned Lessons                                |
|---|--|----------------|--|
| The child engages in free drawing and writing activities. | The child engages in pre-reading and reading-related activities.                     | <b>IV.A.1</b>  | <b>Level 3:</b><br>A14-17<br><br><b>Level 2:</b><br>A12-14     |
| The child spontaneously “writes” in different situations. | The child independently writes to communicate their ideas for a variety of purposes. | <b>IV.A.2.</b> | <b>Level 1:</b><br>R2, R5-R12, R14, FR8, FR10-11, FR13, A1, A4 |

## 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.

### B. Writing as a Process

| By Around 48 Months of Age   | End of Prekindergarten Year Outcomes   | TEKS           | STAR Curriculum Aligned Lessons                                   |
|--|--|----------------|---|
| The child verbally shares ideas and/or tells stories associated with marks on paper.         | The child discusses and contributes ideas for drafts composed in whole/small group writing activities.                         | <b>IV.B.1.</b> | <b>Level 3:</b><br>S1-3; FR5-6, FR16; A14-17                      |
| The child notices when an adult does not repeat or dictate their spoken language accurately. | The child interacts and provides suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts. | <b>IV.B.2.</b> | <b>Level 2:</b><br>S1-3; FR6, FR12; A12-14<br><br><b>Level 1:</b> |
| The child shows written products to others.  | The child shares and celebrates class-made and individual written products.  | <b>IV.B.3.</b> | R2, R5-R12, R14; E1-3; FR8, FR10-11, FR13; A1, A4                 |

## 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.

### C. Conventions in Writing

| By Around 48 Months of Age   | End of Prekindergarten Year Outcomes   | TEKS           | STAR Curriculum Aligned Lessons  |
|--|--|----------------|--|
| The child records own name in whatever manner they are able.                             | The child writes their own name (first name or frequent nickname) using legible letters in proper sequence.        | <b>IV.C.1.</b> | <b>Level 3:</b><br>R1-7; E1-15; S1-3; FR6, FR9 FR16; A9-13<br><br><b>Level 2:</b><br>R1-11; E1-11; S1-3; FR6, FR12; A9-10, A7-11<br><br><b>Level 1:</b><br>R2, R5-R12, R14; E1-3; FR8, FR10-11, FR13; A1, A4 |
| The child spontaneously “writes” in various ways.  | The child moves from scribbles to some letter-sound correspondence using beginning and ending sounds when writing. | <b>IV.C.2.</b> |  |
| The child uses letter-like forms and actual letters to replace scribbles.                | The child independently uses letters to make words or parts of words.  | <b>IV.C.3.</b> |  |
| The child may use directionality based on a random starting place.                       | The child uses appropriate directionality when writing (top to bottom, left to right).                             | <b>IV.C.4.</b> |  |
| The child notices print and realizes that print is what is read rather than the picture. | The child begins to experiment with punctuation when writing.  | <b>IV.C.5.</b> |  |

## Area of Focus: Emergent Literacy — Mathematics Domain

### A. Counting Skills

Prekindergarten children show basic counting readiness and counting by using nonverbal and verbal means.

#### A. Counting Skills

| By Around 48 Months of Age                        | End of Prekindergarten Year Outcomes                                 | TEKS          | STAR Curriculum Aligned Lessons  |
|---|--|---------------|--|
| The child identifies objects.                     | The child knows that objects, or parts of an object, can be counted. | <b>V.A.1.</b> | <p><b>Level 3:</b><br/>A4</p> <p><b>Level 2:</b><br/>A2, A5, A6</p> <p><b>Level 1:</b><br/>R2, R6-12, R14; E1-3; FR10-11, FR13; A1</p> |
| The child recites number words in order up to 10. | The child uses words to rote count from 1 to 30.                     | <b>V.A.2.</b> | <p><b>Level 3:</b><br/>A1</p> <p><b>Level 2:</b><br/>A2</p> <p><b>Level 1:</b><br/>R2, R6-12, R14; E1-3; FR10-11, FR13; A1</p>         |

