

ALIGNMENT OF
THE HEAD START CHILD DEVELOPMENT EARLY LEARNING FRAMEWORK (2011)
AND
THE TEXAS PREKINDERGARTEN GUIDELINES (2008)
THE TEXAS TRAINING & TECHNICAL ASSISTANCE EARLY CHILDHOOD EDUCATION CENTER
A MEMBER OF THE OHS TTA SYSTEM
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Head Start Child Development and Early Learning Framework: Texas Pre-Kindergarten Guidelines Alignment

The learning experiences of young children provide a foundation that guides children academically, socially, and emotionally. Establishing program goals to guide these experiences will enhance children’s development and improve skills necessary for school readiness. Both the Head Start Child Development & Early Learning Framework (HS CD/ELF) and Texas State Pre-Kindergarten Guidelines (TX Pre-K) offer parameters to help educators make informed decisions about developmental goals and appropriate corresponding curriculum and assessment.

Head Start Child Development & Early Learning Framework

The Head Start for School Readiness Act of 2007 states the purpose of Head Start: “to promote the school readiness of low-income children by enhancing their cognitive, social and emotional development...in a learning environment that supports children’s growth in language, literacy, mathematics, science, social and emotional functioning, creative arts, physical skills and approaches to learning.”

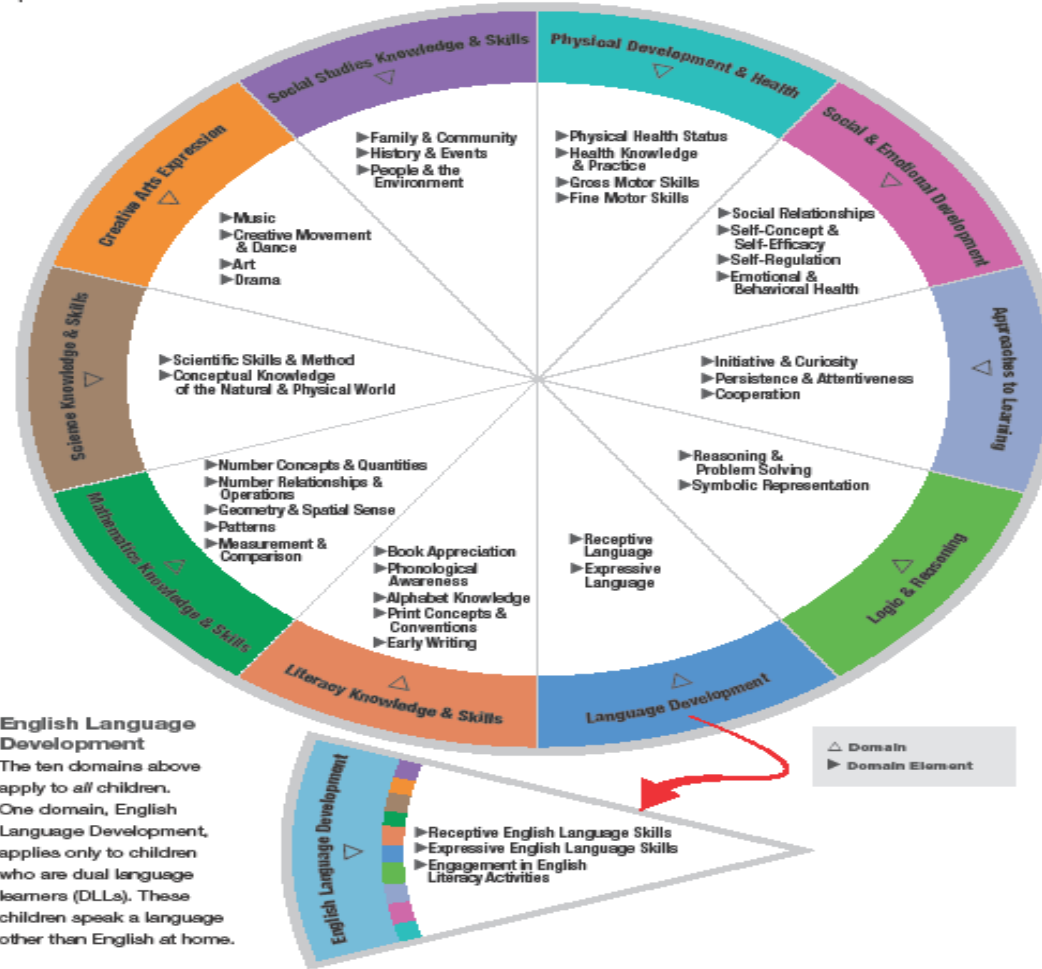
The newly revised Head Start CD/ELF provides Head Start and other programs with a description of the developmental building blocks that are most important for a child’s growth and academic success. The Framework is organized into 11 Domains, 37 Domain Elements, and over 100 Examples. The Domains denote the overall areas of child development essential for future academic success, giving a definition and an explanation as to why each is important for children’s growth and learning.

Each Domain includes Domain Elements that more specifically defines its components. The examples are included under each domain element to provide more information about the key concepts, knowledge or behaviors within each element. The examples are not designed to be comprehensive, and there may be other skills and behaviors that also reflect the respective domain element.

The Head Start Child Development and Early Learning Framework provides a pie chart that shows the Domains and domain elements. This graphic makes it easy to see which behaviors are include within a Domain, outlining the essential areas of development and learning that are to be used to establish school readiness goals within Head Start programs.

