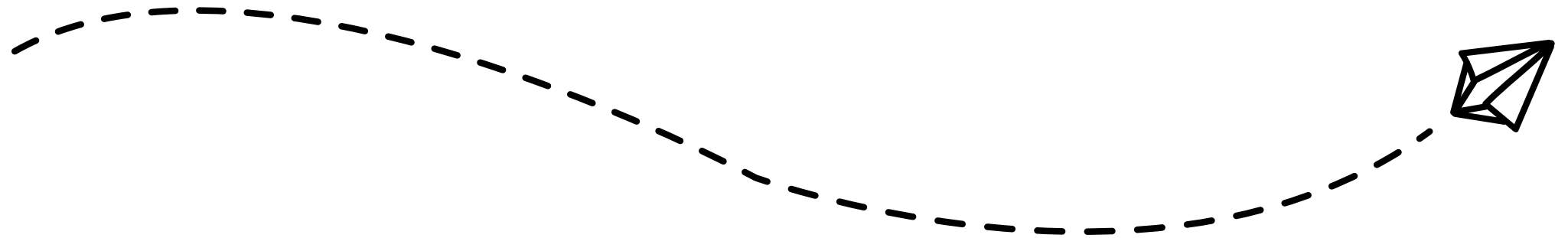


# Every Child Ready Standards & Texas Prekindergarten Guidelines Alignment



# **Every Child Ready Standards & Texas Prekindergarten Guidelines Alignment**



## DOMAIN: APPROACHES TO LEARNING

### SUBDOMAIN: APPROACHES TO LEARNING

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
ATL.1.AA	Purposeful and Creative Play	-	<b>PK4.VIII.A.1</b> Child uses a variety of art materials for sensory experiences and exploration.
ATL.1.A	Purposeful and Creative Play	-	-
ATL.1.B	Purposeful and Creative Play	-	<b>PK4.I.C.4</b> Child increasingly interacts with peers during cooperative play scenarios that share a common plan and goal. <b>PK4.VIII.C.1</b> Child creates or recreates stories, moods, or experiences through dramatic representations.
ATL.1.C	Purposeful and Creative Play	-	<b>PK4.I.C.4</b> Child increasingly interacts with peers during cooperative play scenarios that share a common plan and goal. <b>PK4.VIII.C.1</b> Child creates or recreates stories, moods, or experiences through dramatic representations.
ATL.1.D	Purposeful and Creative Play	-	<b>PK4.I.C.4</b> Child increasingly interacts with peers during cooperative play scenarios that share a common plan and goal. <b>PK4.VIII.C.1</b> Child creates or recreates stories, moods, or experiences through dramatic representations.
ATL.1.E	Purposeful and Creative Play	-	<b>PK4.I.C.4</b> Child increasingly interacts with peers during cooperative play scenarios that share a common plan and goal. <b>PK4.VIII.C.1</b> Child creates or recreates stories, moods, or experiences through dramatic representations.
ATL.2.AA	Cooperative Learning and Play	<b>PK3.I.C.4</b> Child enjoys parallel and associative play with peers.	<b>PK4.I.C.4</b> Child increasingly interacts with peers during cooperative play scenarios that share a common plan and goal. <b>PK4.I.C.7</b> Child interacts with peers and has preferred friends.
ATL.2.A	Cooperative Learning and Play	<b>PK3.I.C.4</b> Child enjoys parallel and associative play with peers.	<b>PK4.I.C.4</b> Child increasingly interacts with peers during cooperative play scenarios that share a common plan and goal. <b>PK4.I.C.7</b> Child interacts with peers and has preferred friends.
ATL.2.B	Cooperative Learning and Play	<b>PK3.I.C.4</b> Child enjoys parallel and associative play with peers.	<b>PK4.I.C.4</b> Child increasingly interacts with peers during cooperative play scenarios that share a common plan and goal. <b>PK4.I.C.7</b> Child interacts with peers and has preferred friends.
ATL.2.C	Cooperative Learning and Play	<b>PK3.I.C.4</b> Child enjoys parallel and associative play with peers.	<b>PK4.I.C.4</b> Child increasingly interacts with peers during cooperative play scenarios that share a common plan and goal. <b>PK4.I.C.7</b> Child interacts with peers and has preferred friends.

## DOMAIN: APPROACHES TO LEARNING

### SUBDOMAIN: APPROACHES TO LEARNING

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
ATL.2.D	Cooperative Learning and Play	-	<b>PK4.I.C.4</b> Child increasingly interacts with peers during cooperative play scenarios that share a common plan and goal. <b>PK4.I.C.7</b> Child interacts with peers and has preferred friends.
ATL.2.E	Cooperative Learning and Play	-	<b>PK4.I.C.4</b> Child increasingly interacts with peers during cooperative play scenarios that share a common plan and goal. <b>PK4.I.C.7</b> Child interacts with peers and has preferred friends.
ATL.3.AA	Curiosity and Persistence	<b>PK3.I.A.4</b> Child shows initiative in trying new activities but may not persist when obstacles or challenges arise.	<b>PK4.I.A.4</b> Child shows initiative in trying new activities and demonstrates perseverance when attempting to overcome obstacles or challenges.
ATL.3.A	Curiosity and Persistence	<b>PK3.I.A.4</b> Child shows initiative in trying new activities but may not persist when obstacles or challenges arise.	<b>PK4.I.A.4</b> Child shows initiative in trying new activities and demonstrates perseverance when attempting to overcome obstacles or challenges. <b>PK4.VIII.A.1</b> Child uses a variety of art materials for sensory experiences and exploration.
ATL.3.B	Curiosity and Persistence	<b>PK3.I.A.4</b> Child shows initiative in trying new activities but may not persist when obstacles or challenges arise.	<b>PK4.I.A.4</b> Child shows initiative in trying new activities and demonstrates perseverance when attempting to overcome obstacles or challenges. <b>PK4.I.B.3.a</b> Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed.
ATL.3.C	Curiosity and Persistence	-	<b>PK4.I.A.4</b> Child shows initiative in trying new activities and demonstrates perseverance when attempting to overcome obstacles or challenges.
ATL.3.D	Curiosity and Persistence	-	<b>PK4.I.A.4</b> Child shows initiative in trying new activities and demonstrates perseverance when attempting to overcome obstacles or challenges.
ATL.3.E	Curiosity and Persistence	-	<b>PK4.I.A.4</b> Child shows initiative in trying new activities and demonstrates perseverance when attempting to overcome obstacles or challenges.
ATL.4.AA	Self-Monitoring	<b>PK3.II.A.1</b> Child responds to situations in ways that demonstrate an understanding of what has been communicated. <b>PK3.II.B.1</b> Child uses language to communicate basic needs and wants.	<b>PK4.II.A.1</b> Child shows understanding by responding appropriately to what has been communicated by adults and peers. <b>PK4.II.B.1</b> Child uses language for multiple purposes.
ATL.4.A	Self-Monitoring	<b>PK3.II.A.1</b> Child responds to situations in ways that demonstrate an understanding of what has been communicated. <b>PK3.II.B.1</b> Child uses language to communicate basic needs and wants.	<b>PK4.II.A.1</b> Child shows understanding by responding appropriately to what has been communicated by adults and peers. <b>PK4.II.B.1</b> Child uses language for multiple purposes.



## DOMAIN: APPROACHES TO LEARNING

### SUBDOMAIN: APPROACHES TO LEARNING

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
ATL.4.B	Self-Monitoring	<b>PK3.II.A.1</b> Child responds to situations in ways that demonstrate an understanding of what has been communicated. <b>PK3.II.B.1</b> Child uses language to communicate basic needs and wants.	<b>PK4.II.A.1</b> Child shows understanding by responding appropriately to what has been communicated by adults and peers. <b>PK4.II.B.1</b> Child uses language for multiple purposes.
ATL.4.C	Self-Monitoring	-	<b>PK4.I.B.3.a</b> Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed.
ATL.4.D	Self-Monitoring	-	-
ATL.4.E	Self-Monitoring	-	-
ATL.5.AA	Flexible Thinking	<b>PK3.I.B.1.c</b> Child manages own behavior with adult guidance and assistance.	<b>PK4.I.B.1.c</b> Child regulates own behavior with occasional reminders or assistance from adults.
ATL.5.A	Flexible Thinking	<b>PK3.I.B.1.c</b> Child manages own behavior with adult guidance and assistance.	<b>PK4.I.B.1.c</b> Child regulates own behavior with occasional reminders or assistance from adults.
ATL.5.B	Flexible Thinking	<b>PK3.I.B.1.c</b> Child manages own behavior with adult guidance and assistance.	<b>PK4.I.B.1.c</b> Child regulates own behavior with occasional reminders or assistance from adults.
ATL.5.C	Flexible Thinking	<b>PK3.I.B.1.c</b> Child manages own behavior with adult guidance and assistance.	<b>PK4.I.B.1.c</b> Child regulates own behavior with occasional reminders or assistance from adults.
ATL.5.D	Flexible Thinking	<b>PK3.I.C.5</b> Child seeks adult help when experiencing conflicts with another child.	<b>PK4.I.C.5</b> Child initiates problem-solving strategies when experiencing conflicts with others and seeks adult support when necessary.
ATL.5.E	Flexible Thinking	<b>PK3.I.A.4</b> Child shows initiative in trying new activities but may not persist when obstacles or challenges arise.	<b>PK4.I.A.4</b> Child shows initiative in trying new activities and demonstrates perseverance when attempting to overcome obstacles or challenges.

## DOMAIN: APPROACHES TO LEARNING

### SUBDOMAIN: APPROACHES TO LEARNING

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
ATL.6.AA	Attention	<b>PK3.I.B.3.b</b> Child remains focused on engaging, teacher-led group activities for up to 10–15 minutes at a time.	<b>PK4.I.B.3.a</b> Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed. <b>PK4.I.B.3.b</b> Child remains focused on engaging, teacher-led group activities for up to 20 minutes.
ATL.6.A	Attention	<b>PK3.I.B.3.b</b> Child remains focused on engaging, teacher-led group activities for up to 10–15 minutes at a time.	<b>PK4.I.B.3.a</b> Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed. <b>PK4.I.B.3.b</b> Child remains focused on engaging, teacher-led group activities for up to 20 minutes.
ATL.6.B	Attention	<b>PK3.I.B.3.b</b> Child remains focused on engaging, teacher-led group activities for up to 10–15 minutes at a time.	<b>PK4.I.B.3.a</b> Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed. <b>PK4.I.B.3.b</b> Child remains focused on engaging, teacher-led group activities for up to 20 minutes.
ATL.6.C	Attention	<b>PK3.I.B.3.b</b> Child remains focused on engaging, teacher-led group activities for up to 10–15 minutes at a time.	<b>PK4.I.B.3.a</b> Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed. <b>PK4.I.B.3.b</b> Child remains focused on engaging, teacher-led group activities for up to 20 minutes.
ATL.6.D	Attention	-	<b>PK4.I.B.3.a</b> Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed. <b>PK4.I.B.3.b</b> Child remains focused on engaging, teacher-led group activities for up to 20 minutes.
ATL.6.E	Attention	-	-
ATL.7.AA	Cognitive Self-Regulation and Inhibition	<b>PK3.I.B.1.a</b> Child follows simple rules and routines when assisted by adults. <b>PK3.I.B.1.c</b> Child manages own behavior with adult guidance and assistance.	<b>PK4.I.B.1.a</b> Child follows classroom rules and routines with occasional reminders from adults. <b>PK4.I.B.1.c</b> Child regulates own behavior with occasional reminders or assistance from adults.
ATL.7.A	Cognitive Self-Regulation and Inhibition	<b>PK3.I.B.1.a</b> Child follows simple rules and routines when assisted by adults. <b>PK3.I.B.1.c</b> Child manages own behavior with adult guidance and assistance. <b>PK3.II.A.2</b> Child shows understanding by following two-step verbal directions.	<b>PK4.I.B.1.a</b> Child follows classroom rules and routines with occasional reminders from adults. <b>PK4.I.B.1.c</b> Child regulates own behavior with occasional reminders or assistance from adults.
ATL.7.B	Cognitive Self-Regulation and Inhibition	<b>PK3.I.B.1.a</b> Child follows simple rules and routines when assisted by adults. <b>PK3.I.B.1.c</b> Child manages own behavior with adult guidance and assistance.	<b>PK4.I.B.1.a</b> Child follows classroom rules and routines with occasional reminders from adults. <b>PK4.I.B.1.c</b> Child regulates own behavior with occasional reminders or assistance from adults.

## DOMAIN: APPROACHES TO LEARNING

### SUBDOMAIN: APPROACHES TO LEARNING

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
ATL.7.C	Cognitive Self-Regulation and Inhibition	-	<b>PK4.I.B.1.a</b> Child follows classroom rules and routines with occasional reminders from adults. <b>PK4.I.B.1.c</b> Child regulates own behavior with occasional reminders or assistance from adults.
ATL.7.D	Cognitive Self-Regulation and Inhibition	-	<b>PK4.I.B.3.a</b> Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed. <b>PK4.I.B.3.b</b> Child remains focused on engaging, teacher-led group activities for up to 20 minutes.
ATL.7.E	Cognitive Self-Regulation and Inhibition	-	-
ATL.8.AA	Planning and Organization	-	-
ATL.8.A	Planning and Organization	<b>PK3.II.A.2</b> Child shows understanding by following two-step verbal directions.	<b>PK4.II.A.2</b> Child shows understanding by following three-step verbal directions.
ATL.8.B	Planning and Organization	<b>PK3.I.B.1.a</b> Child follows simple rules and routines when assisted by adults. <b>PK3.I.B.1.c</b> Child manages own behavior with adult guidance and assistance.	<b>PK4.I.B.1.a</b> Child follows classroom rules and routines with occasional reminders from adults. <b>PK4.I.B.1.c</b> Child regulates own behavior with occasional reminders or assistance from adults.
ATL.8.C	Planning and Organization	<b>PK3.I.B.3.a</b> Child focuses attention on one task at a time but may not stay with it to completion.	<b>PK4.I.B.3.a</b> Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed. <b>PK4.I.C.4</b> Child increasingly interacts with peers during cooperative play scenarios that share a common plan and goal.
ATL.8.D	Planning and Organization	-	<b>PK4.I.B.3.a</b> Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed. <b>PK4.I.C.4</b> Child increasingly interacts with peers during cooperative play scenarios that share a common plan and goal.
ATL.8.E	Planning and Organization	-	-
ATL.9.AA	Integrating Knowledge	<b>PK3.II.B.3</b> Child is able to communicate basic information in familiar social settings.	<b>PK4.II.B.3</b> Child provides appropriate information in various settings.

## DOMAIN: APPROACHES TO LEARNING

### SUBDOMAIN: APPROACHES TO LEARNING

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
ATL.9.A	Integrating Knowledge	<b>PK3.II.B.4</b> Child begins to use appropriate language for different situations.	<b>PK4.II.B.4</b> Child matches language to social contexts.
ATL.9.B	Integrating Knowledge	-	-
ATL.9.C	Integrating Knowledge	<b>PK3.IV.B.1</b> Child discusses and contributes ideas for drafts composed in whole/small group writing activities with adult prompting.	<b>PK4.IV.B.1</b> Child discusses and contributes ideas for drafts composed in whole/small group writing activities.
ATL.9.D	Integrating Knowledge	<b>PK3.III.D.4</b> Child attempts to make predictions by looking at the cover of a book or the pictures within a story.	<b>PK4.III.D.4</b> Child makes inferences and predictions about a text.
ATL.9.E	Integrating Knowledge	-	<b>PK4.III.D.4</b> Child makes inferences and predictions about a text.