## A. Counting Skills

| By Around 48 Months of Age  | End of Prekindergarten Year Outcomes  | TEKS          | STAR Curriculum Aligned Lessons  |
|---|---|---------------|--|
| The child counts up to 4 objects with one count per item.   | The child counts 1-10 items, with one count per item.   | <b>V.A.3.</b> | <p><b>Level 3:</b><br/>A4</p> <p><b>Level 2:</b><br/>A2, A5, A6</p> <p><b>Level 1:</b><br/>R2, R6-12, R14; E1-3; FR10-11, FR13; A1</p> |
| The child identifies items that can be counted.   | The child demonstrates that the order of the counting sequence is always the same, regardless of what is counted. | <b>V.A.4.</b> | <p><b>Level 3:</b><br/>A4</p> <p><b>Level 2:</b><br/>A2, A5, A6</p> <p><b>Level 1:</b><br/>R2, R6-12, R14; E1-3; FR10-11, FR13; A1</p> |
| The child counts up to 4 items and demonstrates understanding that the last number counted indicates how many items were counted. | The child counts up to 10 items and demonstrates that the last count indicates how many items were counted.       | <b>V.A.5.</b> | <p><b>Level 3:</b><br/>A4</p> <p><b>Level 2:</b><br/>A2, A5, A6</p> <p><b>Level 1:</b><br/>R2, R6-12, R14; E1-3; FR10-11, FR13; A1</p> |
| The child begins to understand that items can be counted.   | The child demonstrates understanding that when counting, the items can be chosen in any order.                    | <b>V.A.6.</b> | <p><b>Level 3:</b><br/>A4</p> <p><b>Level 2:</b><br/>A2, A5, A6</p> <p><b>Level 1:</b><br/>R2, R6-12, R14; E1-3; FR10-11, FR13; A1</p> |



## A. Counting Skills

| By Around 48 Months of Age  | End of Prekindergarten Year Outcomes  | TEKS          | STAR Curriculum Aligned Lessons   |
|---|---|---------------|---|
| The child demonstrates proper use of the word "first."                            | The child uses the verbal ordinal terms.  | <b>V.A.7.</b> | <p><b>Level 3:</b><br/>R7; E14; A4</p> <p><b>Level 2:</b><br/>R6; E7; A2, A5, A6</p> <p><b>Level 1:</b><br/>R2, R6-12, R14; E1-3; FR10-11, FR13; A1</p> |
| The child verbally identifies without counting the number of objects from 1 to 3. | The child verbally identifies, without counting, the number of objects from 1 to 5. | <b>V.A.8.</b> | <p><b>Level 3:</b><br/>A4</p> <p><b>Level 2:</b><br/>A2, A5, A6</p> <p><b>Level 1:</b><br/>R2, R6-12, R14; E1-3; FR10-11, FR13; A1</p>                  |
| The child recognizes one-digit numerals 1-4.                                      | The child recognizes one-digit numerals, 0-9.                                       | <b>V.A.9.</b> | <p><b>Level 3:</b><br/>A1-4</p> <p><b>Level 2:</b><br/>A2-6</p> <p><b>Level 1:</b><br/>R2, R6-12, R14; E1-3; FR10-11, FR13; A1</p>                      |

## B. Adding To/Taking Away Skills

Prekindergarten children use informal and formal strategies to make a collection larger or smaller. This includes the teacher showing (modeling) children a mathematical behavior and asking the children to do the same.