FIGURE 1: The Head Start Child Development and Early Learning Framework

These domains △ and domain elements ► apply to all 3 to 5 year olds in Head Start and other early childhood programs, including dual language learners and children with disabilities. A black and white figure for reproduction purposes is at the end of the document.



Texas Pre-Kindergarten Guidelines

The Texas Pre-Kindergarten Guidelines are based on current knowledge and research about how children develop and learn. They reflect a growing understanding that for children to be school-ready, more emphasis should be placed on children’s cognitive and intellectual development as well achieving specific skills sets in other areas. The guidelines offer detailed descriptions of expected behaviors across the 10 designated Domains. These are divided into Skills areas that offer a more detailed description of each Domain. Within each Skill area, Child Outcomes are then listed and numbered sequentially in the order of expected acquisition.

Meeting the outcomes stated in both of these documents will ensure that programs meet both the requirements of Head Start Child Outcomes and Texas Pre-Kindergarten Guidelines. The Texas Pre-Kindergarten Guidelines are linked to the Texas Essential Knowledge and Skills standards implemented by grades Kindergarten through 12th grade, which ensure continuity of quality standards for Texas public school.

The Domains

Head Start Child Development Early Learning Framework	Texas PreKindergarten Guidelines
Physical Development and Health	Physical Development
Social and Emotional Development	Social - Emotional Development
Approaches to Learning	
Logic and Reasoning	
Language Development	Language and Communication
Literacy Knowledge and Skills	Emergent Literacy - Reading Emergent Literacy - Writing
Mathematics Knowledge and Skills	Mathematics
Science Knowledge and Skills	Science
Creative Arts Expression	Fine Arts
Social Studies Knowledge and Skills	Social Studies
English Language Development	Language and Communication
	Technology Applications

Table 1: Domains of Head Start Child Development Early Learning Framework and Texas Prekindergarten Guidelines

The above table of Domains shows alignment of subject areas with some slight deviations. The academic subjects of **Mathematics, Science and Social Studies** are comparable as are **Social & Emotional Development, Creative Arts, and Physical Development**. Some distinctions are worthy of note. In the Pre-K Guidelines, Literacy is divided into two Domains; **Emergent Literacy-Reading** and **Emergent Literacy-Writing**. In the HS CD/ELF these concepts are encompassed into **Literacy Knowledge and Skills**. Another point of difference: the HS CD/ELF maintains the skills sets for English and Dual Language Learners fall within two different Domains; **Language Development** and **English Language Development**. This is addressed in one domain in the Pre-K Guidelines; **Language & Communication**.

The Intent & Goals

The intent of both documents is to provide a framework for the development and early learning expected in early childhood classrooms. The expectation is that progress will be made within each Domain Element or Skills Area by each child. *The examples of the HS CD/ELF are not designed to be comprehensive whereas the skills listed in the TX Pre-K Guidelines are all expected to be met.* Children should be given the opportunity to strive towards these outcomes while recognizing and accommodating individual development levels and growth. This focus allows teaching to be intentional and concentrate on providing appropriate activities in an environment where the skills listed in these documents are enhanced and learned. Both documents are intended to be used by programs to make informed decisions about curriculum content and selection, and assessment decisions.

The Examples and Outcomes themselves are not to be used as a checklist to evaluate a child’s development and learning but rather as guides for the choice of assessment tools and serves as a way to organize the data collected from these instruments. Data obtained by selected assessments will in turn be used to establish school readiness goals consistent with state and local expectations.

Rationale for Alignment

The alignment of the documents is to help teachers understand each document more fully, make a careful comparison of the identical and similar skills listed in each, and be able to identify elements or skills that are comparable or specific to only one. Being able to determine which skills are critical to the learning development of each child will help teachers employ instructional strategies that are purposeful and intentional as they plan. The ultimate goal for this alignment is to ensure that the outcomes from both tools are met and to utilize it to promote continuous quality improvement in programs and child well-being and school readiness and future success.

How to read this document

The Domains are color-coded as they are within the Texas Pre-Kindergarten Guidelines. The Domains of the Head Start Child Development and Early Learning Framework are listed without revision and in their entirety. The Domain Elements and Example behaviors within HS CD/ELF document are then aligned with the closest Skills Area and Outcome behaviors of the Pre-K Guidelines. If one Example from HS CD/ELF encompasses more than one Outcome from TX Pre-K Guidelines the Outcomes for both will be listed in the box directly across from the comparable skill.

Conversely, if one Outcome from TX Pre-K corresponds with more than one Example from HS CD/ELF, it too will be listed in the same box. This represents even alignment within the two frameworks.

See example in chart below.

Head Start Child Development Early Learning Framework	Texas PreKindergarten Guidelines
Literacy Knowledge and Skills	Emergent Literacy - Reading
Domain Element: Phonological Awareness	Phonological Awareness Skills
Identifies and discriminates between separate syllables in a word	Child combines syllables into words; Child can delete a syllable from a word

Table 2: Example of repeated cells within Examples/Outcomes

If possible, Domain Elements and Skills Areas are shown completely and compared in a side-by-side format to show similarities in respective Examples (HS CD/ELF) and Outcomes (TX Pre-K). Some of the Domain Elements (HS CD/ELF) however do not correspond directly with one Skills Area (TX Pre-K). If this is the case one of 3 designations were made:

Blue print in parentheses indicates a change was made in either Domain or Skills Area.