## DOMAIN: CREATIVE ARTS

### SUBDOMAIN: CREATIVE ARTS

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
C-ARTS.1.AA	Dance and Movement	-	<b>PK4.IX.A.2</b> Child coordinates sequence of movements to perform tasks. <b>PK4.VIII.B.1</b> Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms. <b>PK4.VIII.B.2</b> Child responds to different musical styles through movement and play.
C-ARTS.1.A	Dance and Movement	<b>PK3.IX.A.2</b> Child engages in movement sequences with adult support.	<b>PK4.IX.A.2</b> Child coordinates sequence of movements to perform tasks. <b>PK4.VIII.B.1</b> Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms. <b>PK4.VIII.B.2</b> Child responds to different musical styles through movement and play.



## DOMAIN: CREATIVE ARTS

### SUBDOMAIN: CREATIVE ARTS

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
C-ARTS.1.B	Dance and Movement	PK3.IX.A.2 Child engages in movement sequences with adult support.	PK4.IX.A.2 Child coordinates sequence of movements to perform tasks. PK4.VIII.B.1 Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms. PK4.VIII.B.2 Child responds to different musical styles through movement and play.
C-ARTS.1.C	Dance and Movement	-	PK4.IX.A.2 Child coordinates sequence of movements to perform tasks. PK4.VIII.B.1 Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms. PK4.VIII.B.2 Child responds to different musical styles through movement and play.
C-ARTS.1.D	Dance and Movement	-	PK4.IX.A.2 Child coordinates sequence of movements to perform tasks. PK4.VIII.B.1 Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms. PK4.VIII.B.2 Child responds to different musical styles through movement and play.
C-ARTS.1.E	Dance and Movement	-	PK4.IX.A.2 Child coordinates sequence of movements to perform tasks. PK4.VIII.B.1 Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms. PK4.VIII.B.2 Child responds to different musical styles through movement and play.
C-ARTS.2.AA	Dramatic Play	-	PK4.VIII.C.1 Child creates or recreates stories, moods, or experiences through dramatic representations.
C-ARTS.2.A	Dramatic Play	-	PK4.VIII.C.1 Child creates or recreates stories, moods, or experiences through dramatic representations.
C-ARTS.2.B	Dramatic Play	-	PK4.VIII.C.1 Child creates or recreates stories, moods, or experiences through dramatic representations.

## DOMAIN: CREATIVE ARTS

### SUBDOMAIN: CREATIVE ARTS

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
C-ARTS.2.C	Dramatic Play	-	<p><b>PK4.VIII.C.1</b> Child creates or recreates stories, moods, or experiences through dramatic representations.</p> <p><b>PK4.I.C.3</b> Child shows competence in initiating social interactions.</p> <p><b>PK4.I.C.4</b> Child increasingly interacts with peers during cooperative play scenarios that share a common plan and goal.</p>
C-ARTS.2.D	Dramatic Play	-	<p><b>PK4.VIII.C.1</b> Child creates or recreates stories, moods, or experiences through dramatic representations.</p> <p><b>PK4.I.C.3</b> Child shows competence in initiating social interactions.</p> <p><b>PK4.I.C.4</b> Child increasingly interacts with peers during cooperative play scenarios that share a common plan and goal.</p>
C-ARTS.2.E	Dramatic Play	-	<p><b>PK4.VIII.C.1</b> Child creates or recreates stories, moods, or experiences through dramatic representations.</p> <p><b>PK4.I.C.3</b> Child shows competence in initiating social interactions.</p> <p><b>PK4.I.C.4</b> Child increasingly interacts with peers during cooperative play scenarios that share a common plan and goal.</p>
C-ARTS.3.AA	Visual Arts	-	<p><b>PK4.VIII.A.1</b> Child uses a variety of art materials for sensory experience and exploration.</p>
C-ARTS.3.A	Visual Arts	-	<p><b>PK4.VIII.A.1</b> Child uses a variety of art materials for sensory experience and exploration.</p> <p><b>PK4.VIII.A.2</b> Child uses art as a form of creative self-expression and representation.</p>
C-ARTS.3.B	Visual Arts	-	<p><b>PK4.VIII.A.2</b> Child uses art as a form of creative self-expression and representation.</p>
C-ARTS.3.C	Visual Arts	-	<p><b>PK4.VIII.A.1</b> Child uses a variety of art materials for sensory experience and exploration.</p> <p><b>PK4.VIII.A.2</b> Child uses art as a form of creative self-expression and representation.</p>
C-ARTS.3.D	Visual Arts	-	<p><b>PK4.VIII.A.1</b> Child uses a variety of art materials for sensory experience and exploration.</p> <p><b>PK4.VIII.A.2</b> Child uses art as a form of creative self-expression and representation.</p>

## DOMAIN: CREATIVE ARTS

### SUBDOMAIN: CREATIVE ARTS

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
C-ARTS.3.E	Visual Arts	-	-
C-ARTS.4.AA	Music	-	<b>PK4.VIII.B.2</b> Child responds to different musical styles through movement and play.
C-ARTS.4.A	Music	-	<b>PK4.VIII.B.1</b> Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms. <b>PK4.VIII.B.2</b> Child responds to different musical styles through movement and play.
C-ARTS.4.B	Music	-	<b>PK4.VIII.B.1</b> Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms.
C-ARTS.4.C	Music	-	<b>PK4.VIII.B.2</b> Child responds to different musical styles through movement and play.
C-ARTS.4.D	Music	-	<b>PK4.VIII.B.1</b> Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms.
C-ARTS.4.E	Music	-	<b>PK4.VIII.B.1</b> Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms.
C-ARTS.5.AA	Creative Art Appreciation	-	<b>PK4.VIII.A.2</b> Child uses art as a form of creative self-expression and representation. <b>PK4.VIII.A.3</b> Child demonstrates interest in and shows appreciation for the creative work of others.

## DOMAIN: CREATIVE ARTS

### SUBDOMAIN: CREATIVE ARTS

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
C-ARTS.5.A	Creative Art Appreciation	-	<b>PK4.VIII.A.3</b> Child demonstrates interest in and shows appreciation for the creative work of others.
C-ARTS.5.B	Creative Art Appreciation	-	<b>PK4.VIII.A.2</b> Child uses art as a form of creative self-expression and representation.
C-ARTS.5.C	Creative Art Appreciation	-	<b>PK4.VIII.A.3</b> Child demonstrates interest in and shows appreciation for the creative work of others.
C-ARTS.5.D	Creative Art Appreciation	-	<b>PK4.VIII.A.3</b> Child demonstrates interest in and shows appreciation for the creative work of others.
C-ARTS.5.E	Creative Art Appreciation	-	<b>PK4.VIII.A.3</b> Child demonstrates interest in and shows appreciation for the creative work of others.

## DOMAIN: LANGUAGE & LITERACY

### SUBDOMAIN: ALPHABET KNOWLEDGE

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
LL-AK.1.AA	Letter Identification	<b>PK3.III.C.1</b> Child shows awareness of letters by singing alphabet songs and recognizing some frequently encountered letters (e.g., first letter of name or letters in environmental print).	<b>PK4.III.C.1</b> Child recognizes and names at least 20 letters (upper- or lowercase letters).
LL-AK.1.A	Letter Identification	<b>PK3.III.C.1</b> Child shows awareness of letters by singing alphabet songs and recognizing some frequently encountered letters (e.g., first letter of name or letters in environmental print).	<b>PK4.III.C.1</b> Child recognizes and names at least 20 letters (upper- or lowercase letters).

## DOMAIN: LANGUAGE & LITERACY

### SUBDOMAIN: ALPHABET KNOWLEDGE

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
LL-AK.1.B	Letter Identification	-	<b>PK4.III.C.1</b> Child recognizes and names at least 20 letters (upper- or lowercase letters).
LL-AK.1.C	Letter Identification	-	<b>PK4.III.C.1</b> Child recognizes and names at least 20 letters (upper- or lowercase letters).
LL-AK.1.D	Letter Identification	-	<b>PK4.III.C.1</b> Child recognizes and names at least 20 letters (upper- or lowercase letters).
LL-AK.1.E	Letter Identification	-	<b>PK4.III.C.1</b> Child recognizes and names at least 20 letters (upper- or lowercase letters).
LL-AK.2.AA	Letter Sounds	<b>PK3.III.C.2</b> Child identifies the letter associated with the sound of the first letter of his name. <b>PK3.III.C.3</b> Child produces the correct sound for the first letter of his name.	<b>PK4.III.C.2</b> Child recognizes at least 20 distinct letter-sound correspondences. <b>PK4.III.C.3</b> Child produces at least 20 distinct letter-sound correspondences.
LL-AK.2.A	Letter Sounds	-	<b>PK4.III.C.2</b> Child recognizes at least 20 distinct letter-sound correspondences. <b>PK4.III.C.3</b> Child produces at least 20 distinct letter-sound correspondences.
LL-AK.2.B	Letter Sounds	-	<b>PK4.III.C.2</b> Child recognizes at least 20 distinct letter-sound correspondences. <b>PK4.III.C.3</b> Child produces at least 20 distinct letter-sound correspondences.



## DOMAIN: LANGUAGE & LITERACY

### SUBDOMAIN: ALPHABET KNOWLEDGE

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
LL-AK.2.C	Letter Sounds	-	<b>PK4.III.C.2</b> Child recognizes at least 20 distinct letter-sound correspondences. <b>PK4.III.C.3</b> Child produces at least 20 distinct letter-sound correspondences.
LL-AK.2.D	Letter Sounds	-	<b>PK4.III.C.2</b> Child recognizes at least 20 distinct letter-sound correspondences. <b>PK4.III.C.3</b> Child produces at least 20 distinct letter-sound correspondences.
LL-AK.2.E	Letter Sounds	-	<b>PK4.III.C.2</b> Child recognizes at least 20 distinct letter-sound correspondences. <b>PK4.III.C.3</b> Child produces at least 20 distinct letter-sound correspondences.

## DOMAIN: LANGUAGE & LITERACY

### SUBDOMAIN: BOOK KNOWLEDGE

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
LL-BK.1.AA	Book Appreciation	<b>PK3.III.A.1</b> Child demonstrates an interest in pictures, text, and stories read aloud.	<b>PK4.III.A.1</b> Child engages in story-related pre-reading activities.
LL-BK.1.A	Book Appreciation	<b>PK3.III.E.2</b> Child handles books with increasing skill and imitates reading with awareness of directionality (e.g., imitates reading text across a page).	<b>PK4.III.A.1</b> Child engages in story-related pre-reading activities.
LL-BK.1.B	Book Appreciation	<b>PK3.III.A.1</b> Child demonstrates an interest in pictures, text, and stories read aloud.	<b>PK4.III.A.1</b> Child engages in story-related pre-reading activities. <b>PK4.III.A.2</b> Child self-selects books and other written materials to engage in pre-reading behaviors.
LL-BK.1.C	Book Appreciation	<b>PK3.III.A.1</b> Child demonstrates an interest in pictures, text, and stories read aloud.	<b>PK4.III.A.1</b> Child engages in story-related pre-reading activities. <b>PK4.III.A.2</b> Child self-selects books and other written materials to engage in pre-reading behaviors.
LL-BK.1.D	Book Appreciation	<b>PK3.III.A.2</b> Child tells a story by looking at pictures or from memory.	<b>PK4.III.A.1</b> Child engages in story-related pre-reading activities. <b>PK4.III.A.2</b> Child self-selects books and other written materials to engage in pre-reading behaviors.

## DOMAIN: LANGUAGE & LITERACY

### SUBDOMAIN: BOOK KNOWLEDGE

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
LL-BK.1.E	Book Appreciation	-	<b>PK4.III.A.1</b> Child engages in story-related pre-reading activities.
LL-BK.2.AA	Book Exploration	<b>PK3.III.E.2</b> Child handles books with increasing skill and imitates reading with awareness of directionality (e.g., imitates reading text across a page).	<b>PK4.III.E.2</b> Child holds books right side up and demonstrates understanding of print directionality (e.g., knows where a book starts and ends, turns pages, points to words left to right, top to bottom, with correct sweeping).
LL-BK.2.A	Book Exploration	<b>PK3.III.E.2</b> Child handles books with increasing skill and imitates reading with awareness of directionality (e.g., imitates reading text across a page).	<b>PK4.III.E.2</b> Child holds books right side up and demonstrates understanding of print directionality (e.g., knows where a book starts and ends, turns pages, points to words left to right, top to bottom, with correct sweeping).
LL-BK.2.B	Book Exploration	<b>PK3.III.A.2</b> Child tells a story by looking at pictures or from memory.	-
LL-BK.2.C	Book Exploration	<b>PK3.III.A.2</b> Child tells a story by looking at pictures or from memory.	-
LL-BK.2.D	Book Exploration	<b>PK3.III.E.2</b> Child handles books with increasing skill and imitates reading with awareness of directionality (e.g., imitates reading text across a page).	<b>PK4.III.E.2</b> Child holds books right side up and demonstrates understanding of print directionality (e.g., knows where a book starts and ends, turns pages, points to words left to right, top to bottom, with correct sweeping).
LL-BK.2.E	Book Exploration	<b>PK3.III.E.3</b> Child begins to notice the basic features of print (e.g., repeating words, space between words, punctuation vs. letters).	-
LL-BK.3.AA	Print Awareness	<b>PK3.III.A.3</b> Child notices and connects meaning to environmental print.	<b>PK4.III.E.1</b> Child can distinguish between elements of print including letters, words, and pictures.
LL-BK.3.A	Print Awareness	<b>PK3.III.A.3</b> Child notices and connects meaning to environmental print.	<b>PK4.III.A.3</b> Child recognizes that all print carries meaning and serves as a means for communication. <b>PK4.III.E.1</b> Child can distinguish between elements of print including letters, words, and pictures.

## DOMAIN: LANGUAGE & LITERACY

### SUBDOMAIN: BOOK KNOWLEDGE

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
LL-BK.3.B	Print Awareness	<b>PK3.III.A.3</b> Child notices and connects meaning to environmental print. <b>PK3.III.E.1</b> Child can distinguish between pictures and print.	<b>PK4.III.A.3</b> Child recognizes that all print carries meaning and serves as a means for communication. <b>PK4.III.E.1</b> Child can distinguish between elements of print including letters, words, and pictures.
LL-BK.3.C	Print Awareness	<b>PK3.III.A.3</b> Child notices and connects meaning to environmental print.	<b>PK4.III.A.3</b> Child recognizes that all print carries meaning and serves as a means for communication. <b>PK4.III.E.1</b> Child can distinguish between elements of print including letters, words, and pictures.
LL-BK.3.D	Print Awareness	<b>PK3.III.A.3</b> Child notices and connects meaning to environmental print.	<b>PK4.III.A.3</b> Child recognizes that all print carries meaning and serves as a means for communication. <b>PK4.III.E.1</b> Child can distinguish between elements of print including letters, words, and pictures.
LL-BK.3.E	Print Awareness	<b>PK3.III.E.3</b> Child begins to notice the basic features of print (e.g., repeating words, space between words, punctuation vs. letters).	<b>PK4.III.E.3</b> Child can identify some conventional features of print that communicate meaning including end punctuation and case.