### B. Adding To/Taking Away Skills

| By Around 48 Months of Age  | End of Prekindergarten Year Outcomes  | TEKS          | STAR Curriculum Aligned Lessons  |
|---|---|---------------|--|
| The child understands that adding one or more concrete objects to a set will increase the number of objects in the set. | The child uses concrete objects, creates pictorial models, and shares a verbal word problem for adding up to 5 objects. | <b>V.B.1.</b> | <b>Level 3:</b><br>A1-5<br><b>Level 2:</b><br>A1-6<br><b>Level 1:</b><br>R2, R6-12, R14; E1-3; FR10-11, FR13; A1 |
| The child understands that taking away one or more objects from a set will decrease the number of objects in the set.   | The child uses concrete models or makes a verbal word problem for subtracting 0-5 objects from a set.                   | <b>V.B.2.</b> | <b>Level 3:</b><br>A1-6<br><b>Level 2:</b><br>A1-6<br><b>Level 1:</b><br>R2, R6-12, R14; E1-3; FR10-11, FR13; A1 |
| The child identifies two groups of objects placed side-by-side as being equal or non-equal.                             | The child uses informal strategies to separate up to 10 items into equal groups.  | <b>V.B.3.</b> | <b>Level 3:</b><br>A1-5<br><b>Level 2:</b><br>A1-6<br><b>Level 1:</b><br>R2, R6-12, R14; E1-3; FR10-11, FR13; A1 |

## C. Geometry and Spatial Sense Skills

Prekindergarten children recognize, describe, and name attributes of shapes.

### C. Geometry and Spatial Sense Skills

| By Around 48 Months of Age  | End of Prekindergarten Year Outcomes   | TEKS          | STAR Curriculum Aligned Lessons                                |
|---|--|---------------|--|
| The child recognizes common shapes.                               | The child names common shapes.   | <b>V.C.1.</b> | <b>Level 3:</b><br>R2-3; E2-3                                  |
| The child manipulates shapes using fine and gross motor skills.   | The child creates shapes.  | <b>V.C.2.</b> | <b>Level 2:</b><br>R1-2; E2-3                                  |
| The child begins to use language to describe location of objects. | The child demonstrates use of location words (such as “over,” “under,” “above,” “on,” “beside,” “next to,” “between,” “in front of,” “near,” “far,” etc.). | <b>V.C.3.</b> | <b>Level 1:</b><br>R2, R5-12, R14; E1-3; FR10-11, FR13; A1, A3 |
| The child moves objects during informal play.                     | The child slides, flips, and turns shapes to demonstrate that the shapes remain the same.  | <b>V.C.4.</b> |  |

## D. Measurement Skills

Prekindergarten children verbally describe or demonstrate attributes of persons or objects, such as length, area, capacity, or weight.

### D. Measurement Skills

| By Around 48 Months of Age  | End of Prekindergarten Year Outcomes  | TEKS          | STAR Curriculum Aligned Lessons  |
|---|---|---------------|--|
| The child understands that lengths of objects can vary and be compared. | The child recognizes and compares heights or lengths of people or objects.        | <b>V.D.1.</b> | <b>Level 3:</b><br>R2-4; E2-4, E9; A1-5  |
| The child begins to recognize how much can be placed within an object.  | The child recognizes how much can be placed within an object.                     | <b>V.D.2.</b> | <b>Level 2:</b><br>R1-3, R7; E2-4, E7; A1-6  |
| The child understands that weights of objects can vary and be compared  | The child informally recognizes and compares weights of objects or people.        | <b>V.D.3.</b> | <b>Level 1:</b><br>R2, R6-12, R14; E1-3; FR10-11, FR13; A1   |
| The child shows awareness of the passage of time.                       | The child uses language to describe concepts associated with the passing of time. | <b>V.D.4.</b> | <b>Level 3:</b><br>A1-5, A8<br><b>Level 2:</b><br>A1-6<br><b>Level 1:</b><br>R2, R6-12, R14; E1-3; FR10-11, FR13; A1 |