(<From....) indicates that this outcome was moved FROM another domain and/or skill category within the Texas Pre-K guidelines as stated.

(> See...) indicated that this Outcome was moved TO another domain and/or skill category within the Texas Pre-K Guidelines as stated.

Box color-coded gray: No direct alignment between examples of HS CD/ELF and outcomes of TX Pre-K Guidelines.

A Pale Blue color-code indicates the specific skill was moved to or from another domain/skill. Example below:

Head Start Child Development Early Learning Framework	Texas PreKindergarten Guidelines
Literacy Knowledge and Skills	Emergent Literacy - Reading
Domain Element: Phonological Awareness	Phonological Awareness Skills
Shows interest in shared reading experiences and looking at books independently	Child engages in pre-reading and reading related activities (< From Below: Motivation to Read Skills)
Recognizes how books are read, such as front-to-back and one page at a time, and recognizes basic characteristics, such as title, author, and illustrator; Asks and answers questions and makes comments about print materials	Child asks and answers appropriate questions about the book
Demonstrates interest in different kinds of literature, such as fiction and non-fiction books, poetry, on a range of topics	Child asks to be read to or asks the meaning of written text (< From Below: Motivation to Read Skills)
Retells stories or information from books through conversation, artistic works, creative movement, or drama	Child retells or re-enacts a story after it is read aloud; Child uses information learned from books by describing, relating, categorizing or comparing and contrasting
	Skills: Speech Production Skills
	Child's speech is understood by both the teacher and other adults in the school
	Child perceives differences between similar sounding words (> See Domain: English Language Development: Receptive Language Skills)
	Child investigates and demonstrates growing understanding of the sounds and intonation of the English Language (> See Domain: English Language Development: Receptive Language Skills)

Table 3: Coding when no direct alignment is present

To see both documents in their entirety go to the following links.

For the Head Start Child Outcomes and Early Learning Framework:

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Assessment/Child%20Outcomes/revised-child-outcomes.html>

For Texas Pre-kindergarten Guidelines:
http://ritter.tea.state.tx.us/ed_init/pkguidelines/

As the Alignment is used it is encouraged that the goals of the program and those for individual children are examined. The outcomes and examples should be used to guide teaching and provide skills for school readiness. Familiarity is encouraged with both the Head Start Child Development and Early Learning Framework and the Texas Pre-Kindergarten Guidelines. This will enhance understanding and use of the alignment as it identifies the key elements for assessment and learning. Using these elements to improve programs will provide opportunities for children to develop to their full learning potential.

On behalf of the Texas State ECE Center we are proud to release this document with the intent of supporting your programs as you plan for curriculum, assessment and staff development. For questions and suggestions regarding this document, please contact Mala Sablok or Ruth Doocy, Early Childhood Education Specialists at the Texas State ECE Center.

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HEAD START CHILD DEVELOPMENT & EARLY LEARNING FRAMEWORK		TEXAS PREKINDERGARTEN GUIDELINES	
Domain: Physical Development & Health		Domain: Physical Development	
Domain Element: Physical Health Status			
The maintenance of healthy and age appropriate physical well-being			
Possesses good overall health including oral, visual, and auditory health, and is free from communicable or preventable disease			
Participates in prevention and management of chronic health conditions and avoids toxins, such as lead			
Maintains physical growth within the Centers for Disease Control and Prevention (CDC) recommended ranges for weight by height by age			
Gets sufficient rest and exercise to support healthy development			
Domain: Physical Development & Health		Domain: Science	
Domain Element: Health Knowledge & Practice		Skills: Personal Safety and Health Skills	
The understanding of healthy and safe habits and practicing healthy habits			
Completes personal care tasks, such as dressing, brushing teeth, toileting, and washing hands independently from adults		Child practices good habits of health and personal hygiene (< From Science: Personal Safety and Health Skills)	
Communicates an understanding of the importance of health and safety routines and rules; Follows basic health and safety rules and responds appropriately to harmful or unsafe situations		Child practices good habits of personal safety (< From Science: Personal Safety and Health Skills)	
Distinguishes food on a continuum from most healthy to less healthy		Child identifies good habits of nutrition and exercise (< From Science: Personal Safety and Health Skills)	
Eats a variety of nutritious foods			
Participates in structured and unstructured physical activities			
Recognizes the importance of doctor and dentist visits			
Cooperates during doctor and dentist visits and health and developmental screenings			

Domain: Physical Development & Health		Domain: Physical Development	
Domain Element: Gross Motor Skills		Skills: Gross Motor Development Skills	
The control of large muscles for movement, navigation, and balance			
Develops motor control and balance for a range of physical activities, such as walking, propelling a wheelchair or mobility device, skipping, running, climbing, and hopping		Child demonstrates coordination and balance in isolation (may not yet coordinate consistently with a partner)	
Develops motor coordination and skill in using objects for a range of physical activities, such as pulling, throwing, catching, kicking, bouncing or hitting balls, and riding a tricycle		Child coordinates sequence of movements to perform tasks	
Understands movement concepts, such as control of the body, how the body moves (such as an awareness of space and directionality), and that the body can move independently or in coordination with other objects			
Domain Element: Fine Motor Skills		Skills: Fine Motor Development Skills	
The control of small muscles for such purposes as using utensils, self-care, building, and exploring			
Develops hand strength and dexterity; Manipulates a range of objects, such as blocks or books; Manipulates writing, drawing, and art tools		Child shows control of tasks that require small-muscle strength and control	
Develops eye-hand coordination to use everyday tools, such as pitchers for pouring or utensils for eating		Child shows increasing control of tasks that require eye-hand coordination	