## DOMAIN: LANGUAGE & LITERACY

### SUBDOMAIN: PHONOLOGICAL AWARENESS

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
LL-PA.1.AA	Compound Words	<b>PK3.III.B.1</b> Child recognizes when a word in a spoken sentence is changed.	<b>PK4.III.B.1</b> Child identifies the individual words in a spoken sentence.
LL-PA.1.A	Compound Words	<b>PK3.III.B.3</b> Child recognizes the individual words in a compound word.	-
LL-PA.1.B	Compound Words	<b>PK3.III.B.3</b> Child recognizes the individual words in a compound word.	<b>PK4.III.B.3</b> Child uses two familiar base words to form a compound word with pictorial or gestural supports. <b>PK4.III.B.4</b> Child manipulates compound words with pictorial or gestural support.
LL-PA.1.C	Compound Words	-	<b>PK4.III.B.4</b> Child manipulates compound words with pictorial or gestural support.

## DOMAIN: LANGUAGE & LITERACY

### SUBDOMAIN: PHONOLOGICAL AWARENESS

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
LL-PA.1.D	Compound Words	-	<b>PK4.III.B.4</b> Child manipulates compound words with pictorial or gestural support.
LL-PA.1.E	Compound Words	-	<b>PK4.III.B.4</b> Child manipulates compound words with pictorial or gestural support.
LL-PA.2.AA	Syllables	<b>PK3.III.B.5</b> Child participates in oral syllabication activities.	-
LL-PA.2.A	Syllables	<b>PK3.III.B.5</b> Child participates in oral syllabication activities.	-
LL-PA.2.B	Syllables	-	<b>PK4.III.B.5</b> Child begins to blend and segment syllables in multisyllabic words.
LL-PA.2.C	Syllables	-	<b>PK4.III.B.5</b> Child begins to blend and segment syllables in multisyllabic words.
LL-PA.2.D	Syllables	-	<b>PK4.III.B.5</b> Child begins to blend and segment syllables in multisyllabic words.
LL-PA.2.E	Syllables	-	<b>PK4.III.B.5</b> Child begins to blend and segment syllables in multisyllabic words.
LL-PA.3.AA	Rhyme	<b>PK3.III.B.6</b> Child uses rhyming words through playful activities such as songs, nursery rhymes, and fingerplay. <b>PK3.II.C.2</b> Child begins to mimic intonation of language through songs and finger play.	<b>PK4.II.C.2</b> Child demonstrates growing understanding of the intonation of language.

## DOMAIN: LANGUAGE & LITERACY

### SUBDOMAIN: PHONOLOGICAL AWARENESS

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
LL-PA.3.A	Rhyme	<b>PK3.III.B.6</b> Child uses rhyming words through playful activities such as songs, nursery rhymes, and fingerplay.	<b>PK4.II.C.2</b> Child demonstrates growing understanding of the intonation of language.
LL-PA.3.B	Rhyme	<b>PK3.III.B.6</b> Child uses rhyming words through playful activities such as songs, nursery rhymes, and fingerplay. <b>PK3.III.B.2</b> Child begins to distinguish differences between similar-sounding words.	<b>PK4.III.B.6</b> Child identifies rhyming words.
LL-PA.3.C	Rhyme	<b>PK3.III.B.2</b> Child begins to distinguish differences between similar-sounding words.	<b>PK4.III.B.6</b> Child identifies rhyming words.
LL-PA.3.D	Rhyme	-	<b>PK4.III.B.2</b> Child distinguishes differences between similar-sounding words. <b>PK4.III.B.6</b> Child identifies rhyming words.
LL-PA.3.E	Rhyme	-	<b>PK4.III.B.6</b> Child identifies rhyming words.
LL-PA.4.AA	Isolating Sounds	<b>PK3.III.B.7</b> Child uses alliteration through playful activities such as songs and read alouds.	<b>PK4.III.B.2</b> Child distinguishes differences between similar-sounding words. <b>PK4.III.B.7</b> Child uses alliteration through playful activities such as songs and read alouds.
LL-PA.4.A	Isolating Sounds	<b>PK3.III.B.7</b> Child uses alliteration through playful activities such as songs and read alouds.	<b>PK4.III.B.2</b> Child distinguishes differences between similar-sounding words.
LL-PA.4.B	Isolating Sounds	<b>PK3.III.B.7</b> Child uses alliteration through playful activities such as songs and read alouds.	<b>PK4.III.B.2</b> Child distinguishes differences between similar-sounding words.
LL-PA.4.C	Isolating Sounds	<b>PK3.III.B.7</b> Child uses alliteration through playful activities such as songs and read alouds.	<b>PK4.III.B.2</b> Child distinguishes differences between similar-sounding words.
LL-PA.4.D	Isolating Sounds	-	-



## DOMAIN: LANGUAGE & LITERACY

### SUBDOMAIN: PHONOLOGICAL AWARENESS

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
LL-PA.4.E	Isolating Sounds	-	-
LL-PA.5.AA	Onset-Rime	<b>PK3.III.B.8</b> Child participates in onset-rime blending activities (in English only).	<b>PK4.III.B.8</b> Child identifies a familiar one-syllable word that is segmented by onset and rime (in English only).
LL-PA.5.A	Onset-Rime	<b>PK3.III.B.8</b> Child participates in onset-rime blending activities (in English only).	<b>PK4.III.B.8</b> Child identifies a familiar one-syllable word that is segmented by onset and rime (in English only).
LL-PA.5.B	Onset-Rime	<b>PK3.III.B.8</b> Child participates in onset-rime blending activities (in English only).	<b>PK4.III.B.8</b> Child identifies a familiar one-syllable word that is segmented by onset and rime (in English only).
LL-PA.5.C	Onset-Rime	<b>PK3.III.B.8</b> Child participates in onset-rime blending activities (in English only).	<b>PK4.III.B.8</b> Child identifies a familiar one-syllable word that is segmented by onset and rime (in English only).
LL-PA.5.D	Onset-Rime	-	<b>PK4.III.B.8</b> Child identifies a familiar one-syllable word that is segmented by onset and rime (in English only).
LL-PA.5.E	Onset-Rime	-	<b>PK4.III.B.8</b> Child identifies a familiar one-syllable word that is segmented by onset and rime (in English only).
LL-PA.6.AA	Phonemes	<b>PK3.III.B.7</b> Child uses alliteration through playful activities such as songs and read alouds.	<b>PK4.III.B.9</b> Child blends and segments one-syllable words by phonemes with visual or gestural support. <b>PK4.III.B.7</b> Child identifies alliterative words with pictorial support.
LL-PA.6.A	Phonemes	-	<b>PK4.III.B.9</b> Child blends and segments one-syllable words by phonemes with visual or gestural support.

## DOMAIN: LANGUAGE & LITERACY

### SUBDOMAIN: PHONOLOGICAL AWARENESS

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
LL-PA.6.B	Phonemes	-	<b>PK4.III.B.9</b> Child blends and segments one-syllable words by phonemes with visual or gestural support.
LL-PA.6.C	Phonemes	-	<b>PK4.III.B.9</b> Child blends and segments one-syllable words by phonemes with visual or gestural support.
LL-PA.6.D	Phonemes	-	<b>PK4.III.B.9</b> Child blends and segments one-syllable words by phonemes with visual or gestural support.
LL-PA.6.E	Phonemes	-	<b>PK4.III.B.9</b> Child blends and segments one-syllable words by phonemes with visual or gestural support.

## DOMAIN: LANGUAGE & LITERACY

### SUBDOMAIN: LANGUAGE COMPREHENSION

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
LL-LC.1.AA	Receptive Language	<b>PK3.II.A.1</b> Child responds to situations in ways that demonstrate an understanding of what has been communicated. <b>PK3.II.D.1</b> Child understands (receptive) and uses (expressive) expected words to label and describe common objects, people, places, actions, and events. <b>PK3.II.D.3</b> Child shows a steady increase in understanding (receptive) and using (expressive) language learned from books, conversations, and play.	<b>PK4.II.A.1</b> Child shows understanding by responding appropriately to what has been communicated by adults and peers. <b>PK4.II.D.1</b> Child understands (receptive) and uses (expressive) a wide variety of words to label, describe and make connections among objects, people, places, actions, and events.
LL-LC.1.A	Receptive Language	<b>PK3.II.A.1</b> Child responds to situations in ways that demonstrate an understanding of what has been communicated. <b>PK3.II.D.1</b> Child understands (receptive) and uses (expressive) expected words to label and describe common objects, people, places, actions, and events. <b>PK3.II.D.3</b> Child shows a steady increase in understanding (receptive) and using (expressive) language learned from books, conversations, and play.	<b>PK4.II.A.1</b> Child shows understanding by responding appropriately to what has been communicated by adults and peers. <b>PK4.II.D.1</b> Child understands (receptive) and uses (expressive) a wide variety of words to label, describe and make connections among objects, people, places, actions, and events.

## DOMAIN: LANGUAGE & LITERACY

### SUBDOMAIN: LANGUAGE COMPREHENSION

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
LL-LC.1.B	Receptive Language	<p><b>PK3.II.A.2</b> Child shows understanding by following two-step verbal directions.</p> <p><b>PK3.II.D.1</b> Child understands (receptive) and uses (expressive) expected words to label and describe common objects, people, places, actions, and events.</p> <p><b>PK3.II.D.2</b> Child understands (receptive) the instructional language of the classroom.</p> <p><b>PK3.II.D.3</b> Child shows a steady increase in understanding (receptive) and using (expressive) language learned from books, conversations, and play.</p>	<p><b>PK4.II.A.2</b> Child shows understanding by following three-step verbal directions.</p> <p><b>PK4.II.D.1</b> Child understands (receptive) and uses (expressive) a wide variety of words to label, describe and make connections among objects, people, places, actions, and events.</p> <p><b>PK4.II.D.2</b> Child understands (receptive) and uses (expressive) the instructional language of the classroom.</p>
LL-LC.1.C	Receptive Language	<p><b>PK3.II.D.1</b> Child understands (receptive) and uses (expressive) expected words to label and describe common objects, people, places, actions, and events.</p> <p><b>PK3.II.D.2</b> Child understands (receptive) the instructional language of the classroom.</p> <p><b>PK3.II.D.3</b> Child shows a steady increase in understanding (receptive) and using (expressive) language learned from books, conversations, and play.</p>	<p><b>PK4.II.D.1</b> Child understands (receptive) and uses (expressive) a wide variety of words to label, describe and make connections among objects, people, places, actions, and events.</p> <p><b>PK4.II.D.2</b> Child understands (receptive) and uses (expressive) the instructional language of the classroom.</p> <p><b>PK4.II.D.3</b> Child consistently understands (receptive) and uses (expressive) new vocabulary acquired through books, conversations, and play.</p>
LL-LC.1.D	Receptive Language	<p><b>PK3.II.D.1</b> Child understands (receptive) and uses (expressive) expected words to label and describe common objects, people, places, actions, and events.</p> <p><b>PK3.II.D.2</b> Child understands (receptive) the instructional language of the classroom.</p> <p><b>PK3.II.D.3</b> Child shows a steady increase in understanding (receptive) and using (expressive) language learned from books, conversations, and play.</p>	<p><b>PK4.II.A.2</b> Child shows understanding by following three-step verbal directions.</p> <p><b>PK4.II.D.1</b> Child understands (receptive) and uses (expressive) a wide variety of words to label, describe and make connections among objects, people, places, actions, and events.</p> <p><b>PK4.II.D.2</b> Child understands (receptive) and uses (expressive) the instructional language of the classroom.</p> <p><b>PK4.II.D.3</b> Child consistently understands (receptive) and uses (expressive) new vocabulary acquired through books, conversations, and play.</p>
LL-LC.1.E	Receptive Language	<p><b>PK3.II.D.1</b> Child understands (receptive) and uses (expressive) expected words to label and describe common objects, people, places, actions, and events.</p> <p><b>PK3.II.D.2</b> Child understands (receptive) the instructional language of the classroom.</p> <p><b>PK3.II.D.3</b> Child shows a steady increase in understanding (receptive) and using (expressive) language learned from books, conversations, and play.</p>	<p><b>PK4.II.D.1</b> Child understands (receptive) and uses (expressive) a wide variety of words to label, describe and make connections among objects, people, places, actions, and events.</p> <p><b>PK4.II.D.2</b> Child understands (receptive) and uses (expressive) the instructional language of the classroom.</p> <p><b>PK4.II.D.3</b> Child consistently understands (receptive) and uses (expressive) new vocabulary acquired through books, conversations, and play.</p>

## DOMAIN: LANGUAGE & LITERACY

### SUBDOMAIN: LANGUAGE COMPREHENSION

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
LL-LC.2.AA	Expressive Language	<p><b>PK3.II.B.1</b> Child uses language to communicate basic needs and wants.</p> <p><b>PK3.II.D.1</b> Child understands (receptive) and uses (expressive) expected words to label and describe common objects, people, places, actions, and events.</p> <p><b>PK3.II.D.3</b> Child shows a steady increase in understanding (receptive) and using (expressive) language learned from books, conversations, and play.</p>	<p><b>PK4.II.B.1</b> Child uses language for multiple purposes.</p> <p><b>PK4.II.D.1</b> Child understands (receptive) and uses (expressive) a wide variety of words to label, describe and make connections among objects, people, places, actions, and events.</p>
LL-LC.2.A	Expressive Language	<p><b>PK3.II.B.1</b> Child uses language to communicate basic needs and wants.</p> <p><b>PK3.II.D.1</b> Child understands (receptive) and uses (expressive) expected words to label and describe common objects, people, places, actions, and events.</p> <p><b>PK3.II.D.3</b> Child shows a steady increase in understanding (receptive) and using (expressive) language learned from books, conversations, and play.</p>	<p><b>PK4.II.B.1</b> Child uses language for multiple purposes.</p> <p><b>PK4.II.D.1</b> Child understands (receptive) and uses (expressive) a wide variety of words to label, describe and make connections among objects, people, places, actions, and events.</p>
LL-LC.2.B	Expressive Language	<p><b>PK3.II.A.1</b> Child responds to situations in ways that demonstrate an understanding of what has been communicated.</p> <p><b>PK3.II.D.1</b> Child understands (receptive) and uses (expressive) expected words to label and describe common objects, people, places, actions, and events.</p> <p><b>PK3.II.D.2</b> Child understands (receptive) the instructional language of the classroom.</p> <p><b>PK3.II.D.3</b> Child shows a steady increase in understanding (receptive) and using (expressive) language learned from books, conversations, and play.</p>	<p><b>PK4.II.A.1</b> Child shows understanding by responding appropriately to what has been communicated by adults and peers.</p> <p><b>PK4.II.B.1</b> Child uses language for multiple purposes.</p> <p><b>PK4.II.D.1</b> Child understands (receptive) and uses (expressive) a wide variety of words to label, describe and make connections among objects, people, places, actions, and events.</p> <p><b>PK4.II.D.2</b> Child understands (receptive) and uses (expressive) the instructional language of the classroom.</p>
LL-LC.2.C	Expressive Language	<p><b>PK3.II.A.1</b> Child responds to situations in ways that demonstrate an understanding of what has been communicated.</p> <p><b>PK3.II.D.1</b> Child understands (receptive) and uses (expressive) expected words to label and describe common objects, people, places, actions, and events.</p> <p><b>PK3.II.D.2</b> Child understands (receptive) the instructional language of the classroom.</p> <p><b>PK3.II.D.3</b> Child shows a steady increase in understanding (receptive) and using (expressive) language learned from books, conversations, and play.</p>	<p><b>PK4.II.A.1</b> Child shows understanding by responding appropriately to what has been communicated by adults and peers.</p> <p><b>PK4.II.B.3</b> Child provides appropriate information in various settings.</p> <p><b>PK4.II.B.1</b> Child uses language for multiple purposes.</p> <p><b>PK4.II.D.1</b> Child understands (receptive) and uses (expressive) a wide variety of words to label, describe and make connections among objects, people, places, actions, and events.</p> <p><b>PK4.II.D.2</b> Child understands (receptive) and uses (expressive) the instructional language of the classroom.</p>