## E. Classification and Pattern Skills

### E. Classification and Pattern Skills

| By Around 48 Months of Age   | End of Prekindergarten Year Outcomes  | TEKS          | STAR Curriculum Aligned Lessons                            |
|--|---|---------------|--|
| The child sorts objects that are the same and different.                       | The child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different. | <b>V.E.1.</b> | <b>Level 3:</b><br>R2-4; E2-4; A1-5                        |
| The child recognizes that data can be organized into a graphic representation. | The child collects data and organizes it in a graphic representation.   | <b>V.E.2.</b> | <b>Level 2:</b><br>R1-3, R7; E2-4; A1-6                    |
| The child begins to recognize patterns.  | The child recognizes and creates patterns.  | <b>V.E.3.</b> | <b>Level 1:</b><br>R2, R6-12, R14; E1-3; FR10-11, FR13; A1 |

## Area of Focus: Emergent Literacy — 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.

### A. Physical Science Skills

| End of Prekindergarten Year Outcomes  | TEKS           | STAR Curriculum Aligned Lessons   |
|---|----------------|---|
| The child observes, investigates describes, and discusses properties and characteristics of common objects.       | <b>VI.A.1.</b> | <b>Level 3:</b><br>R1-6; E1-13, E15; S1-3; FR5-6, FR9, FR16; A1-3, A8, A12-17 |
| The child observes, investigates describes and discusses position and motion of objects.                          | <b>VI.A.2.</b> | <b>Level 2:</b>   |
| The child uses simple measuring devices to learn about objects.   | <b>VI.A.3.</b> | R1-3, R7-10; E1-4, E8-11; S1-3; FR6, FR9, FR12; A11-14                        |
| The child observes investigates describes and discusses sources of energy including light, heat, and electricity. | <b>VI.A.4.</b> | <b>Level 1:</b><br>R2, R6-14; E1-3; FR8, FR10-11, FR13; A1                    |

## B. Life Sciences Skills

Prekindergarten children are naturally curious about the characteristics of organisms. Children understand differences in living and non-living things.

### B. Life Sciences Skills

| End of Prekindergarten Year Outcomes   | TEKS           | STAR Curriculum Aligned Lessons   |
|--|----------------|---|
| The child observes, investigates, describes and discusses the characteristics of organisms.                    | <b>VI.B.1.</b> | <b>Level 3:</b><br>R1-6; E1-13, E15; S1-3; FR5-6, FR9, FR16; A1-3, A8, A12-17 |
| The child describes life cycles of organisms.  | <b>VI.B.2.</b> | <b>Level 2:</b><br>R1-3, R7-10; E1-4, E8-11; S1-3; FR6, FR9, FR12; A11-14     |
| The child observes, investigates, describes and discusses the relationship of organisms to their environments. | <b>VI.B.3.</b> | <b>Level 1:</b><br>R2, R6-14; E1-3; FR8, FR10-11, FR13; A1                    |

## Area of Focus: Emergent Literacy — 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

### A. People, Past, and Present Skills

| End of Prekindergarten Year Outcomes  | TEKS            | STAR Curriculum Aligned Lessons   |
|---|-----------------|---|
| The child identifies similarities and differences between themselves, classmates, and other children inclusive of specific characteristics and cultural influences. | <b>VII.A.1.</b> | <b>Level 3:</b><br>R1-6; E1-13, E15; S1-3; FR5-6, FR9, FR16; A1-3, A8, A12-17 |
| The child identifies similarities and differences in characteristics of families.   | <b>VII.A.2.</b> | <b>Level 2:</b><br>R1-3, R7-10; E1-4, E8-11; S1-3; FR6, FR9, FR12; A11-14     |
| The child connects their life to events, time, and routines.  | <b>VII.A.3.</b> | <b>Level 1:</b><br>R2, R6-14; E1-3; FR8, FR10-11, FR13; A1                    |



