

## Texas Pre-K Guidelines and Kindergarten Preparedness

PK Guidelines	Kindergarten TEKS
Child shows understanding by responding appropriately.	ELA.K.RC.A Discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language).
Child shows understanding by following twostep oral directions and usually follows threestep directions.	ELA.K.21B Follow oral directions that involve a short related sequence of actions.
Child engages in conversations in appropriate ways.	ELA.K.21A Listen attentively by facing speakers and asking questions to clarify information.
Child provides appropriate information for various situations.	ELA.K.22A Share information and ideas about the topic under discussion by speaking audibly and clearly using the conventions of language.
Child demonstrates knowledge of verbal conversational rules.	ELA.K.23A Follow agreed-upon rules for discussion, including taking turns, speaking one at a time, speaking when recognized, and making appropriate contributions.
Child uses a variety of words to label and describe people, places, things, and actions.	ELA.K.5A Identify and use words that name actions, directions, positions, sequences, and locations.
Child demonstrates understanding of terms used in the instructional language of the classroom.	ELA.K.16A.iv Understand and use prepositions and simple prepositional phrases (e.g., in, on, under, over) appropriately in the context of reading, writing, and speaking (with adult assistance).
Child demonstrates understanding in a variety of ways of knowing the meaning of 3,000 to 4,000 words, many more than he or she uses.	
Child uses category labels to understand how the words/objects relate to each other.	ELA.K.5C Identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, sizes, textures).
Child typically uses complete sentences of four or more words and grammatically complexity usually with subject, verb, and object order.	ELA.K.16C Use complete simple sentences.

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<p>Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.</p>	<p>ELA.K.16A.i Understand and use past and future tenses in the context of reading, writing, and speaking (with adult assistance). ELA.K.16A.ii Understand and use nouns (singular/plural) in the context of reading, writing, and speaking (with adult assistance).</p>
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<p>Child combines more than one idea using complex sentences.</p>	<p>ELA.K.16B Speak and write through shared writing in complete sentences to communicate.</p>
<p>Child combines sentences that give lots of detail, sticks to the topics, and clearly communicates intended meaning.</p>	<p>ELA.K.16A.iii Understand and use descriptive words in the context of reading, writing, and speaking (with adult assistance).</p>
<p>Child engages in pre-reading and reading-related activities.</p>	<p>ELA.K.6D Recognize recurring phrases and characters in traditional fairy tales, lullabies, and folk tales from various cultures.</p>
<p>Child uses books and other written materials to engage in pre-reading behaviors.</p>	<p>ELA.K.1C Demonstrate the one-to-one correspondence between a spoken word and a printed word in text. ELA K.1D Recognize the difference between a letter and a printed word. ELA.K.1F Hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right. ELA.K.1G Identify different parts of a book (e.g., front and back covers, title page).</p>
<p>Child combines words to make a compound word.</p>	<p>ELA.K.5B Recognize that compound words are made up of shorter words.</p>
<p>Child deletes a word from a compound word.</p>	<p>ELA.K.5B Recognize that compound words are made up of shorter words.</p>
<p>Child combines syllables into words.</p>	<p>ELA.K.2B Identify syllables in spoken words.</p>

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Child can produce a word that rhymes with a given word.	<p>ELA.K.2C Orally generate rhymes in response to spoken words (e.g., "What rhymes with hat?")</p> <p>ELA.K.2D Distinguish orally presented rhyming pairs of words from non-rhyming pairs.</p>
Child can produce a word that begins with the same sound as a given pair of words.	<p>ELA.K.2E Recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound (e.g., "baby boy bounces the ball").</p> <p>ELA K.2H Isolate the initial sound in one-syllable spoken words.</p>

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Child combines onset (initial consonant or consonants) and rime (vowel to end)	<p>ELA.K.2F Blend spoken onsets and rimes to form simple words (e.g., onset /c/ and rime /at/ make cat).</p>
Child combines onset & rime to form familiar one-syllable words without pictorial support.	<p>ELA K.2I Segment spoken one-syllable words into two to three phonemes (e.g., dog: /d/ .../o/ .../g/).</p> <p>ELA K.</p>
Child recognizes and blends two phonemes into real words with pictorial support.	<p>ELA.K.2G Blend spoken phonemes to form one-syllable words (e.g., /m/ ... /a/ ... /n/ says man).</p> <p>ELA.K.2I Segment spoken one syllable words into two to three phonemes (e.g., dog: /d/ ... /o/ ... /g/)</p>
Child names at least 20 upper and at least 20 lower case letters.	<p>ELA.K.1B Identify all upper- and lowercase letters.</p>
Child recognizes at least 20 letter sounds.	<p>ELA.K.3A Identify the common sounds that letters represent.</p> <p>ELA.K.3B Use knowledge of letter sound relationships to decode regular words in text and independent of content</p> <p>ELA.K.3C Recognize that new words are created when letters are changed, added, or deleted.</p> <p>ELA.K.18A Use phonological knowledge to match sounds to letters.</p>