## DOMAIN: LANGUAGE & LITERACY

### SUBDOMAIN: LANGUAGE COMPREHENSION

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
LL-LC.2.D	Expressive Language	<p><b>PK3.II.A.1</b> Child responds to situations in ways that demonstrate an understanding of what has been communicated.</p> <p><b>PK3.II.D.1</b> Child understands (receptive) and uses (expressive) expected words to label and describe common objects, people, places, actions, and events.</p> <p><b>PK3.II.D.2</b> Child understands (receptive) the instructional language of the classroom.</p> <p><b>PK3.II.D.3</b> Child shows a steady increase in understanding (receptive) and using (expressive) language learned from books, conversations, and play.</p>	<p><b>PK4.II.A.1</b> Child shows understanding by responding appropriately to what has been communicated by adults and peers.</p> <p><b>PK4.II.B.1</b> Child uses language for multiple purposes.</p> <p><b>PK4.II.B.3</b> Child provides appropriate information in various settings.</p> <p><b>PK4.II.D.1</b> Child understands (receptive) and uses (expressive) a wide variety of words to label, describe and make connections among objects, people, places, actions, and events.</p> <p><b>PK4.II.D.2</b> Child understands (receptive) and uses (expressive) the instructional language of the classroom.</p> <p><b>PK4.II.D.3</b> Child consistently understands (receptive) and uses (expressive) new vocabulary acquired through books, conversations, and play.</p>
LL-LC.2.E	Expressive Language	<p><b>PK3.II.D.1</b> Child understands (receptive) and uses (expressive) expected words to label and describe common objects, people, places, actions, and events.</p> <p><b>PK3.II.D.2</b> Child understands (receptive) the instructional language of the classroom.</p>	<p><b>PK4.II.B.1</b> Child uses language for multiple purposes.</p> <p><b>PK4.II.D.1</b> Child understands (receptive) and uses (expressive) a wide variety of words to label, describe and make connections among objects, people, places, actions, and events.</p> <p><b>PK4.II.D.2</b> Child understands (receptive) and uses (expressive) the instructional language of the classroom.</p>
LL-LC.3.AA	Vocabulary	<p><b>PK3.II.D.2</b> Child understands (receptive) the instructional language of the classroom.</p>	<p><b>PK4.II.D.1</b> Child understands (receptive) and uses (expressive) a wide variety of words to label, describe and make connections among objects, people, places, actions, and events.</p>
LL-LC.3.A	Vocabulary	<p><b>PK3.II.D.3</b> Child shows a steady increase in understanding (receptive) and using (expressive) language learned from books, conversations, and play.</p>	<p><b>PK4.II.D.3</b> Child consistently understands (receptive) and uses (expressive) new vocabulary acquired through books, conversations, and play.</p>



## DOMAIN: LANGUAGE & LITERACY

### SUBDOMAIN: LANGUAGE COMPREHENSION

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
LL-LC.3.B	Vocabulary	<b>PK3.II.D.2</b> Child understands (receptive) the instructional language of the classroom.	<b>PK4.II.D.1</b> Child understands (receptive) and uses (expressive) a wide variety of words to label, describe and make connections among objects, people, places, actions, and events.
LL-LC.3.C	Vocabulary	<b>PK3.II.D.3</b> Child shows a steady increase in understanding (receptive) and using (expressive) language learned from books, conversations, and play.	<b>PK4.II.D.3</b> Child consistently understands (receptive) and uses (expressive) new vocabulary acquired through books, conversations, and play.
LL-LC.3.D	Vocabulary	<b>PK3.II.D.1</b> Child understands (receptive) and uses (expressive) expected words to label and describe common objects, people, places, actions, and events. <b>PK3.II.D.3</b> Child shows a steady increase in understanding (receptive) and using (expressive) language learned from books, conversations, and play.	<b>PK4.II.D.1</b> Child understands (receptive) and uses (expressive) a wide variety of words to label, describe and make connections among objects, people, places, actions, and events. <b>PK4.II.D.3</b> Child consistently understands (receptive) and uses (expressive) new vocabulary acquired through books, conversations, and play.
LL-LC.3.E	Vocabulary	-	-
LL-LC.4.AA	Conversations	<b>PK3.II.A.1</b> Child responds to situations in ways that demonstrate an understanding of what has been communicated. <b>PK3.II.B.2</b> Child begins to use appropriate language, style, and nonverbal cues during communication with familiar adults and peers.	<b>PK4.II.A.1</b> Child shows understanding by responding appropriately to what has been communicated by adults and peers. <b>PK4.II.B.2</b> Child engages in conversations in appropriate ways, demonstrating knowledge of verbal and nonverbal conversational rules.
LL-LC.4.A	Conversations	<b>PK3.II.B.2</b> Child begins to use appropriate language, style, and nonverbal cues during communication with familiar adults and peers. <b>PK3.II.B.3</b> Child is able to communicate basic information in familiar social settings. <b>PK3.II.C.1</b> Child's speech is understood by familiar adults and peers.	<b>PK4.II.B.3</b> Child provides appropriate information in various settings. <b>PK4.II.B.2</b> Child engages in conversations in appropriate ways, demonstrating knowledge of verbal and nonverbal conversational rules. <b>PK4.II.C.1</b> Child's speech is understood by both familiar and unfamiliar adults and peers.
LL-LC.4.B	Conversations	<b>PK3.II.B.2</b> Child begins to use appropriate language, style, and nonverbal cues during communication with familiar adults and peers. <b>PK3.II.B.3</b> Child is able to communicate basic information in familiar social settings. <b>PK3.II.C.1</b> Child's speech is understood by familiar adults and peers.	<b>PK4.II.B.2</b> Child engages in conversations in appropriate ways, demonstrating knowledge of verbal and nonverbal conversational rules. <b>PK4.II.C.1</b> Child's speech is understood by both familiar and unfamiliar adults and peers. <b>PK4.II.B.3</b> Child provides appropriate information in various settings.

## DOMAIN: LANGUAGE & LITERACY

### SUBDOMAIN: LANGUAGE COMPREHENSION

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
LL-LC.4.C	Conversations	<p><b>PK3.II.B.2</b> Child begins to use appropriate language, style, and nonverbal cues during communication with familiar adults and peers.</p> <p><b>PK3.II.B.3</b> Child is able to communicate basic information in familiar social settings.</p> <p><b>PK3.II.C.1</b> Child's speech is understood by familiar adults and peers.</p>	<p><b>PK4.II.B.2</b> Child engages in conversations in appropriate ways, demonstrating knowledge of verbal and nonverbal conversational rules.</p> <p><b>PK4.II.C.1</b> Child's speech is understood by both familiar and unfamiliar adults and peers.</p> <p><b>PK4.II.E.4</b> Child uses sentences that provide many details, remains on topic, and clearly communicates intended meaning.</p>
LL-LC.4.D	Conversations	<p><b>PK3.II.B.4</b> Child begins to use appropriate language for different situations.</p> <p><b>PK3.II.C.1</b> Child's speech is understood by familiar adults and peers.</p> <p><b>PK3.II.E.3</b> Child uses simple sentence structures with at least one idea.</p> <p><b>PK3.II.B.2</b> Child begins to use appropriate language, style, and nonverbal cues during communication with familiar adults and peers.</p>	<p><b>PK4.II.B.2</b> Child engages in conversations in appropriate ways, demonstrating knowledge of verbal and nonverbal conversational rules.</p> <p><b>PK4.II.B.3</b> Child provides appropriate information in various settings.</p> <p><b>PK4.II.B.4</b> Child matches language to social contexts.</p> <p><b>PK4.II.C.1</b> Child's speech is understood by both familiar and unfamiliar adults and peers.</p> <p><b>PK4.II.E.4</b> Child uses sentences that provide many details, remains on topic, and clearly communicates intended meaning.</p>
LL-LC.4.E	Conversations	<p><b>PK3.II.B.4</b> Child begins to use appropriate language for different situations.</p> <p><b>PK3.II.C.2</b> Child begins to mimic intonation of language through songs and finger play.</p>	<p><b>PK4.II.B.2</b> Child engages in conversations in appropriate ways, demonstrating knowledge of verbal and nonverbal conversational rules.</p> <p><b>PK4.II.B.3</b> Child provides appropriate information in various settings.</p> <p><b>PK4.II.B.4</b> Child matches language to social contexts.</p> <p><b>PK4.II.C.2</b> Child demonstrates growing understanding of the intonation of language.</p>
LL-LC.5.AA	Sentence Structure	<p><b>PK3.II.E.1</b> Child typically uses simple sentences of three to four words, usually in correct word order.</p> <p><b>PK3.II.E.2</b> Child begins to use regular plurals and regular past tense correctly.</p> <p><b>PK3.II.E.3</b> Child uses simple sentence structures with at least one idea.</p> <p><b>PK3.II.E.4</b> Child understands increasingly longer sentences that combine two ideas.</p>	<p><b>PK4.II.E.1</b> Child typically uses complete sentences of four or more words with age-appropriate grammatical complexity, usually in standard word order.</p> <p><b>PK4.II.E.2</b> Child correctly uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.</p> <p><b>PK4.II.E.3</b> Child uses sentences that combine multiple phrases or ideas.</p> <p><b>PK4.II.E.4</b> Child uses sentences that provide many details, remains on topic, and clearly communicates intended meaning.</p>

## DOMAIN: LANGUAGE & LITERACY

### SUBDOMAIN: LANGUAGE COMPREHENSION

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
LL-LC.5.A	Sentence Structure	<p><b>PK3.II.E.1</b> Child typically uses simple sentences of three to four words, usually in correct word order.</p> <p><b>PK3.II.E.2</b> Child begins to use regular plurals and regular past tense correctly.</p> <p><b>PK3.II.E.3</b> Child uses simple sentence structures with at least one idea.</p> <p><b>PK3.II.E.4</b> Child understands increasingly longer sentences that combine two ideas.</p>	<p><b>PK4.II.E.1</b> Child typically uses complete sentences of four or more words with age-appropriate grammatical complexity, usually in standard word order.</p> <p><b>PK4.II.E.2</b> Child correctly uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.</p> <p><b>PK4.II.E.3</b> Child uses sentences that combine multiple phrases or ideas.</p> <p><b>PK4.II.E.4</b> Child uses sentences that provide many details, remains on topic, and clearly communicates intended meaning.</p>
LL-LC.5.B	Sentence Structure	<p><b>PK3.II.E.1</b> Child typically uses simple sentences of three to four words, usually in correct word order.</p> <p><b>PK3.II.E.2</b> Child begins to use regular plurals and regular past tense correctly.</p> <p><b>PK3.II.E.4</b> Child understands increasingly longer sentences that combine two ideas.</p>	<p><b>PK4.II.E.1</b> Child typically uses complete sentences of four or more words with age-appropriate grammatical complexity, usually in standard word order.</p> <p><b>PK4.II.E.2</b> Child correctly uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.</p> <p><b>PK4.II.E.3</b> Child uses sentences that combine multiple phrases or ideas.</p> <p><b>PK4.II.E.4</b> Child uses sentences that provide many details, remains on topic, and clearly communicates intended meaning.</p>
LL-LC.5.C	Sentence Structure	<p><b>PK3.II.E.1</b> Child typically uses simple sentences of three to four words, usually in correct word order.</p> <p><b>PK3.II.E.4</b> Child understands increasingly longer sentences that combine two ideas.</p>	<p><b>PK4.II.E.1</b> Child typically uses complete sentences of four or more words with age-appropriate grammatical complexity, usually in standard word order.</p> <p><b>PK4.II.E.3</b> Child uses sentences that combine multiple phrases or ideas.</p> <p><b>PK4.II.E.4</b> Child uses sentences that provide many details, remains on topic, and clearly communicates intended meaning.</p>
LL-LC.5.D	Sentence Structure	<p><b>PK3.II.E.2</b> Child begins to use regular plurals and regular past tense correctly.</p> <p><b>PK3.II.E.4</b> Child understands increasingly longer sentences that combine two ideas.</p>	<p><b>PK4.II.E.1</b> Child typically uses complete sentences of four or more words with age-appropriate grammatical complexity, usually in standard word order.</p> <p><b>PK4.II.E.2</b> Child correctly uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.</p> <p><b>PK4.II.E.3</b> Child uses sentences that combine multiple phrases or ideas.</p> <p><b>PK4.II.E.4</b> Child uses sentences that provide many details, remains on topic, and clearly communicates intended meaning.</p>

## DOMAIN: LANGUAGE & LITERACY

### SUBDOMAIN: LANGUAGE COMPREHENSION

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
LL-LC.5.E	Sentence Structure	-	<p><b>PK4.II.E.1</b> Child typically uses complete sentences of four or more words with age-appropriate grammatical complexity, usually in standard word order.</p> <p><b>PK4.II.E.3</b> Child uses sentences that combine multiple phrases or ideas.</p> <p><b>PK4.II.E.4</b> Child uses sentences that provide many details, remains on topic, and clearly communicates intended meaning.</p>

## DOMAIN: LANGUAGE & LITERACY

### SUBDOMAIN: NARRATIVE COMPREHENSION

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
LL-NC.1.AA	Story Structure	<p><b>PK3.III.D.3</b> Child asks and answers age- appropriate questions about a book.</p> <p><b>PK3.III.D.1</b> Child re-enacts a story after it has been read aloud.</p>	<p><b>PK4.III.D.3</b> Child asks and responds to questions relevant to the text read aloud.</p> <p><b>PK4.III.D.1</b> Child retells or re-enacts a story with a clear beginning, middle, and end.</p>
LL-NC.1.A	Story Structure	<p><b>PK3.III.D.1</b> Child re-enacts a story after it has been read aloud.</p> <p><b>PK3.III.D.3</b> Child asks and answers age- appropriate questions about a book.</p>	<b>PK4.III.D.1</b> Child retells or re-enacts a story with a clear beginning, middle, and end.
LL-NC.1.B	Story Structure	<p><b>PK3.III.D.1</b> Child re-enacts a story after it has been read aloud.</p> <p><b>PK3.III.D.3</b> Child asks and answers age- appropriate questions about a book.</p>	<b>PK4.III.D.1</b> Child retells or re-enacts a story with a clear beginning, middle, and end.
LL-NC.1.C	Story Structure	<p><b>PK3.III.D.1</b> Child re-enacts a story after it has been read aloud.</p> <p><b>PK3.III.D.3</b> Child asks and answers age- appropriate questions about a book.</p>	<b>PK4.III.D.3</b> Child asks and responds to questions relevant to the text read aloud.