**HEAD START CHILD DEVELOPMENT & EARLY
LEARNING FRAMEWORK**

TEXAS PREKINDERGARTEN GUIDELINES

Domain: Social and Emotional Development		Domain: Social-Emotional Development	
Domain Element: Social Relationships		Skills: Social Competence Skills	
The healthy relationships and interactions with adults and peers			
Communicates with familiar adults and accepts or requests guidance			
Cooperates with others		Child shows competence in initiating social interactions	
Develops friendships with peers		Child begins to have meaningful friends	
Establishes secure relationships with adults		Child uses positive relationships as modeled by teacher for her own pro-social behaviors	
Uses socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns		Child regulates his own behavior with occasional reminders or assistance from teachers (< From Below: Self Control: Behavior Control)	
Resolves conflict with peers alone and/or adult intervention as appropriate		Child initiates problem-solving strategies and seeks adult help when necessary	
Recognizes and labels others' emotions; Expresses empathy and sympathy to peers		Child demonstrates empathy and caring for others	
Recognizes how actions affect others and accepts consequences of one's actions		Child begins to understand the difference and connections between feelings and behaviors (< From Below: Self Control: Emotional Control)	
		Child assumes various roles and responsibilities as part of a classroom community (>See Domain Social Studies: Self, Family & Community)	
		Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal (>See Domain Approaches to Learning: Cooperation)	
Domain Element: Self Concept & Self-Efficacy		Skills: Self Concept Skills	
The perception that one is capable of successfully making decisions, accomplishing tasks, and meeting goals			
Identifies personal characteristics, preferences, thoughts and feelings		Child is aware of where own body is in space, respects personal boundaries	

Demonstrates age-appropriate independence in a range of activities, routines and tasks	Child shows awareness of areas of competence and describes self positively in what he is able to do
Shows confidence in a range of abilities and in the capacity to accomplish tasks and take on new tasks	Child shows reasonable opinion of his own abilities and limitations
Demonstrates age-appropriate independence in decision-making regarding activities and materials	Child takes care of and manages classroom materials (< From Below: Self Control- Behavior Control)
	Child shows initiative in independent situations and persists in attempting to solve problems (> See Domain: Logic & Reasoning: Reasoning & Problem Solving)
Domain Element: Self Regulation The ability to recognize and regulate emotions, attention, impulses, and behavior	Self Control: Behavior Control
Recognizes and labels emotions	Child is aware of own feelings most of the time.(< From Below: Self Control- Emotional Control)
Handles impulses and behavior with minimal direction from adults; Follows simple rules, routines, and directions	Child regulates his own behavior with occasional reminder or assistance from teacher
Shifts attention between tasks and moves through transitions with minimal direction from adults	Child follows classroom rules and routines with occasional reminders from teacher
	Child takes care of and manages classroom materials (> See Above: Self Concept Skills)
Domain Element: Emotional & Behavioral Health A healthy range of emotional expression and learning positive alternatives to aggressive or isolating behaviors	Self Control: Emotional Control
Expresses a range of emotions appropriately, such as excitement, happiness, sadness and fear	Child is aware of own feelings most of the time.
Refrains from disruptive, aggressive, angry or defiant behaviors	Child is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary
Adapts to new environments with appropriate emotions & behaviors	Child begins to understand the difference and connections between feelings and behaviors (< From Above: Social Competence Skills)

	Self Control: Control of Attention (> See Domain: Approaches to Learning)
	Child sustains attention to personally chosen or routine tasks until completed (> See Domain: Approaches to Learning: Persistence & Attentiveness)
	Child remains focused on engaging group activities for about 20 minutes at a time (> See Domain: Approaches to Learning: Persistence & Attentiveness)

**HEAD START CHILD DEVELOPMENT & EARLY
LEARNING FRAMEWORK**

TEXAS PREKINDERGARTEN GUIDELINES

Domain: Approaches to Learning

Domain Element: Initiative and Curiosity

An interest in varied topics and activities, desire to learn, creativeness, and independence in learning

Demonstrates flexibility, imagination, and inventiveness in approaching tasks and activities.

Demonstrates eagerness to learn about and discuss a range of topics, ideas, and tasks

Asks questions and seeks new information

Domain: Social and Emotional Skills

Domain Element: Persistence and Attentiveness

The ability to begin and finish activities with persistence and attention

Skills: Self Control Skills - Control of Attention

Maintains interest in a project or activity until completed;
Sets goals and develops and follows through on plans

Child sustains attention to personally chosen or routine tasks until they are completed (< From **Self-Control- Control of Attention**)

Resists distractions, maintains attention, and continues the task at hand through frustration

Child remains focused on engaging group activities for about 20 minutes at a time (< From **Self-Control- Control of Attention**)

NEW Domain Element: Cooperation

An interest and engagement in group experiences

Skills: Social Competence Skills

Plans, initiates and completes learning activities with peers;
Joins in cooperative play with others and invites others to play

Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal (< From **Social Competence**)

Models or teaches peers

Helps, shares, and cooperates in a group

**HEAD START CHILD DEVELOPMENT & EARLY LEARNING
FRAMEWORK**

TEXAS PREKINDERGARTEN GUIDELINES

NEW Domain: Logic & Reasoning

Domain Element: Reasoning & Problem-Solving

The ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem

Seeks multiple solutions to a question, task, or problem

Child shows initiative in independent situations and persists in attempting to solve problems (< **From Domain: Social-Emotional Development: Self Concept Skills**)

Recognizes cause and effect relationships

Classifies, compares, and contrasts objects, events, and experiences.