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<p>Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.</p>	<p>ELA.K.10A Identify the topic and details in expository text heard or read, referring to the words and/or illustrations.</p> <p>ELA.K.10D Use titles and illustrations to make predictions about text. ELA.K.RC.D Make inferences based on the cover, title, illustrations, and plot.</p> <p>ELA.K.RC.F Make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.</p>
<b>PK Guidelines</b>	<b>Kindergarten TEKS</b>
<p>Child writes own name (first name or frequent nickname), not necessarily with full correct spelling or well-formed letters.</p>	<p>ELA.K.18C Write one's own name (first and last names).</p>
<p>Child independently writes some letters on request (not necessarily well-formed).</p>	<p>ELA.K.17A Form upper- and lower-case letters legibly using the basic conventions of print (left-to-right and top-to bottom progression).</p>
<p>Child uses words to rote count from 1 to 30.</p>	<p>MATH.K.2A Count forward and backward to at least 20 with and without objects.</p> <p>MATH.K.5 The student applies mathematical process standards to identify the pattern in the number word list. The student is expected to recite numbers up to at least 100 by ones and tens beginning with any given number.</p>
<p>Child counts 1-10 items, with one count per item.</p>	<p>MATH.K.2A Count forward and backward to at least 20 with and without objects.</p>

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<p>Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted.</p>	<p>MATH.K.2A Count forward and backward to at least 20 with and without objects. MATH.K.2C Count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order.</p>
<p>Child counts up to 10 items, and demonstrates that the last count indicates how many items were counted.</p>	<p>MATH.K.2A Count forward and backward to at least 20 with and without objects. MATH.K.2C Count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order. MATH.K.2B Read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures. MATH.K.2G Compare sets of objects up to at least 20 in each set using comparative language.</p>
<p>Child uses the verbal ordinal terms. (eg. First, second, last...)</p>	
<p><b>PK Guidelines</b></p>	<p><b>Kindergarten TEKS</b></p>
<p>Child verbally identifies, without counting the number of objects from 1 to 5.</p>	<p>MATH.K.2D Recognize instantly the quantity of a small group of objects in organized and random arrangements.</p>
<p>Child recognizes one-digit numerals, 0-9.</p>	<p>MATH.K.2B Read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures. MATH.K.2E Generate a set using concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20. MATH.K.2H Use comparative language to describe two numbers up to 20 presented as written numerals.</p>

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<p>Child uses concrete models or makes a verbal word problem for adding up to 5 objects.</p>	<p>MATH.K.2F Generate a number that is one more than or one less than another number up to at least 20.</p> <p>MATH.K.3A Model the action of joining to represent addition and the action of separating to represent subtraction.</p> <p>MATH.K.3B Solve word problems using objects and drawings to find sums up to 10 and differences within 10.</p> <p>MATH.K.2I Compose and decompose numbers up to 10 with objects and pictures.</p>
<p>Child names common shapes.</p>	<p>MATH.K.6A Identify two-dimensional shapes, including circles, triangles, rectangles, and squares as special rectangles.</p> <p>MATH.K.6B Identify three-dimensional solids, including cylinders, cones, spheres, and cubes, in the real world.</p> <p>MATH.K.6C Identify two-dimensional components of threedimensional objects.</p> <p>MATH.K.6B Identify attributes of two-dimensional shapes using informal and formal geometric language interchangeably.</p>

<b>PK Guidelines</b>	<b>Kindergarten TEKS</b>
<p>Child demonstrates use of location words (such as "over", "under", "above", "on", "beside", "next to", "between", "in front of", "near", "far", etc.)</p>	<p>ELA.K.16A.iv Understand and use prepositions and simple prepositional phrases (e.g., in, on, under, over) appropriately in the context of reading, writing, and speaking (with adult assistance).</p>
<p>Child slides, flips, and turns shapes to demonstrate that the shapes remain the same.</p>	

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Child recognizes and compares heights or lengths of people or objects.	MATH.K.7B Compare two objects with a common measurable attribute to see which object has more of/less of the attribute and describe the difference.
Child recognizes how much can be placed within an object.	MATH.K.1A Apply mathematics to problems arising in everyday life, society, and the workplace.
Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.	MATH.K.8A Collect, sort, and organize data into two or three categories.
Child collects data and organizes it in a graphic representation.	MATH.K.8A Collect, sort, and organize data into two or three categories. MATH.K.8B Use data to create real-object and picture graphs. MATH.K.8C Draw conclusions from real-object and picture graphs.
Child recognizes and creates patterns.	MATH.K.1F Analyze mathematical relationships to connect and communicate mathematical ideas.