## DOMAIN: LANGUAGE & LITERACY

### SUBDOMAIN: NARRATIVE COMPREHENSION

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
LL-NC.1.D	Story Structure	-	<b>PK4.III.D.2</b> Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting. <b>PK4.III.D.3</b> Child asks and responds to questions relevant to the text read aloud.
LL-NC.1.E	Story Structure	-	<b>PK4.III.D.3</b> Child asks and responds to questions relevant to the text read aloud.
LL-NC.2.AA	Predictions and Inferences	<b>PK3.III.D.4</b> Child attempts to make predictions by looking at the cover of a book or the pictures within a story.	<b>PK4.III.D.2</b> Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.
LL-NC.2.A	Predictions and Inferences	<b>PK3.III.D.4</b> Child attempts to make predictions by looking at the cover of a book or the pictures within a story.	<b>PK4.III.D.2</b> Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.
LL-NC.2.B	Predictions and Inferences	<b>PK3.III.D.4</b> Child attempts to make predictions by looking at the cover of a book or the pictures within a story.	<b>PK4.III.D.2</b> Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting. <b>PK4.III.D.3</b> Child asks and responds to questions relevant to the text read aloud. <b>PK4.III.D.4</b> Child makes inferences and predictions about a text.
LL-NC.2.C	Predictions and Inferences	-	<b>PK4.III.D.2</b> Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting. <b>PK4.III.D.4</b> Child makes inferences and predictions about a text.
LL-NC.2.D	Predictions and Inferences	-	<b>PK4.III.D.2</b> Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting. <b>PK4.III.D.3</b> Child asks and responds to questions relevant to the text read aloud. <b>PK4.III.D.4</b> Child makes inferences and predictions about a text.
LL-NC.2.E	Predictions and Inferences	-	<b>PK4.III.D.2</b> Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting. <b>PK4.III.D.4</b> Child makes inferences and predictions about a text.



## DOMAIN: LANGUAGE & LITERACY

### SUBDOMAIN: NARRATIVE COMPREHENSION

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
LL-NC.3.AA	Narrative Retell	<b>PK3.III.D.1</b> Child re-enacts a story after it has been read aloud.	<b>PK4.III.D.1</b> Child retells or re-enacts a story with a clear beginning, middle, and end.
LL-NC.3.A	Narrative Retell	<b>PK3.III.D.1</b> Child re-enacts a story after it has been read aloud.	<b>PK4.III.D.1</b> Child retells or re-enacts a story with a clear beginning, middle, and end.
LL-NC.3.B	Narrative Retell	<b>PK3.III.D.1</b> Child re-enacts a story after it has been read aloud.	<b>PK4.III.D.1</b> Child retells or re-enacts a story with a clear beginning, middle, and end.
LL-NC.3.C	Narrative Retell	<b>PK3.III.D.1</b> Child re-enacts a story after it has been read aloud.	<b>PK4.III.D.1</b> Child retells or re-enacts a story with a clear beginning, middle, and end.
LL-NC.3.D	Narrative Retell	-	<b>PK4.III.D.1</b> Child retells or re-enacts a story with a clear beginning, middle, and end.
LL-NC.3.E	Narrative Retell	<b>PK3.III.D.3</b> Child asks and answers age- appropriate questions about a book.	<b>PK4.III.D.3</b> Child asks and responds to questions relevant to the text read aloud.
LL-NC.4.AA	Narrative Construction	-	-
LL-NC.4.A	Narrative Construction	<b>PK3.II.E.1</b> Child typically uses simple sentences of three to four words, usually in correct word order. <b>PK3.II.E.3</b> Child uses simple sentence structures with at least one idea.	<b>PK3.II.E.4</b> Child understands increasingly longer sentences that combine two ideas.
LL-NC.4.B	Narrative Construction	-	-
LL-NC.4.C	Narrative Construction	-	-
LL-NC.4.D	Narrative Construction	-	<b>PK4.III.D.1</b> Child retells or re-enacts a story with a clear beginning, middle, and end.
LL-NC.4.E	Narrative Construction	-	-

## DOMAIN: LANGUAGE & LITERACY

### SUBDOMAIN: NARRATIVE COMPREHENSION

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
LL-NC.5.AA	Informational Texts	<b>PK3.III.D.3</b> Child asks and answers age- appropriate questions about a book. <b>PK3.III.D.2</b> Child makes personal connections to books read aloud.	<b>PK4.III.D.3</b> Child asks and responds to questions relevant to the text read aloud.
LL-NC.5.A	Informational Texts	<b>PK3.III.D.2</b> Child makes personal connections to books read aloud.	-
LL-NC.5.B	Informational Texts	<b>PK3.III.D.2</b> Child makes personal connections to books read aloud.	-
LL-NC.5.C	Informational Texts	<b>PK3.III.D.2</b> Child makes personal connections to books read aloud.	<b>PK4.III.D.2</b> Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.
LL-NC.5.D	Informational Texts	-	<b>PK4.III.D.2</b> Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.
LL-NC.5.E	Informational Texts	-	-

## DOMAIN: LANGUAGE & LITERACY

### SUBDOMAIN: WRITING

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
LL-WR.1.AA	Shared Writing	<b>PK3.IV.B.1</b> Child discusses and contributes ideas for drafts composed in whole/small group writing activities with adult prompting. <b>PK3.IV.B.3</b> Child shares written products with others.	<b>PK4.IV.B.1</b> Child discusses and contributes ideas for drafts composed in whole/small group writing activities.
LL-WR.1.A	Shared Writing	<b>PK3.IV.B.1</b> Child discusses and contributes ideas for drafts composed in whole/small group writing activities with adult prompting. <b>PK3.IV.B.3</b> Child shares written products with others.	<b>PK4.IV.B.1</b> Child discusses and contributes ideas for drafts composed in whole/small group writing activities.
LL-WR.1.B	Shared Writing	<b>PK3.IV.B.1</b> Child discusses and contributes ideas for drafts composed in whole/small group writing activities with adult prompting. <b>PK3.IV.B.2</b> Child observes and discusses ideas for revising (add, take out, change) drawings and/or written words in whole/ small group writing activities. <b>PK3.IV.B.3</b> Child shares written products with others.	<b>PK4.IV.B.1</b> Child discusses and contributes ideas for drafts composed in whole/small group writing activities. <b>PK4.IV.B.2</b> Child interacts and provides suggestions for revisions (add, take out, change order) and edits (conventions) in whole/small group writing activities.

## DOMAIN: LANGUAGE & LITERACY

### SUBDOMAIN: WRITING

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
LL-WR.1.C	Shared Writing	<p><b>PK3.IV.B.1</b> Child discusses and contributes ideas for drafts composed in whole/small group writing activities with adult prompting.</p> <p><b>PK3.IV.B.2</b> Child observes and discusses ideas for revising (add, take out, change) drawings and/or written words in whole/small group writing activities.</p> <p><b>PK3.IV.B.3</b> Child shares written products with others.</p>	<p><b>PK4.IV.B.1</b> Child discusses and contributes ideas for drafts composed in whole/small group writing activities.</p> <p><b>PK4.IV.B.2</b> Child interacts and provides suggestions for revisions (add, take out, change order) and edits (conventions) in whole/small group writing activities.</p>
LL-WR.1.D	Shared Writing	<p><b>PK3.IV.B.2</b> Child observes and discusses ideas for revising (add, take out, change) drawings and/or written words in whole/small group writing activities.</p>	<p><b>PK4.IV.B.2</b> Child interacts and provides suggestions for revisions (add, take out, change order) and edits (conventions) in whole/small group writing activities.</p> <p><b>PK4.IV.B.3</b> Child shares and celebrates class-made and individual written products.</p>
LL-WR.1.E	Shared Writing	-	<p><b>PK4.IV.B.2</b> Child interacts and provides suggestions for revisions (add, take out, change order) and edits (conventions) in whole/small group writing activities.</p>
LL-WR.2.AA	Purposes of Writing	<p><b>PK3.IV.A.2</b> Child attempts to draw and write for many purposes and begins to explore different writing tools.</p>	<p><b>PK4.IV.A.2</b> Child independently draws and writes for many purposes to communicate ideas, using a variety of writing tools.</p>
LL-WR.2.A	Purposes of Writing	<p><b>PK3.IV.A.2</b> Child attempts to draw and write for many purposes and begins to explore different writing tools.</p>	<p><b>PK4.IV.A.2</b> Child independently draws and writes for many purposes to communicate ideas, using a variety of writing tools.</p>
LL-WR.2.B	Purposes of Writing	<p><b>PK3.IV.A.2</b> Child attempts to draw and write for many purposes and begins to explore different writing tools.</p>	<p><b>PK4.IV.A.2</b> Child independently draws and writes for many purposes to communicate ideas, using a variety of writing tools.</p>
LL-WR.2.C	Purposes of Writing	<p><b>PK3.IV.A.2</b> Child attempts to draw and write for many purposes and begins to explore different writing tools.</p>	<p><b>PK4.IV.A.2</b> Child independently draws and writes for many purposes to communicate ideas, using a variety of writing tools.</p>
LL-WR.2.D	Purposes of Writing	<p><b>PK3.IV.A.2</b> Child attempts to draw and write for many purposes and begins to explore different writing tools.</p>	<p><b>PK4.IV.A.2</b> Child independently draws and writes for many purposes to communicate ideas, using a variety of writing tools.</p>
LL-WR.2.E	Purposes of Writing	<p><b>PK3.IV.A.2</b> Child attempts to draw and write for many purposes and begins to explore different writing tools.</p>	<p><b>PK4.IV.A.2</b> Child independently draws and writes for many purposes to communicate ideas, using a variety of writing tools.</p>
LL-WR.3.AA	Name Writing	<p><b>PK3.IV.C.1</b> Child attempts to write some letters of own name (usually beginning with the first letter).</p>	-

## DOMAIN: LANGUAGE & LITERACY

### SUBDOMAIN: WRITING

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
LL-WR.3.A	Name Writing	<b>PK3.IV.C.1</b> Child attempts to write some letters of own name (usually beginning with the first letter).	-
LL-WR.3.B	Name Writing	<b>PK3.IV.C.1</b> Child attempts to write some letters of own name (usually beginning with the first letter).	-
LL-WR.3.C	Name Writing	<b>PK3.IV.C.1</b> Child attempts to write some letters of own name (usually beginning with the first letter).	-
LL-WR.3.D	Name Writing	-	<b>PK4.IV.C.1</b> Child writes first name (or nickname) using legible letters in the proper sequence.
LL-WR.3.E	Name Writing	-	<b>PK4.IV.C.1</b> Child writes first name (or nickname) using legible letters in the proper sequence.
LL-WR.4.AA	Emergent Writing	<b>PK3.IV.A.1</b> Child engages in free-choice drawing and writing activities. <b>PK3.IV.C.2</b> Child uses drawings, scribbles, and mock letters to communicate ideas.	<b>PK4.IV.A.1</b> Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.
LL-WR.4.A	Emergent Writing	<b>PK3.IV.A.1</b> Child engages in free-choice drawing and writing activities. <b>PK3.IV.C.2</b> Child uses drawings, scribbles, and mock letters to communicate ideas.	<b>PK4.IV.A.1</b> Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.
LL-WR.4.B	Emergent Writing	<b>PK3.IV.C.3</b> Child begins to write using letter-like forms.	<b>PK4.IV.C.2</b> Child progresses from using scribbles and mock letters to forming letters and letter strings as a way to communicate.
LL-WR.4.C	Emergent Writing	<b>PK3.IV.C.3</b> Child begins to write using letter-like forms.	<b>PK4.IV.C.2</b> Child progresses from using scribbles and mock letters to forming letters and letter strings as a way to communicate.
LL-WR.4.D	Emergent Writing	-	-
LL-WR.4.E	Emergent Writing	-	-
LL-WR.5.AA	Conventions	<b>PK3.IV.A.1</b> Child engages in free-choice drawing and writing activities.	<b>PK4.IV.A.1</b> Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.
LL-WR.5.A	Conventions	<b>PK3.IV.C.4</b> Child begins to show understanding of directionality (e.g., attempts to write top to bottom, left to right), but may still start at random places on a page.	<b>PK4.IV.C.4</b> Child uses appropriate directionality when writing (e.g., top to bottom, left to right).

## DOMAIN: LANGUAGE & LITERACY

### SUBDOMAIN: WRITING

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
LL-WR.5.B	Conventions	<b>PK3.IV.C.4</b> Child begins to show understanding of directionality (e.g., attempts to write top to bottom, left to right), but may still start at random places on a page.	<b>PK4.IV.C.4</b> Child uses appropriate directionality when writing (e.g., top to bottom, left to right).
LL-WR.5.C	Conventions	-	-
LL-WR.5.D	Conventions	-	-
LL-WR.5.E	Conventions	-	<b>PK4.IV.C.5</b> Child begins to experiment with punctuation when writing.
LL-WR.6.AA	Phonetic Word Spelling	-	-
LL-WR.6.A	Phonetic Word Spelling	-	-
LL-WR.6.B	Phonetic Word Spelling	-	-
LL-WR.6.C	Phonetic Word Spelling	-	<b>PK4.IV.C.3</b> Child begins to write familiar words using letter-sound correspondences, often using letters associated with beginning and/or ending sounds to write words.
LL-WR.6.D	Phonetic Word Spelling	-	<b>PK4.IV.C.3</b> Child begins to write familiar words using letter-sound correspondences, often using letters associated with beginning and/or ending sounds to write words.
LL-WR.6.E	Phonetic Word Spelling	-	<b>PK4.IV.C.3</b> Child begins to write familiar words using letter-sound correspondences, often using letters associated with beginning and/or ending sounds to write words.
LL-WR.7.AA	Sentence Word Writing	-	-
LL-WR.7.A	Sentence Word Writing	-	-
LL-WR.7.B	Sentence Word Writing	-	-
LL-WR.7.C	Sentence Word Writing	-	-

## DOMAIN: LANGUAGE & LITERACY

### SUBDOMAIN: WRITING

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
LL-WR.7.D	Sentence Word Writing	-	-
LL-WR.7.E	Sentence Word Writing	-	-

## DOMAIN: MATHEMATICS

### SUBDOMAIN: DATA ANALYSIS & PLANNING

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
MT-DAP.1.AA	Graph Comprehension	<b>PK3.V.E.2</b> Child participates in group activities of collecting data and organizing it into graphic representations.	<b>PK4.V.E.2</b> Child collects data and organizes it in a graphic representation.
MT-DAP.1.A	Graph Comprehension	<b>PK3.V.E.2</b> Child participates in group activities of collecting data and organizing it into graphic representations.	<b>PK4.V.E.2</b> Child collects data and organizes it in a graphic representation.
MT-DAP.1.B	Graph Comprehension	-	<b>PK4.V.E.2</b> Child collects data and organizes it in a graphic representation.
MT-DAP.1.C	Graph Comprehension	-	<b>PK4.V.E.2</b> Child collects data and organizes it in a graphic representation.
MT-DAP.1.D	Graph Comprehension	-	<b>PK4.V.E.2</b> Child collects data and organizes it in a graphic representation.
MT-DAP.1.E	Graph Comprehension	-	-
MT-DAP.2.AA	Graph Construction	<b>PK3.V.E.2</b> Child participates in group activities of collecting data and organizing it into graphic representations.	<b>PK4.V.E.2</b> Child collects data and organizes it in a graphic representation.
MT-DAP.2.A	Graph Construction	<b>PK3.V.E.1</b> Child sorts objects that are the same and different. <b>PK3.V.E.2</b> Child participates in group activities of collecting data and organizing it into graphic representations.	<b>PK4.V.E.1</b> Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different. <b>PK4.V.E.2</b> Child collects data and organizes it in a graphic representation.
MT-DAP.2.B	Graph Construction	<b>PK3.V.E.2</b> Child participates in group activities of collecting data and organizing it into graphic representations.	<b>PK4.V.E.2</b> Child collects data and organizes it in a graphic representation.
MT-DAP.2.C	Graph Construction	-	<b>PK4.V.E.2</b> Child collects data and organizes it in a graphic representation.