Child describes, observes and investigates properties and characteristics of common objects (< **From Domain: Science: Physical Science Skills**)

Uses past knowledge to build new knowledge

Domain Element: Symbolic Representation

The use of symbols or objects to represent something else

Represents people, places and things through drawings, movement, and three-dimensional objects.

Child uses art as a form of creative self-expression and representation (< **From Domain: Fine Arts: Art Skills**)

Engages in pretend play and acts out roles

Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal. (< **From Domain: Social-Emotional Development: Social Competence Skills**)

Recognizes the difference between pretend or fantasy situations and reality.

**HEAD START CHILD DEVELOPMENT & EARLY
LEARNING FRAMEWORK**

TEXAS PREKINDERGARTEN GUIDELINES

Domain: Language Development		Domain: Language	
Domain Element: Receptive Language		Skills: Listening & Comprehension Skills	
The ability to comprehend or understand language			
Attends to language during conversations, songs, stories or other learning experiences		Child demonstrates understanding of terms used in the instructional language of the classroom (< From Below: Vocabulary Skills)	
Comprehends increasingly complex and varied vocabulary		Child shows understanding by responding appropriately; Child shows understanding by following two-step oral directions and usually follows three-step directions	
Comprehends different forms of language, such as questions or exclamations; Comprehends different grammatical structure and rules for using language		Child shows understanding by responding appropriately	
		Child shows understanding of the new language being spoken by English Speaking teachers and peers. (> See Domain: English Language Development: Receptive Language Skills)	
Domain Element: Expressive Language		Skills: Speaking (Conversation) Skills	
The ability to use language			
Engages in communication and conversation with others		Child demonstrates knowledge of verbal conversational rules	
Uses language to express ideas and needs		Child provides appropriate information for various situations	
Uses increasingly complex and varied vocabulary		Child uses a large speaking vocabulary, adding several new words daily (< From Below: Vocabulary skills)	
Uses different forms of language		Child matches language to social contexts	
Uses different grammatical structures for a variety of purposes		Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement (< From Below: Sentences & Structure Skills)	
Engages in storytelling		Child is able to use language for different purposes; Child combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning	
Engages in conversations with peers and adults		Child engages in conversation in appropriate ways	
		Child demonstrates knowledge of nonverbal conversational rules	

	Skills: Sentences & Structure Skills
Uses different grammatical structures for a variety of purposes	Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order; Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement
	Child uses sentences with more than one phrase
Uses increasingly complex and varied vocabulary	Child combines more than one idea using complex sentences
Engages in storytelling	Child combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning
Uses different forms of language	
	Child engages in various forms of nonverbal communication with those who do not speak her home language. (> See Domain English Language Development: Expressive Language Skills)
	Skills: Speech Production Skills
	Child's speech is understood by both the teacher and other adults in the school
	Child perceives differences between similar sounding words (> See Domain: Literacy Knowledge & Skills: Phonological Awareness)
	Child investigates and demonstrates growing and understanding of the sounds and intonation of the ELL (> See Domain: Literacy Knowledge & Skills: Phonological Awareness)
	Skills: Vocabulary Skills
	Child uses a wide variety of words to label and describe people, places, things and actions

	Child demonstrates understanding of terms used in instructional language of the classroom (>See Above: Listening & Comprehension Skills)
	Child demonstrates understanding in a variety of ways of knowing the meaning of 3000 to 4000 words many more than he or she uses
	Child uses category labels to understand how the words/objects relate to each other
	Child uses a large speaking vocabulary, adding several new words daily (> See Above: Speaking (Conversation Skills))
	Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English (> See Domain: English Language Learning: Expressive Language Skills)
	Child attempts to use new vocabulary and grammar in speech (> See Domain: English Language Learning: Expressive Language Skills)

HEAD START CHILD DEVELOPMENT & EARLY LEARNING FRAMEWORK	TEXAS PREKINDERGARTEN GUIDELINES
Domain: Literacy Knowledge and Skills	Domain: Emergent Literacy- Reading
Domain Element: Book Appreciation & Knowledge The interest in books and their characteristics, and the ability to understand and get meaning from stories and information from books and other texts	Skills: Comprehension of Text Read Aloud Skills
Shows interest in shared reading experiences and looking at books independently	Child engages in pre-reading and reading related activities (< From Below: Motivation to Read Skills)
Recognizes how books are read, such as front-to-back and one page at a time, and recognizes basic characteristics, such as title, author, and illustrator; Asks and answers questions and makes comments about print materials	Child asks and answers appropriate questions about the book
Demonstrates interest in different kinds of literature, such as fiction and non-fiction books, poetry, on a range of topics	Child asks to be read to or asks the meaning of written text (< From Below: Motivation to Read Skills)
Retells stories or information from books through conversation, artistic works, creative movement, or drama	Child retells or re-enacts a story after it is read aloud; Child uses information learned from books by describing, relating, categorizing or comparing and contrasting
	Skills: Speech Production Skills
	Child's speech is understood by both the teacher and other adults in the school
	Child perceives differences between similar sounding words (> See Domain: English Language Development: Receptive Language Skills)
	Child investigates and demonstrates growing understanding of the sounds and intonation of the English Language (> See Domain: English Language Development: Receptive Language Skills)
Domain Element: Phonological Awareness An awareness that language can be broken into words, syllables, and smaller pieces of sounds	Skills: Phonological Awareness Skills
Identifies and discriminates between words in language	Child separates a normally spoken four-word sentence into individual words