## 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.

### B. Economic Skills

| End of Prekindergarten Year Outcomes   | TEKS            | STAR Curriculum Aligned Lessons                                       |
|--|-----------------|---|
| The child demonstrates that all people need food, clothing, and shelter.                     | <b>VII.B.1.</b> | <b>Level 3:</b><br>R1-6; E1-13, E15; S1-3; FR5-6, FR9, FR16; A1-3, A8 |
| The child demonstrates understanding of what it means to be a consumer.                      | <b>VII.B.2.</b> | <b>Level 2:</b><br>R1-3, R7-10; E1-4, E8-11; S1-3; FR6, FR9, FR12     |
| The child discusses the roles and responsibilities of family, school, and community helpers. | <b>VII.B.3.</b> | <b>Level 1:</b><br>R2, R6-14; E1-3; FR8, FR10-11, FR13; A1            |

## Area of Focus: Emergent Literacy — Technology Applications Domain

### 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.

### Technology and Devices Skills

| End of Prekindergarten Year Outcomes  | TEKS          | STAR Curriculum Aligned Lessons |
|---|---------------|---------------------------------|
| The child opens and navigates through digital learning applications and programs.                           | <b>X.A.1.</b> | <b>Level 3:</b><br>FR12         |
| The child uses, operates, and names a variety of digital tools.   | <b>X.A.2.</b> |                                 |
| The child uses digital learning applications and programs to create digital products and express own ideas. | <b>X.A.3.</b> |                                 |
| The child uses technology to access appropriate information.  | <b>X.A.4.</b> |                                 |
| The child practices safe behavior while using digital tools and resources.                                  | <b>X.A.5.</b> |                                 |

## Area of Focus: 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 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).

### A. Listening Comprehension Skills

| By Around 48 Months of Age  | End of Prekindergarten Year Outcomes   | TEKS           | STAR Curriculum Aligned Lessons                        |
|---|--|----------------|--|
| The child responds to situations in ways that demonstrate they understand what has been said. | The child shows understanding by responding appropriately.   | <b>II.A.1</b>  | <b>Level 3:</b><br>R3, R7; E3, E15; S1-3; FR1-16; P1-5 |
| The child follows simple single step requests.  | The child shows understanding by following two-step oral directions and usually follows three-step directions. | <b>II.A.2.</b> | <b>Level 2:</b><br>R5-6; S1-3; FR1-12; P1-5            |
|   | The child shows understanding by following one to two-step oral directions in English.                         |                | <b>Level 1:</b><br>R1-14; E1-3; FR1-13; A1; P1-4       |
| The child demonstrates understanding of following classroom routines.                         | The child shows understanding of the language being spoken by teachers and peers.                              | <b>II.A.3.</b> |  |
|   | The child shows understanding of the new language being spoken by English-speaking teachers and peers.         |                |  |

## 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.

### B. Speaking (Conversation) Skills

| By Around 48 Months of Age   | End of Prekindergarten Year Outcomes                                | TEKS           | STAR Curriculum Aligned Lessons                            |
|--|---|----------------|--|
| The child sometimes uses language for different purposes.  | The child is able to use language for different purposes.           | <b>II.B.1.</b> | <b>Level 3:</b><br>R1-7; E1-15; S1-3; FR1-16; A1-13; P1-5  |
| N/A  | The child engages in conversations in appropriate ways.             | <b>II.B.2.</b> | <b>Level 2:</b><br>R1-11; E1-11; S1-3; FR1-12; A1-11; P1-5 |
| The child is able to communicate basic information in familiar social settings.                              | The child provides appropriate information for various situations.  | <b>II.B.3.</b> | <b>Level 1:</b><br>R1-14; E1-3; FR1-13; P1-4               |
| The child sometimes uses accepted language and style during communication with familiar adults and children. | The child demonstrates knowledge of verbal conversational rules.    | <b>II.B.4.</b> |  |
| The child sometimes uses appropriate nonverbal standards in conversations with others.                       | The child demonstrates knowledge of nonverbal conversational rules. | <b>II.B.5.</b> |  |
| The child sometimes uses appropriate volume and intonation for different situations.                         | The child matches language to social contexts.                      | <b>II.B.6.</b> |  |