## DOMAIN: MATHEMATICS

### SUBDOMAIN: DATA ANALYSIS & PLANNING

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
MT-DAP.2.D	Graph Construction	-	<b>PK4.V.E.2</b> Child collects data and organizes it in a graphic representation.
MT-DAP.2.E	Graph Construction	-	<b>PK4.V.E.2</b> Child collects data and organizes it in a graphic representation.

## DOMAIN: MATHEMATICS

### SUBDOMAIN: GEOMETRY & SPATIAL SENSE

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
MT-GS.1.AA	Shape Identification	<b>PK3.V.C.1</b> Child names and describes common 2D shapes. <b>PK3.V.C.4</b> Child recognizes common shapes, regardless of size.	<b>PK4.V.C.1</b> Child names and describes common 2D shapes and names at least 1 solid 3D shape. <b>PK4.V.C.4</b> Child recognizes common shapes, regardless of orientation and size.
MT-GS.1.A	Shape Identification	<b>PK3.V.C.1</b> Child names and describes common 2D shapes. <b>PK3.V.C.4</b> Child recognizes common shapes, regardless of size.	<b>PK4.V.C.1</b> Child names and describes common 2D shapes and names at least 1 solid 3D shape. <b>PK4.V.C.4</b> Child recognizes common shapes, regardless of orientation and size.
MT-GS.1.B	Shape Identification	<b>PK3.V.C.1</b> Child names and describes common 2D shapes. <b>PK3.V.C.4</b> Child recognizes common shapes, regardless of size.	<b>PK4.V.C.1</b> Child names and describes common 2D shapes and names at least 1 solid 3D shape. <b>PK4.V.C.4</b> Child recognizes common shapes, regardless of orientation and size.
MT-GS.1.C	Shape Identification	<b>PK3.V.C.1</b> Child names and describes common 2D shapes.	<b>PK4.V.C.1</b> Child names and describes common 2D shapes and names at least 1 solid 3D shape.
MT-GS.1.D	Shape Identification	<b>PK3.V.C.1</b> Child names and describes common 2D shapes. <b>PK3.V.C.4</b> Child recognizes common shapes, regardless of size.	<b>PK4.V.C.1</b> Child names and describes common 2D shapes and names at least 1 solid 3D shape. <b>PK4.V.C.4</b> Child recognizes common shapes, regardless of orientation and size.
MT-GS.1.E	Shape Identification	-	<b>PK4.V.C.1</b> Child names and describes common 2D shapes and names at least 1 solid 3D shape.
MT-GS.2.AA	Shape Composition	<b>PK3.V.C.2</b> Child attempts to create shapes using materials and/or manipulatives.	<b>PK4.V.C.2</b> Child creates shapes using materials and/or manipulatives.
MT-GS.2.A	Shape Composition	<b>PK3.V.C.2</b> Child attempts to create shapes using materials and/or manipulatives.	<b>PK4.V.C.2</b> Child creates shapes using materials and/or manipulatives.



## DOMAIN: MATHEMATICS

### SUBDOMAIN: GEOMETRY & SPATIAL SENSE

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
MT-GS.2.B	Shape Composition	<b>PK3.V.C.2</b> Child attempts to create shapes using materials and/or manipulatives.	<b>PK4.V.C.2</b> Child creates shapes using materials and/or manipulatives.
MT-GS.2.C	Shape Composition	-	<b>PK4.V.C.2</b> Child creates shapes using materials and/or manipulatives.
MT-GS.2.D	Shape Composition	-	<b>PK4.V.C.2</b> Child creates shapes using materials and/or manipulatives.
MT-GS.2.E	Shape Composition	-	-
MT-GS.3.AA	Spatial Positions	<b>PK3.V.C.3</b> Child begins to use language to describe position of objects.	<b>PK4.V.C.3</b> Child demonstrates use of position words.
MT-GS.3.A	Spatial Positions	<b>PK3.V.C.3</b> Child begins to use language to describe position of objects.	<b>PK4.V.C.3</b> Child demonstrates use of position words.
MT-GS.3.B	Spatial Positions	<b>PK3.V.C.3</b> Child begins to use language to describe position of objects.	<b>PK4.V.C.3</b> Child demonstrates use of position words.
MT-GS.3.C	Spatial Positions	<b>PK3.V.C.3</b> Child begins to use language to describe position of objects.	<b>PK4.V.C.3</b> Child demonstrates use of position words.
MT-GS.3.D	Spatial Positions	<b>PK3.V.C.3</b> Child begins to use language to describe position of objects.	<b>PK4.V.C.3</b> Child demonstrates use of position words.
MT-GS.3.E	Spatial Positions	<b>PK3.V.C.3</b> Child begins to use language to describe position of objects.	<b>PK4.V.C.3</b> Child demonstrates use of position words.

## DOMAIN: MATHEMATICS

### SUBDOMAIN: MEASUREMENT

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
MT-M.1.AA	Measurement: Length, Height, Weight, and Volume	<b>PK3.V.D.1</b> Child understands that lengths of objects can vary and be compared.	<b>PK4.V.D.1</b> Child recognizes and compares heights or lengths of people or objects.

## DOMAIN: MATHEMATICS

### SUBDOMAIN: MEASUREMENT

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
MT-M.1.A	Measurement: Length, Height, Weight, and Volume	<b>PK3.V.D.1</b> Child understands that lengths of objects can vary and be compared.	<b>PK4.V.D.1</b> Child recognizes and compares heights or lengths of people or objects.
MT-M.1.B	Measurement: Length, Height, Weight, and Volume	<b>PK3.V.D.1</b> Child understands that lengths of objects can vary and be compared. <b>PK3.V.D.2</b> Child begins to recognize capacity based on how much space exists within an object. <b>PK3.V.D.3</b> Child understands that weights of objects can vary and be compared.	<b>PK4.V.D.1</b> Child recognizes and compares heights or lengths of people or objects. <b>PK4.V.D.2</b> Child recognizes and compares capacity based on how much space exists within an object. <b>PK4.V.D.3</b> Child recognizes and compares weights of objects.
MT-M.1.C	Measurement: Length, Height, Weight, and Volume	<b>PK3.V.D.2</b> Child begins to recognize capacity based on how much space exists within an object.	<b>PK4.V.D.2</b> Child recognizes and compares capacity based on how much space exists within an object.
MT-M.1.D	Measurement: Length, Height, Weight, and Volume	<b>PK3.V.D.2</b> Child begins to recognize capacity based on how much space exists within an object. <b>PK3.V.D.3</b> Child understands that weights of objects can vary and be compared.	<b>PK4.V.D.1</b> Child recognizes and compares heights or lengths of people or objects. <b>PK4.V.D.2</b> Child recognizes and compares capacity based on how much space exists within an object. <b>PK4.V.D.3</b> Child recognizes and compares weights of objects.
MT-M.1.E	Measurement: Length, Height, Weight, and Volume	-	-
MT-M.2.AA	Time	<b>PK3.V.D.4</b> Child shows awareness of the passage of time within a day.	<b>PK4.V.D.4</b> Child uses language to describe concepts associated with the passing of time within a day.
MT-M.2.A	Time	<b>PK3.V.D.4</b> Child shows awareness of the passage of time within a day.	<b>PK4.V.D.4</b> Child uses language to describe concepts associated with the passing of time within a day.
MT-M.2.B	Time	<b>PK3.V.D.4</b> Child shows awareness of the passage of time within a day.	<b>PK4.V.D.4</b> Child uses language to describe concepts associated with the passing of time within a day.
MT-M.2.C	Time	<b>PK3.V.D.4</b> Child shows awareness of the passage of time within a day.	<b>PK4.V.D.4</b> Child uses language to describe concepts associated with the passing of time within a day.

## DOMAIN: MATHEMATICS

### SUBDOMAIN: MEASUREMENT

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
MT-M.2.D	Time	-	PK4.VII.A.3 Child connects his life to events, time, and routines.
MT-M.2.E	Time	-	-

## DOMAIN: MATHEMATICS

### SUBDOMAIN: NUMBER CONCEPTS

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
MT-NC.1.AA	Rote Counting	PK3.V.A.1 Child rote counts from 1 to 10.	PK4.V.A.1 Child rote counts from 1 to 30.
MT-NC.1.A	Rote Counting	PK3.V.A.1 Child rote counts from 1 to 10.	PK4.V.A.1 Child rote counts from 1 to 30.
MT-NC.1.B	Rote Counting	PK3.V.A.1 Child rote counts from 1 to 10.	PK4.V.A.1 Child rote counts from 1 to 30.
MT-NC.1.C	Rote Counting	PK3.V.A.1 Child rote counts from 1 to 10.	PK4.V.A.1 Child rote counts from 1 to 30.
MT-NC.1.D	Rote Counting	PK3.V.A.1 Child rote counts from 1 to 10.	PK4.V.A.1 Child rote counts from 1 to 30.
MT-NC.1.E	Rote Counting	-	PK4.V.A.1 Child rote counts from 1 to 30.
MT-NC.2.AA	Rational Counting	PK3.V.A.2 Child counts up to 5 objects with one-to-one correspondence	-
MT-NC.2.A	Rational Counting	PK3.V.A.2 Child counts up to 5 objects with one-to-one correspondence	PK4.V.A.2 Child counts up to 10 objects with one-to-one correspondence.
MT-NC.2.B	Rational Counting	PK3.V.A.2 Child counts up to 5 objects with one-to-one correspondence	PK4.V.A.2 Child counts up to 10 objects with one-to-one correspondence.
MT-NC.2.C	Rational Counting	PK3.V.A.2 Child counts up to 5 objects with one-to-one correspondence	PK4.V.A.2 Child counts up to 10 objects with one-to-one correspondence.
MT-NC.2.D	Rational Counting	PK3.V.A.2 Child counts up to 5 objects with one-to-one correspondence	PK4.V.A.2 Child counts up to 10 objects with one-to-one correspondence.
MT-NC.2.E	Rational Counting	-	-

## DOMAIN: MATHEMATICS

### SUBDOMAIN: NUMBER CONCEPTS

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
MT-NC.3.AA	Quantification	<b>PK3.V.A.4</b> Child instantly recognizes the quantities of up to 3 objects without counting (subitizes).	<b>PK4.V.A.4</b> Child instantly recognizes the quantity of up to 6 objects without counting (subitizes).
MT-NC.3.A	Quantification	<b>PK3.V.A.4</b> Child instantly recognizes the quantities of up to 3 objects without counting (subitizes).	<b>PK4.V.A.4</b> Child instantly recognizes the quantity of up to 6 objects without counting (subitizes).
MT-NC.3.B	Quantification	<b>PK3.V.A.3</b> Child counts up to 5 items and demonstrates cardinality by communicating that the last number indicates how many items are in the set.	<b>PK4.V.A.3</b> Child counts up to 10 items and demonstrates cardinality by communicating that the last number indicates how many items are in the set. <b>PK4.V.A.6</b> Child represents quantities up to 10.
MT-NC.3.C	Quantification	-	<b>PK4.V.A.3</b> Child counts up to 10 items and demonstrates cardinality by communicating that the last number indicates how many items are in the set.
MT-NC.3.D	Quantification	-	<b>PK4.V.A.3</b> Child counts up to 10 items and demonstrates cardinality by communicating that the last number indicates how many items are in the set. <b>PK4.V.A.6</b> Child represents quantities up to 10.
MT-NC.3.E	Quantification	-	<b>PK4.V.A.3</b> Child counts up to 10 items and demonstrates cardinality by communicating that the last number indicates how many items are in the set.
MT-NC.4.AA	Comparative Value	<b>PK3.V.A.8</b> Child compares sets of objects up to 5 using comparative language (e.g., more than, less than, same number of).	<b>PK4.V.A.8</b> Child compares sets of objects up to 10 using comparative language (e.g., greater/more than, less/fewer than, equal to/same number of..). <b>PK4.V.A.4</b> Child instantly recognizes the quantity of up to 6 objects without counting (subitizes).
MT-NC.4.A	Comparative Value	-	<b>PK4.V.A.8</b> Child compares sets of objects up to 10 using comparative language (e.g., greater/more than, less/fewer than, equal to/same number of..).
MT-NC.4.B	Comparative Value	<b>PK3.V.A.2</b> Child counts up to 5 objects with one-to-one correspondence <b>PK3.V.A.8</b> Child compares sets of objects up to 5 using comparative language (e.g., more than, less than, same number of).	<b>PK4.V.A.8</b> Child compares sets of objects up to 10 using comparative language (e.g., greater/more than, less/fewer than, equal to/same number of..).
MT-NC.4.C	Comparative Value	-	<b>PK4.V.A.8</b> Child compares sets of objects up to 10 using comparative language (e.g., greater/more than, less/fewer than, equal to/same number of..).

## DOMAIN: MATHEMATICS

### SUBDOMAIN: NUMBER CONCEPTS

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
MT-NC.4.D	Comparative Value	-	<b>PK4.V.A.8</b> Child compares sets of objects up to 10 using comparative language (e.g., greater/more than, less/fewer than, equal to/same number of..).
MT-NC.4.E	Comparative Value	-	<b>PK4.V.A.8</b> Child compares sets of objects up to 10 using comparative language (e.g., greater/more than, less/fewer than, equal to/same number of..).
MT-NC.5.AA	Number Identification	<b>PK3.V.A.5</b> Child recognizes numerals 0-5	<b>PK4.V.A.5</b> Child recognizes numerals 0-10.
MT-NC.5.A	Number Identification	<b>PK3.V.A.5</b> Child recognizes numerals 0-5	<b>PK4.V.A.5</b> Child recognizes numerals 0-10.
MT-NC.5.B	Number Identification	<b>PK3.V.A.5</b> Child recognizes numerals 0-5	<b>PK4.V.A.5</b> Child recognizes numerals 0-10.
MT-NC.5.C	Number Identification	-	<b>PK4.V.A.5</b> Child recognizes numerals 0-10.
MT-NC.5.D	Number Identification	-	<b>PK4.V.A.5</b> Child recognizes numerals 0-10.
MT-NC.5.E	Number Identification	-	-
MT-NC.6.AA	Number Symbols & Quantities	<b>PK3.V.A.6</b> Child represents quantities up to 5.	<b>PK4.V.A.6</b> Child represents quantities up to 10.
MT-NC.6.A	Number Symbols & Quantities	<b>PK3.V.A.6</b> Child represents quantities up to 5.	<b>PK4.V.A.6</b> Child represents quantities up to 10.
MT-NC.6.B	Number Symbols & Quantities	<b>PK3.V.A.6</b> Child represents quantities up to 5.	<b>PK4.V.A.6</b> Child represents quantities up to 10.
MT-NC.6.C	Number Symbols & Quantities	-	<b>PK4.V.A.6</b> Child represents quantities up to 10.
MT-NC.6.D	Number Symbols & Quantities	-	<b>PK4.V.A.6</b> Child represents quantities up to 10.
MT-NC.6.E	Number Symbols & Quantities	-	<b>PK4.V.A.6</b> Child represents quantities up to 10.