Identifies and discriminates between separate syllables in words	Child combines syllables into words; Child can delete a syllable from a word
Identifies and discriminates between sounds and phonemes in language, such as attention to beginning and ending sounds of words and recognition that different words begin or end with the same sound	Child can produce a word that rhymes with a given word
Identifies and discriminates between sounds and phonemes in language, such as attention to beginning and ending sounds of words and recognition that different words begin or end with the same sound	Child can produce a word that begins with the same sound as a given pair of words; Child combines onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with pictorial support; Child recognizes and blends two phonemes into real words with pictorial support
	Child combines words to make a compound word
	Child deletes a word from a compound word
Domain Element: Alphabet Knowledge The names and sounds associated with letters	Skills: Alphabet Knowledge Skills
Recognizes that the letters of the alphabet are a special category of visual graphics that can be individually named	Child names at least 20 upper and at least 20 lower case letters
Recognizes that letters of the alphabet have distinct sound(s) associated with them.	Child recognizes at least 20 letter sounds
Attends to the beginning letters and sounds in familiar words	Child can produce a word that begins with the same sound as a given pair of words (< From Above: Phonological Awareness Skills)
Identifies letters and associates correct sounds with letters	Child produces the correct sounds for at least 10 letters
Domain Element: Print Concepts and Conventions The concepts about print and early decoding (identifying letter-sound relationships)	Skills: Motivation to Read Skills
Recognizes print in everyday life, such as numbers, letters, one's name, words, and familiar logos and signs	Child engages in pre-reading and reading-related activities
Understands that print conveys meaning	Child asks to be read to or asks the meaning of written text

Understands conventions, such as print moves from left to right, and top to bottom of a page	Child uses some appropriate writing conventions when writing or giving dictation (< From Below: Domain Emergent Literacy- Writing: Concepts About Print Skills)
Recognizes words as a unit of print and understands that letters are grouped to form words	
Recognizes the association between spoken or signed and written words	Child uses books and other written materials to engage in pre-reading behaviors.
Domain: Literacy Knowledge and Skills	Domain: Emergent Literacy- Writing
Domain Element: Early Writing The familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters	
Experiments with writing tools and materials	
	Skills: Concepts About Print Skills
Recognizes that writing is a way of communicating for a variety of purposes, such as giving information, sharing stories, or giving an opinion	Child uses some appropriate writing conventions when writing or giving dictation
	Skills: Motivation to Write Skills
Uses scribbles, shapes, pictures, and letters to represent objects, stories, experiences, or ideas	Child intentionally uses scribbles/writing to convey meaning
	Skills: Independently Conveys Meaning Skills
Copies, traces, or independently writes letters or words	Child independently uses letters or symbols to make words of parts of words; Child writes own name (first name or frequent nickname), not necessarily with full correct spelling or well-formed letters
	Skills: Forms Letters Skills
Copies, traces, or independently writes letters or words	Child independently writes some letters on request (not necessarily well formed)

**HEAD START CHILD DEVELOPMENT & EARLY
LEARNING FRAMEWORK**

TEXAS PREKINDERGARTEN GUIDELINES

Domain: Mathematics Knowledge & Skills	Domain: Mathematics
<p>Domain Element: Numbers Concepts and Quantities The understanding that numbers represent quantities and have ordinal properties (numbers words represent a rank order, particular size, or position in a list)</p>	<p>Skills: Counting Skills</p>
<p>Recognizes numbers and quantities in the everyday environment; Associates quantities and names of numbers with written numerals</p>	<p>Child recognizes one-digit numerals, 0-9</p>
<p>Recites numbers in the correct order and understands that numbers come 'before' or 'after' one another</p>	<p>Child uses words to rote count from 1 to 30;</p>
<p>Uses one-on-one counting and subitizing (identifying the number of objects without counting) to determine quantity</p>	<p>Child counts 1-10 items, with one count per item; Child demonstrates that the order of the counting sequence is always the same regardless of what is counted; Child verbally identifies without counting the number of objects from 1-5</p>
<p>Uses the number name of the last object counted to represent the number of objects in the set</p>	<p>Child counts up to 10 items, and demonstrates that the last count indicates how many items were counted</p>
	<p>Child demonstrates understanding that when counting, the items can be chosen in any order</p>
	<p>Child uses the verbal ordinal terms</p>
<p>Domain Element: Number Relationships & Operations The use of numbers to describe relationships and solve problems</p>	<p>Skills: Counting Skills</p>
<p>Uses a range of strategies, such as counting, subitizing, or matching, to compare quantity in two sets of objects and describes the comparison with terms, such as more, less, greater than, fewer, or equal to</p>	
<p>Recognizes that numbers (or sets of objects) can be combined or separated to make another number through the grouping of objects</p>	<p>Child knows that objects, or parts of an object can be counted</p>
<p>Identifies the new number created when numbers are combined or separated</p>	