## 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).

### C. Speech Production Skills

| By Around 48 Months of Age  | End of Prekindergarten Year Outcomes  | TEKS           | STAR Curriculum Aligned Lessons |
|---|---|----------------|---------------------------------|
| The child's speech is understood by familiar adults and children. | The child's speech is understood by both the teacher and other adults in the school.                                | <b>II.C.1.</b> | <b>Level 3:</b><br>S1-3         |
| The child may confuse words that sound similar.                   | The child perceives differences between similar sounding words.   | <b>II.C.2.</b> | <b>Level 2:</b><br>S1-3         |
| The child joins in songs and finger plays.                        | The child investigates and demonstrates growing understanding of the sounds and intonation of language.             | <b>II.C.3.</b> | <b>Level 1:</b><br>E1-3         |
|   | The child investigates and demonstrates growing understanding of the sounds and intonation of the English language. |                |                                 |

## 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.

### D. Vocabulary Skills

| By Around 48 Months of Age  | End of Prekindergarten Year Outcomes  | TEKS           | STAR Curriculum Aligned Lessons                            |
|---|---|----------------|--|
| The child understands and uses accepted words for objects, actions, and attributes.         | The child uses a wide variety of words to label and describe people, places, things, and actions.   | <b>II.D.1.</b> | <b>Level 3:</b><br>R1-7; E1-15; S1-3; FR1-16; A1-13; P1-5  |
| The child responds to instructional language of the classroom.                              | The child demonstrates understanding of terms used in the instructional language of the classroom.  | <b>II.D.2.</b> | <b>Level 2:</b><br>R1-11; E1-11; S1-3; FR1-12; A1-11; P1-5 |
| The child shows understanding of many words and a steady increase in vocabulary.            | The child demonstrates understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words, many more than they use.          | <b>II.D.3.</b> | <b>Level 1:</b><br>R1-14; E1-3; FR1-13; P1-4               |
|   | The child learning English as a second language comprehends up to 1,000 words. The ELL child will comprehend many more words than they use. |                |  |
| The child uses increasingly larger vocabulary.  | The child uses a large speaking vocabulary, adding several new words daily.   | <b>II.D.4.</b> |  |
| The child participates through actions to begin to develop common object names and phrases. | The child increases listening vocabulary and begins to develop vocabulary of object names and common phrases.                               | <b>II.D.5.</b> |  |
| The child participates through actions to begin to develop common object names and phrases. | The child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English. (ELL)              | <b>II.D.6.</b> |  |

## E. Sentences and Structure Skills

As 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 develop 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).

### E. Sentences and Structure Skills

| By Around 48 Months of Age   | End of Prekindergarten Year Outcomes   | TEKS           | STAR Curriculum Aligned Lessons                            |
|--|--|----------------|--|
| The child uses simple sentences of three to four words to express needs. | The child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order. | <b>II.E.1.</b> | <b>Level 3:</b><br>R1-7; E1-15; S1-3; FR1-16; A1-13; P1-5  |
| The child may over generalize grammatical rules.                         | The child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.            | <b>II.E.2.</b> | <b>Level 2:</b><br>R1-11; E1-11; S1-3; FR1-12; A1-11; P1-5 |
| The child links two ideas together by combining sentences.               | The child uses sentences with more than one phrase.  | <b>II.E.3.</b> | <b>Level 1:</b><br>R1-14; E1-3; FR1-13; P1-4               |
| The child uses simple sentence structures with usually one idea.         | The child combines more than one idea using complex sentences.   | <b>II.E.4.</b> |  |
| The child understands and uses increasingly longer sentences.            | The child combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning.                     | <b>II.E.5.</b> |  |
| The child understands and uses increasingly longer sentences.            | The child engages in various forms of nonverbal communication with those who do not speak their native language.                           | <b>II.E.6.</b> |  |
|  | The child uses single words and simple phrases to communicate meaning in social situations.  | <b>II.E.7.</b> |  |
| N/A  | The child attempts to use new vocabulary and grammar in speech.  | <b>II.E.8.</b> |  |