## DOMAIN: MATHEMATICS

### SUBDOMAIN: NUMBER CONCEPTS

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
MT-NC.7.AA	Combining	<b>PK3.V.B.1</b> Child uses objects to demonstrate that adding one or more objects to a set will increase the number of objects in the set.	<b>PK4.V.A.7</b> Child begins to understand that numbers 0-10 can be composed and decomposed in various ways to represent a quantity.
MT-NC.7.A	Combining	<b>PK3.V.B.1</b> Child uses objects to demonstrate that adding one or more objects to a set will increase the number of objects in the set.	<b>PK4.V.A.7</b> Child begins to understand that numbers 0-10 can be composed and decomposed in various ways to represent a quantity.
MT-NC.7.B	Combining	-	<b>PK4.V.A.7</b> Child begins to understand that numbers 0-10 can be composed and decomposed in various ways to represent a quantity. <b>PK4.V.B.1</b> Child uses objects, pictorial models, and/or a verbal word problem to represent adding up to 5 objects.
MT-NC.7.C	Combining	-	<b>PK4.V.A.7</b> Child begins to understand that numbers 0-10 can be composed and decomposed in various ways to represent a quantity.
MT-NC.7.D	Combining	-	<b>PK4.V.A.7</b> Child begins to understand that numbers 0-10 can be composed and decomposed in various ways to represent a quantity.
MT-NC.7.E	Combining	-	<b>PK4.V.A.7</b> Child begins to understand that numbers 0-10 can be composed and decomposed in various ways to represent a quantity.
MT-NC.8.AA	Seperating	<b>PK3.V.B.2</b> Child uses objects to demonstrate that taking away one or more objects from a set will decrease the number of objects in the set.	<b>PK4.V.A.7</b> Child begins to understand that numbers 0-10 can be composed and decomposed in various ways to represent a quantity.
MT-NC.8.A	Seperating	<b>PK3.V.B.2</b> Child uses objects to demonstrate that taking away one or more objects from a set will decrease the number of objects in the set.	<b>PK4.V.A.7</b> Child begins to understand that numbers 0-10 can be composed and decomposed in various ways to represent a quantity.
MT-NC.8.B	Seperating	-	<b>PK4.V.A.7</b> Child begins to understand that numbers 0-10 can be composed and decomposed in various ways to represent a quantity. <b>PK4.V.B.2</b> Child uses objects, pictorial models, and/or a verbal word problem to represent subtracting objects from a set of 5.
MT-NC.8.C	Seperating	-	<b>PK4.V.A.7</b> Child begins to understand that numbers 0-10 can be composed and decomposed in various ways to represent a quantity.

## DOMAIN: MATHEMATICS

### SUBDOMAIN: NUMBER CONCEPTS

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
MT-NC.8.D	Seperating	-	<b>PK4.V.A.7</b> Child begins to understand that numbers 0-10 can be composed and decomposed in various ways to represent a quantity.
MT-NC.8.E	Seperating	-	<b>PK4.V.A.7</b> Child begins to understand that numbers 0-10 can be composed and decomposed in various ways to represent a quantity.

## DOMAIN: MATHEMATICS

### SUBDOMAIN: PATTERNS, FUNCTIONS, & ALGEBRA

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
MT-PFA.1.AA	Classification	<b>PK3.V.E.1</b> Child sorts objects that are the same and different.	-
MT-PFA.1.A	Classification	<b>PK3.V.E.1</b> Child sorts objects that are the same and different.	<b>PK4.V.E.1</b> Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.
MT-PFA.1.B	Classification	<b>PK3.V.E.1</b> Child sorts objects that are the same and different.	<b>PK4.V.E.1</b> Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.
MT-PFA.1.C	Classification	<b>PK3.V.E.1</b> Child sorts objects that are the same and different.	<b>PK4.V.E.1</b> Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.
MT-PFA.1.D	Classification	-	<b>PK4.V.E.1</b> Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.
MT-PFA.1.E	Classification	-	<b>PK4.V.E.1</b> Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.
MT-PFA.2.AA	Ordering	<b>PK3.V.D.1</b> Child understands that lengths of objects can vary and be compared.	<b>PK4.V.D.1</b> Child recognizes and compares heights or lengths of people or objects.
MT-PFA.2.A	Ordering	<b>PK3.V.D.1</b> Child understands that lengths of objects can vary and be compared.	<b>PK4.V.D.1</b> Child recognizes and compares heights or lengths of people or objects.



## DOMAIN: MATHEMATICS

### SUBDOMAIN: PATTERNS, FUNCTIONS, & ALGEBRA

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
MT-PFA.2.B	Ordering	-	<b>PK4.V.D.1</b> Child recognizes and compares heights or lengths of people or objects.
MT-PFA.2.C	Ordering	-	<b>PK4.V.D.1</b> Child recognizes and compares heights or lengths of people or objects.
MT-PFA.2.D	Ordering	-	-
MT-PFA.2.E	Ordering	-	-
MT-PFA.3.AA	Patterns	<b>PK3.V.E.3</b> Child recognizes and duplicates patterns.	<b>PK4.V.E.3</b> Child recognizes, duplicates, extends, and creates patterns.
MT-PFA.3.A	Patterns	<b>PK3.V.E.3</b> Child recognizes and duplicates patterns.	<b>PK4.V.E.3</b> Child recognizes, duplicates, extends, and creates patterns.
MT-PFA.3.B	Patterns	-	<b>PK4.V.E.3</b> Child recognizes, duplicates, extends, and creates patterns.
MT-PFA.3.C	Patterns	-	<b>PK4.V.E.3</b> Child recognizes, duplicates, extends, and creates patterns.
MT-PFA.3.D	Patterns	-	<b>PK4.V.E.3</b> Child recognizes, duplicates, extends, and creates patterns.
MT-PFA.3.E	Patterns	-	<b>PK4.V.E.3</b> Child recognizes, duplicates, extends, and creates patterns.

## DOMAIN: PHYSICAL DEVELOPMENT

### SUBDOMAIN: PHYSICAL DEVELOPMENT

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
PD.1.AA	Gross Motor	<b>PK3.IX.A.1</b> Child masters basic skills of running, jumping, climbing, and pedaling.	<b>PK4.IX.A.1</b> Child demonstrates coordination and balance in isolation.

## DOMAIN: PHYSICAL DEVELOPMENT

### SUBDOMAIN: PHYSICAL DEVELOPMENT

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
PD.1.A	Gross Motor	<b>PK3.IX.A.1</b> Child masters basic skills of running, jumping, climbing, and pedaling.	<b>PK4.IX.A.1</b> Child demonstrates coordination and balance in isolation.
PD.1.B	Gross Motor	<b>PK3.IX.A.1</b> Child masters basic skills of running, jumping, climbing, and pedaling.	<b>PK4.IX.A.1</b> Child demonstrates coordination and balance in isolation.
PD.1.C	Gross Motor	<b>PK3.IX.A.1</b> Child masters basic skills of running, jumping, climbing, and pedaling.	<b>PK4.IX.A.1</b> Child demonstrates coordination and balance in isolation. <b>PK4.IX.A.2</b> Child coordinates sequence of movements to perform tasks.
PD.1.D	Gross Motor	<b>PK3.IX.A.2</b> Child engages in movement sequences with adult support.	<b>PK4.IX.A.1</b> Child demonstrates coordination and balance in isolation. <b>PK4.IX.A.2</b> Child coordinates sequence of movements to perform tasks.
PD.1.E	Gross Motor	<b>PK3.IX.A.2</b> Child engages in movement sequences with adult support.	<b>PK4.IX.A.1</b> Child demonstrates coordination and balance in isolation. <b>PK4.IX.A.2</b> Child coordinates sequence of movements to perform tasks.
PD.2.AA	Fine Motor Manipulation	<b>PK3.IX.B.1</b> Child experiments with a variety of fine motor tasks but may lack strength and control. <b>PK3.IX.B.2</b> Child shows emerging proficiency in tasks requiring eye-hand coordination.	<b>PK4.IX.B.1</b> Child shows control of tasks that require small-muscle strength and control. <b>PK4.IX.B.2</b> Child shows increasing control of tasks that require eye-hand coordination.
PD.2.A	Fine Motor Manipulation	<b>PK3.IX.B.1</b> Child experiments with a variety of fine motor tasks but may lack strength and control. <b>PK3.IX.B.2</b> Child shows emerging proficiency in tasks requiring eye-hand coordination.	<b>PK4.IX.B.1</b> Child shows control of tasks that require small-muscle strength and control. <b>PK4.IX.B.2</b> Child shows increasing control of tasks that require eye-hand coordination.
PD.2.B	Fine Motor Manipulation	<b>PK3.IX.B.1</b> Child experiments with a variety of fine motor tasks but may lack strength and control. <b>PK3.IX.B.2</b> Child shows emerging proficiency in tasks requiring eye-hand coordination.	<b>PK4.IX.B.1</b> Child shows control of tasks that require small-muscle strength and control. <b>PK4.IX.B.2</b> Child shows increasing control of tasks that require eye-hand coordination.

## DOMAIN: PHYSICAL DEVELOPMENT

### SUBDOMAIN: PHYSICAL DEVELOPMENT

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
PD.2.C	Fine Motor Manipulation	<p><b>PK3.IX.B.1</b> Child experiments with a variety of fine motor tasks but may lack strength and control.</p> <p><b>PK3.IX.B.2</b> Child shows emerging proficiency in tasks requiring eye-hand coordination.</p>	<p><b>PK4.IX.B.1</b> Child shows control of tasks that require small-muscle strength and control.</p> <p><b>PK4.IX.B.2</b> Child shows increasing control of tasks that require eye-hand coordination.</p>
PD.2.D	Fine Motor Manipulation	<p><b>PK3.IX.B.1</b> Child experiments with a variety of fine motor tasks but may lack strength and control.</p> <p><b>PK3.IX.B.2</b> Child shows emerging proficiency in tasks requiring eye-hand coordination.</p>	<p><b>PK4.IX.B.1</b> Child shows control of tasks that require small-muscle strength and control.</p> <p><b>PK4.IX.B.2</b> Child shows increasing control of tasks that require eye-hand coordination.</p>
PD.2.E	Fine Motor Manipulation	<p><b>PK3.IX.B.1</b> Child experiments with a variety of fine motor tasks but may lack strength and control.</p> <p><b>PK3.IX.B.2</b> Child shows emerging proficiency in tasks requiring eye-hand coordination.</p>	<p><b>PK4.IX.B.1</b> Child shows control of tasks that require small-muscle strength and control.</p> <p><b>PK4.IX.B.2</b> Child shows increasing control of tasks that require eye-hand coordination.</p>
PD.3.AA	Fine Motor Visual-Spatial	<p><b>PK3.IX.B.1</b> Child experiments with a variety of fine motor tasks but may lack strength and control.</p> <p><b>PK3.IX.B.2</b> Child shows emerging proficiency in tasks requiring eye-hand coordination.</p> <p><b>PK3.IV.A.2</b> Child attempts to draw and write for many purposes and begins to explore different writing tools.</p>	<p><b>PK4.IX.B.1</b> Child shows control of tasks that require small-muscle strength and control.</p> <p><b>PK4.IX.B.2</b> Child shows increasing control of tasks that require eye-hand coordination.</p> <p><b>PK4.IV.A.2</b> Child independently draws and writes for many purposes to communicate ideas, using a variety of writing tools.</p>
PD.3.A	Fine Motor Visual-Spatial	<p><b>PK3.IX.B.1</b> Child experiments with a variety of fine motor tasks but may lack strength and control.</p> <p><b>PK3.IX.B.2</b> Child shows emerging proficiency on tasks requiring eye-hand coordination.</p> <p><b>PK3.IV.A.1</b> Child engages in free-choice drawing and writing activities.</p>	<p><b>PK4.IX.B.1</b> Child shows control of tasks that require small-muscle strength and control.</p> <p><b>PK4.IX.B.2</b> Child shows increasing control of tasks that require eye-hand coordination.</p> <p><b>PK4.IV.A.1</b> Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.</p>
PD.3.B	Fine Motor Visual-Spatial	<p><b>PK3.IX.B.1</b> Child experiments with a variety of fine motor tasks but may lack strength and control.</p> <p><b>PK3.IX.B.2</b> Child shows emerging proficiency on tasks requiring eye-hand coordination.</p> <p><b>PK3.IV.A.1</b> Child engages in free-choice drawing and writing activities.</p> <p><b>PK3.IV.A.2</b> Child attempts to draw and write for many purposes and begins to explore different writing tools.</p>	<p><b>PK4.IX.B.1</b> Child shows control of tasks that require small-muscle strength and control.</p> <p><b>PK4.IX.B.2</b> Child shows increasing control of tasks that require eye-hand coordination.</p> <p><b>PK4.IV.A.1</b> Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.</p>

## DOMAIN: PHYSICAL DEVELOPMENT

### SUBDOMAIN: PHYSICAL DEVELOPMENT

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
PD.3.C	Fine Motor Visual-Spatial	<p><b>PK3.IX.B.1</b> Child experiments with a variety of fine motor tasks but may lack strength and control.</p> <p><b>PK3.IX.B.2</b> Child shows emerging proficiency on tasks requiring eye-hand coordination.</p> <p><b>PK3.IV.A.1</b> Child engages in free-choice drawing and writing activities.</p> <p><b>PK3.IV.A.2</b> Child attempts to draw and write for many purposes and begins to explore different writing tools.</p>	<p><b>PK4.IX.B.1</b> Child shows control of tasks that require small-muscle strength and control.</p> <p><b>PK4.IX.B.2</b> Child shows increasing control of tasks that require eye-hand coordination.</p> <p><b>PK4.IV.A.1</b> Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.</p> <p><b>PK4.IV.A.2</b> Child independently draws and writes for many purposes to communicate ideas, using a variety of writing tools.</p>
PD.3.D	Fine Motor Visual-Spatial	<p><b>PK3.IX.B.1</b> Child experiments with a variety of fine motor tasks but may lack strength and control.</p> <p><b>PK3.IX.B.2</b> Child shows emerging proficiency on tasks requiring eye-hand coordination.</p> <p><b>PK3.IV.A.1</b> Child engages in free-choice drawing and writing activities.</p> <p><b>PK3.IV.A.2</b> Child attempts to draw and write for many purposes and begins to explore different writing tools.</p>	<p><b>PK4.IX.B.1</b> Child shows control of tasks that require small-muscle strength and control.</p> <p><b>PK4.IX.B.2</b> Child shows increasing control of tasks that require eye-hand coordination.</p> <p><b>PK4.IV.A.1</b> Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.</p> <p><b>PK4.IV.A.2</b> Child independently draws and writes for many purposes to communicate ideas, using a variety of writing tools.</p>
PD.3.E	Fine Motor Visual-Spatial	<p><b>PK3.IX.B.1</b> Child experiments with a variety of fine motor tasks but may lack strength and control.</p> <p><b>PK3.IX.B.2</b> Child shows emerging proficiency on tasks requiring eye-hand coordination.</p> <p><b>PK3.IV.A.1</b> Child engages in free-choice drawing and writing activities.</p> <p><b>PK3.IV.A.2</b> Child attempts to draw and write for many purposes and begins to explore different writing tools.</p>	<p><b>PK4.IX.B.1</b> Child shows control of tasks that require small-muscle strength and control.</p> <p><b>PK4.IX.B.2</b> Child shows increasing control of tasks that require eye-hand coordination.</p> <p><b>PK4.IV.A.1</b> Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.</p> <p><b>PK4.IV.A.2</b> Child independently draws and writes for many purposes to communicate ideas, using a variety of writing tools.</p>
PD.4.AA	Self-Care and Hygiene	-	<b>PK4.IX.C.2</b> Child practices good habits of personal health and hygiene.
PD.4.A	Self-Care and Hygiene	-	<b>PK4.IX.C.2</b> Child practices good habits of personal health and hygiene.
PD.4.B	Self-Care and Hygiene	-	<b>PK4.IX.C.2</b> Child practices good habits of personal health and hygiene.