Domain Element: Geometry and Spatial Sense		Skills: Geometry and Spatial Sense Skills	
The understanding of shapes, their properties, and how objects are related to one another			
Recognizes and names common shapes, their parts and attributes		Child names common shapes	
Combines and separates shapes to make other shapes		Child creates shapes	
Compares objects in size and shape			
Understands directionality, order, and position of objects, such as up, down, in front, behind		Child demonstrates use of location words (such as "over", "under", "above", "on", "beside", "next to", "between", "in front of", "near", "far", etc.)	
		Child slides, flips, and turns shapes to demonstrate that the shapes remain the same	
Domain Element: Patterns		Skills: Classification and Patterns Skills	
The recognition of patterns, sequencing, and critical thinking skills necessary to predict and classify objects in a pattern			
Sorts, classifies, and serializes (puts in a pattern) objects using attributes, such as color, shape, or size		Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different	
Recognizes, duplicates, and extends simple patterns; Creates patterns through the repetition of a unit		Child recognizes and creates patterns	
		Child collects data and organizes it in a graphic representation (> See Domain: Science: Physical Science Skills)	
Domain Element: Measurement & Comparison		Skills: Measurement Skills	
The understanding of attributes and relative properties of objects as related to size, capacity, and area			
Compares objects using attributes of length, weight and size (bigger, longer, taller, heavier); Orders objects by size or length		Child recognizes and compares heights or lengths or people or objects	
Uses nonstandard and standard techniques and tools to measure and compare		Child recognizes how much can be placed within an object; Child informally recognizes and compares weights of objects or people	
		Child uses language to describe concepts associated with the passing of time (> See Domain: Social Studies: People, Past, and Present Skills)	

	Skills: Adding To/Taking Away Skills
	Child uses concrete models or makes a verbal word problem for adding up to 5 objects
	Child uses concrete models or makes a verbal word problem for subtracting 1-5 objects in a set
	Child uses informal strategies to share or divide up to 10 items equally

**HEAD START CHILD DEVELOPMENT & EARLY
LEARNING FRAMEWORK**

TEXAS PREKINDERGARTEN GUIDELINES

Domain: Science Knowledge & Skills		Domain: Science	
Domain Element: Scientific Skills & Method		Skills: Physical Science Skills	
The skills to observe and collect information and use it to ask questions, predict, explain, and draw conclusions			
Uses senses and tools including technology, to gather information, investigate materials and observe processes and relationships; Observes and discusses common properties, differences and comparisons among objects; Describes and discusses predictions, explanations, and generalizations based on past experience; Participates in simple investigations to form hypothesis, gather observations, draw conclusions, and form generalizations		Child describes, observes, and investigates properties and characteristics of common objects; Child uses simple measuring devices to learn more about objects	
Collects, describes, and records information through discussions, drawings, maps, and charts		Child collects data and organizes it in a graphic representation (< From Domain: Mathematics: Classification and Patterns Skills)	
		Child investigates and describes position and motion of objects	
		Child investigates and describes sources of energy including light, heat, and electricity	
Domain Element: Conceptual Knowledge of the Natural & Physical World		Skills: Life Sciences Skills; Earth and Space Science Skills	
The acquisition of concepts and facts related to the natural and physical world and the understanding of naturally-occurring relationships			
Observes, describes and discusses living things and natural processes		Child identifies and describes the characteristics of organisms; Child describes life cycles of organisms; Child recognizes, observes, and discusses the relationship of organisms to their environment; Child identifies, observes, and discusses objects in the sky	

Observes, describes and discusses properties of materials and transformation of substances	Child identifies, compares, discusses earth materials, and their properties and uses; Child observes and describes what happens during changes in the earth and sky
	Child demonstrates the importance of caring for our environment and our planet (> See Domain: Social Studies: Geography Skills)
	Skills: Personal Safety and Health Skills (> See Physical Health and Development Domain)
	Child practices good habits of health and personal hygiene
	Child practices good habits of personal safety
	Child identifies good habits of nutrition and exercise

**HEAD START CHILD DEVELOPMENT & EARLY
LEARNING FRAMEWORK**

TEXAS PREKINDERGARTEN GUIDELINES

Domain: Creative Arts Expression		Domain: Fine Arts	
Domain Element: Music		Skills: Music Skills	
The use of voice and instruments to create sounds			
Participates in music activities such as listening, singing, or performing; Experiments with musical instruments		Child participates in classroom music activities	
Domain Element: Creative Movement & Dance		Skills: Music Skills	
The use of body to move to music and express oneself			
Expresses what is felt and heard in various musical tempos and styles; Moves to different patterns of beat and rhythm in music		Child responds to different musical styles through movement and play	
Uses creative movement to express concepts, ideas, or feelings			
Domain Element: Art		Skills: Art Skills	
The use of a range of media and materials to create drawings, pictures, or other objects			
Uses different materials and techniques to make art creations		Child uses a variety of art materials and activities for sensory experience and exploration	
Creates artistic works that reflect thoughts, feelings, experiences, or knowledge		Child uses art as a form of creative self-expression and regulation	
Discusses one's own artistic creations and those of others		Child demonstrates interest in and shows appreciation for the creative work of others	
Domain Element: Drama		Skills: Dramatic Expression Skills	
The portrayal of events, characters, or stories through acting and using props and language			
Uses dialogue, actions, and objects to tell a story or express thoughts and feelings about one's self or a character; Uses creativity and imagination to manipulate materials and assume roles in dramatic play situations		Child creates or recreates stories, moods, or experiences through dramatic representations; Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal (< From Domain: Social Emotional Development: Social Competency Skills)	

**HEAD START CHILD DEVELOPMENT & EARLY LEARNING
FRAMEWORK**

TEXAS PREKINDERGARTEN GUIDELINES

Domain: Social Studies Knowledge & Skills

Domain: Social Studies

Domain Element: Self, Family & Community

Skills: People, Past and Present Skills

The understanding of one's relationship to the family and community, roles in the family and community, and respect for diversity

Identifies personal and family structure

Child identifies similarities and differences in characteristics of families

Understands similarities and respects differences among people

Child identifies similarities and differences in characteristics of people;
The child identifies similarities among people like himself and classmates as well as among himself and people from other cultures (< From Citizenship Skills below)

Skills: Economic Skills

Recognizes a variety of jobs and the work associated with them

Child discusses the roles and responsibilities of community workers

Understands the reasons for rules in the home and classroom and for laws in the community

Child assumes various roles and responsibilities as part of a classroom community (< From Domain: Social & Emotional Development: Social Competence Skills)

Describes or draws aspects of the geography of the classroom, home and community

Child demonstrates that all people need food, clothing, and shelter

Child participates in activities to help them become aware of what it means to be a consumer

Domain Element: People & the Environment

Skills: Geography Skills

The understanding of the relationship between people and the environment in which they live

Recognizes aspects of the environment such as road, buildings, trees, gardens, bodies of water, or land formations

Child identifies and creates common features in her immediate environment

Recognizes that people share the environment with other people, animals, and plants

Understands that people can take care of the environment through activities, such as recycling	Child demonstrates the importance of caring for our environment and our planet (< From Domain: Science: Earth and Space Science Skills)
Domain Element: History & Events The understanding that events happened in the past and how these events relate to one's self, family, and community	Skills: People, Past, and Present Skills
Differentiates between past, present and the future	Child organizes their life around events, time, and routines;
Differentiates between past, present and the future	Child uses language to describe concepts associated with the passing of time (< From Domain: Mathematics: Measurement Skills)
Recognizes events that happened in the past, such as family or personal history	
Understands how people live and what they do changes over time	
	Skills: Citizenship Skills
	Child identifies flags of the Unites State and Texas
	Child recites the Pledge of Allegiance to the United States flag and the state flag and observes a moment of silence
	The child engages in voting as a method for group decision-making
	The child identifies similarities among people like himself and classmates as well as among himself and people from other cultures (> See Above: People, Past and Present Skills)

**HEAD START CHILD DEVELOPMENT & EARLY LEARNING
FRAMEWORK**

TEXAS PREKINDERGARTEN GUIDELINES

Domain: English Language Development	Domain: Language & Communication
<p>Domain Element: Receptive English Language Skills The ability to comprehend or understand the English language</p>	
<p>Participates with movement and gestures while other children and the teachers dance and sing in English</p>	<p>Child engages in various forms of nonverbal communication with those who do not speak her home language (< From: Sentences & Structure Skills)</p>
<p>Acknowledges or responds nonverbally to common words or phrases, such as "hello" "good bye" "snack time" "bathroom", when accompanied by adult gestures; Points to body parts when asked, "Where is your nose, hand, leg...?"; Comprehends and responds to increasingly complex and varied English vocabulary, such as "Which stick is the longest?" "Why do you think the caterpillar was hungry?"; Follows multi-step directions in English with minimal cues or assistance</p>	<p>Shows understanding of the new language being spoken by English speaking teachers and peers (< From: Listening Comprehension Skills)</p>
<p>Domain Element: Expressive English Language Skills The ability to speak or use English</p>	
<p>Repeats word or phrase to self, such as "bus" while group sings the "Wheels on the Bus" or "brush teeth" after lunch</p>	<p>Child investigates and demonstrates growing understanding of the sounds and intonation of the English Language (< From: Speech Production Skills)</p>
<p>Requests items in English, such as "car," "milk," "book," "ball"; Uses increasingly complex and varied English vocabulary</p>	<p>Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases (< From: Vocabulary Skills)</p>
<p>Uses one or two English words, sometimes joined to represent a bigger idea, such as "throwball"; Constructs sentences, such as "The apple is round." or "I see a fire truck with lights on."</p>	<p>Child attempts to use new vocabulary and grammar in speech (< From: Vocabulary Skills)</p>

Domain Element: Engagement in English Literacy Activities	
Understanding and responding to books, storytelling, and songs presented in English	
Demonstrates eagerness to participate in songs, rhymes, and stories in English	
Points to pictures and says the word in English, such as "frog," "baby," "run."	Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases (< From: Vocabulary Skills)
Learns part of a song or poem in English and repeats it	
Talks with peers or adults about a story read in English	Child uses single words and simple phrases to communicate meaning in social situations (< From: Sentences & Structure Skills)
Tells a story in English with a beginning, middle, and end from a book or about a personal experience.	

Domain: Technology Applications

Skills: Technology and Devices Skills

Child opens and navigates through software programs designed to enhance development of appropriate concepts

Child uses and names a variety of computer input devices, such as, mouse, keyboard, voice/sound recorder, touch screen, CD-ROM

Child operates voice/sound recorders and touch screens

Child uses software applications to create and express own ideas

Child recognizes that information is accessible through the use of technology