## DOMAIN: PHYSICAL DEVELOPMENT

### SUBDOMAIN: PHYSICAL DEVELOPMENT

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
PD.4.C	Self-Care and Hygiene	-	<b>PK4.IX.C.2</b> Child practices good habits of personal health and hygiene.
PD.4.D	Self-Care and Hygiene	-	<b>PK4.IX.C.2</b> Child practices good habits of personal health and hygiene.
PD.4.E	Self-Care and Hygiene	-	<b>PK4.IX.C.2</b> Child practices good habits of personal health and hygiene.
PD.5.AA	Nutrition	-	<b>PK4.IX.C.3</b> Child identifies good habits of nutrition and exercise.
PD.5.A	Nutrition	-	<b>PK4.IX.C.3</b> Child identifies good habits of nutrition and exercise.
PD.5.B	Nutrition	-	<b>PK4.IX.C.3</b> Child identifies good habits of nutrition and exercise.
PD.5.C	Nutrition	-	<b>PK4.IX.C.3</b> Child identifies good habits of nutrition and exercise.
PD.5.D	Nutrition	-	<b>PK4.IX.C.3</b> Child identifies good habits of nutrition and exercise.
PD.5.E	Nutrition	-	<b>PK4.IX.C.3</b> Child identifies good habits of nutrition and exercise.
PD.6.AA	Safety	-	<b>PK4.IX.C.1</b> Child practices good habits of personal safety.
PD.6.A	Safety	-	<b>PK4.IX.C.1</b> Child practices good habits of personal safety.

## DOMAIN: PHYSICAL DEVELOPMENT

### SUBDOMAIN: PHYSICAL DEVELOPMENT

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
PD.6.B	Safety	-	PK4.IX.C.1 Child practices good habits of personal safety.
PD.6.C	Safety	-	PK4.IX.C.1 Child practices good habits of personal safety.
PD.6.D	Safety	-	PK4.IX.C.1 Child practices good habits of personal safety.
PD.6.E	Safety	-	PK4.IX.C.1 Child practices good habits of personal safety.

## DOMAIN: SOCIAL-EMOTIONAL LEARNING

### SUBDOMAIN: SOCIAL-EMOTIONAL LEARNING

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
SE.1.AA	Considering Thoughts and Emotions of Self	PK3.I.B.2.b Child is familiar with basic feeling words (e.g., happy, sad, mad, scared). PK3.I.B.2.a Child recognizes and expresses a range of emotions.	PK4.I.B.2.a Child begins to understand the connection between emotions and behaviors. PK4.I.B.2.b Child uses verbal and nonverbal communication to communicate basic emotions and feelings. PK4.I.B.2.c Child is able to manage intensity of emotions more consistently, although adult guidance is sometimes necessary.
SE.1.A	Considering Thoughts and Emotions of Self	PK3.I.B.2.b Child is familiar with basic feeling words (e.g., happy, sad, mad, scared). PK3.I.B.2.a Child recognizes and expresses a range of emotions.	PK4.I.B.2.a Child begins to understand the connection between emotions and behaviors. PK4.I.B.2.b Child uses verbal and nonverbal communication to communicate basic emotions and feelings. PK4.I.B.2.c Child is able to manage intensity of emotions more consistently, although adult guidance is sometimes necessary.
SE.1.B	Considering Thoughts and Emotions of Self	PK3.I.B.2.b Child is familiar with basic feeling words (e.g., happy, sad, mad, scared). PK3.I.B.2.a Child recognizes and expresses a range of emotions.	PK4.I.B.2.a Child begins to understand the connection between emotions and behaviors. PK4.I.B.2.b Child uses verbal and nonverbal communication to communicate basic emotions and feelings. PK4.I.B.2.c Child is able to manage intensity of emotions more consistently, although adult guidance is sometimes necessary.

## DOMAIN: SOCIAL-EMOTIONAL LEARNING

### SUBDOMAIN: SOCIAL-EMOTIONAL LEARNING

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
SE.1.C	Considering Thoughts and Emotions of Self	<b>PK3.I.B.2.b</b> Child is familiar with basic feeling words (e.g., happy, sad, mad, scared).	<b>PK4.I.B.2.a</b> Child begins to understand the connection between emotions and behaviors. <b>PK4.I.B.2.b</b> Child uses verbal and nonverbal communication to communicate basic emotions and feelings. <b>PK4.I.B.2.c</b> Child is able to manage intensity of emotions more consistently, although adult guidance is sometimes necessary.
SE.1.D	Considering Thoughts and Emotions of Self	<b>PK3.I.B.2.b</b> Child is familiar with basic feeling words (e.g., happy, sad, mad, scared).	<b>PK4.I.B.2.b</b> Child uses verbal and nonverbal communication to communicate basic emotions and feelings. <b>PK4.I.B.2.c</b> Child is able to manage intensity of emotions more consistently, although adult guidance is sometimes necessary.
SE.1.E	Considering Thoughts and Emotions of Self	-	-
SE.2.AA	Co-Regulation and Self-Regulation of Emotions	<b>PK3.I.B.1.c</b> Child manages own behavior with adult guidance and assistance. <b>PK3.I.B.2.c</b> Child manages intensity of emotions with adult assistance.	<b>PK4.I.B.1.c</b> Child regulates own behavior with occasional reminders or assistance from adults. <b>PK4.I.B.2.c</b> Child is able to manage intensity of emotions more consistently, although adult guidance is sometimes necessary.
SE.2.A	Co-Regulation and Self-Regulation of Emotions	<b>PK3.I.B.1.c</b> Child manages own behavior with adult guidance and assistance. <b>PK3.I.B.2.c</b> Child manages intensity of emotions with adult assistance.	<b>PK4.I.B.1.c</b> Child regulates own behavior with occasional reminders or assistance from adults. <b>PK4.I.B.2.c</b> Child is able to manage intensity of emotions more consistently, although adult guidance is sometimes necessary.
SE.2.B	Co-regulation and Self-regulation of Emotions	<b>PK3.I.B.1.c</b> Child manages own behavior with adult guidance and assistance. <b>PK3.I.B.2.c</b> Child manages intensity of emotions with adult assistance.	<b>PK4.I.B.1.c</b> Child regulates own behavior with occasional reminders or assistance from adults. <b>PK4.I.B.2.c</b> Child is able to manage intensity of emotions more consistently, although adult guidance is sometimes necessary.
SE.2.C	Co-regulation and Self-regulation of Emotions	<b>PK3.I.B.1.c</b> Child manages own behavior with adult guidance and assistance. <b>PK3.I.B.2.c</b> Child manages intensity of emotions with adult assistance.	<b>PK4.I.B.1.c</b> Child regulates own behavior with occasional reminders or assistance from adults. <b>PK4.I.B.2.c</b> Child is able to manage intensity of emotions more consistently, although adult guidance is sometimes necessary.



## DOMAIN: SOCIAL-EMOTIONAL LEARNING

### SUBDOMAIN: SOCIAL-EMOTIONAL LEARNING

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
SE.2.D	Co-Regulation and Self-Regulation of Emotions	-	<b>PK4.I.B.1.c</b> Child regulates own behavior with occasional reminders or assistance from adults. <b>PK4.I.B.2.c</b> Child is able to manage intensity of emotions more consistently, although adult guidance is sometimes necessary.
SE.2.E	Co-Regulation and Self-Regulation of Emotions	-	-
SE.3.AA	Positive Self-Concept and Community	<b>PK3.I.A.2</b> Child can identify own physical attributes and indicate some likes and dislikes when prompted.	<b>PK4.I.A.2</b> Child shows self-awareness of physical attributes, personal preferences, and own abilities.
SE.3.A	Positive Self-Concept and Community	<b>PK3.I.A.2</b> Child can identify own physical attributes and indicate some likes and dislikes when prompted.	<b>PK4.I.A.2</b> Child shows self-awareness of physical attributes, personal preferences, and own abilities.
SE.3.B	Positive Self-Concept and Community	<b>PK3.I.A.1</b> Child is building competence in controlling own body movements. <b>PK3.I.A.2</b> Child can identify own physical attributes and indicate some likes and dislikes when prompted.	<b>PK4.I.A.2</b> Child shows self-awareness of physical attributes, personal preferences, and own abilities.
SE.3.C	Positive Self-Concept and Community	<b>PK3.I.A.1</b> Child is building competence in controlling own body movements.	<b>PK4.I.A.2</b> Child shows self-awareness of physical attributes, personal preferences, and own abilities.
SE.3.D	Positive Self-Concept and Community	-	-
SE.3.E	Positive Self-Concept and Community	-	-
SE.4.AA	Perspective-Taking and Empathy	<b>PK3.I.D.1</b> Child shows interest in other people and their feelings.	<b>PK4.I.D.1</b> Child demonstrates an understanding that others have perspectives and feelings that are similar and/or different from her own.
SE.4.A	Perspective-Taking and Empathy	-	<b>PK4.VII.A.1</b> Child identifies similarities and differences between himself, classmates, and other people through specific characteristics and cultural influences.

## DOMAIN: SOCIAL-EMOTIONAL LEARNING

### SUBDOMAIN: SOCIAL-EMOTIONAL LEARNING

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
SE.4.B	Perspective-Taking and Empathy	<b>PK3.I.C.6</b> Child responds with concern when a child or adult is distressed. <b>PK3.I.D.1</b> Child shows interest in other people and their feelings.	<b>PK4.I.C.6</b> Child demonstrates empathy and caring for others. <b>PK4.I.D.1</b> Child demonstrates an understanding that others have perspectives and feelings that are similar and/or different from her own.
SE.4.C	Perspective-Taking and Empathy	<b>PK3.I.C.6</b> Child responds with concern when a child or adult is distressed. <b>PK3.I.D.1</b> Child shows interest in other people and their feelings.	<b>PK4.I.C.6</b> Child demonstrates empathy and caring for others. <b>PK4.I.D.1</b> Child demonstrates an understanding that others have perspectives and feelings that are similar and/or different from her own.
SE.4.D	Perspective-Taking and Empathy	<b>PK3.I.C.6</b> Child responds with concern when a child or adult is distressed. <b>PK3.I.D.1</b> Child shows interest in other people and their feelings.	<b>PK4.I.C.6</b> Child demonstrates empathy and caring for others. <b>PK4.I.D.1</b> Child demonstrates an understanding that others have perspectives and feelings that are similar and/or different from her own.
SE.4.E	Perspective-Taking and Empathy	<b>PK3.I.C.6</b> Child responds with concern when a child or adult is distressed. <b>PK3.I.D.1</b> Child shows interest in other people and their feelings.	<b>PK4.I.C.6</b> Child demonstrates empathy and caring for others. <b>PK4.I.D.1</b> Child demonstrates an understanding that others have perspectives and feelings that are similar and/or different from her own.
SE.5.AA	Foundational Relationship Skills	<b>PK3.I.C.1</b> Child forms positive relationships with adults and peers. <b>PK3.I.C.4</b> Child enjoys parallel and associative play with peers.	<b>PK4.I.C.1</b> Child uses effective verbal and nonverbal communication skills to build relationships with adults and peers.
SE.5.A	Foundational Relationship Skills	<b>PK3.I.C.1</b> Child forms positive relationships with adults and peers. <b>PK3.I.C.3</b> Child shows interest in peer play but may be less skilled in initiating and joining a group.	<b>PK4.I.C.1</b> Child uses effective verbal and nonverbal communication skills to build relationships with adults and peers. <b>PK4.I.C.4</b> Child increasingly interacts with peers during cooperative play scenarios that share a common plan and goal.
SE.5.B	Foundational Relationship Skills	<b>PK3.I.C.1</b> Child forms positive relationships with adults and peers. <b>PK3.I.C.3</b> Child shows interest in peer play but may be less skilled in initiating and joining a group.	<b>PK4.I.C.1</b> Child uses effective verbal and nonverbal communication skills to build relationships with adults and peers. <b>PK4.I.C.4</b> Child increasingly interacts with peers during cooperative play scenarios that share a common plan and goal.

## DOMAIN: SOCIAL-EMOTIONAL LEARNING

### SUBDOMAIN: SOCIAL-EMOTIONAL LEARNING

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
SE.5.C	Foundational Relationship Skills	<b>PK3.I.C.1</b> Child forms positive relationships with adults and peers. <b>PK3.I.C.3</b> Child shows interest in peer play but may be less skilled in initiating and joining a group.	<b>PK4.I.C.1</b> Child uses effective verbal and nonverbal communication skills to build relationships with adults and peers. <b>PK4.I.C.4</b> Child increasingly interacts with peers during cooperative play scenarios that share a common plan and goal.
SE.5.D	Foundational Relationship Skills	<b>PK3.I.C.1</b> Child forms positive relationships with adults and peers.	<b>PK4.I.C.1</b> Child uses effective verbal and nonverbal communication skills to build relationships with adults and peers. <b>PK4.I.C.3</b> Child shows competence in initiating social interactions.
SE.5.E	Foundational Relationship Skills	-	<b>PK4.I.C.1</b> Child uses effective verbal and nonverbal communication skills to build relationships with adults and peers.
SE.6.AA	Independence and Initiative	<b>PK3.I.B.3.a</b> Child focuses attention on one task at a time but may not stay with it to completion. <b>PK3.I.B.3.b</b> Child remains focused on engaging, teacher-led group activities for up to 10–15 minutes at a time. <b>PK3.I.A.3</b> Child begins to show awareness of own abilities. <b>PK3.I.A.4</b> Child shows initiative in trying new activities but may not persist when obstacles or challenges arise. <b>PK3.I.B.1.b</b> Child takes care of and manages classroom materials with adult assistance.	<b>PK4.I.B.3.a</b> Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed. <b>PK4.I.B.3.b</b> Child remains focused on engaging, teacher-led group activities for up to 20 minutes. <b>PK4.I.A.3</b> Child shows reasonable opinion of his own abilities and limitations. <b>PK4.I.A.4</b> Child shows initiative in trying new activities and demonstrates perseverance when attempting to overcome obstacles or challenges. <b>PK4.I.B.1.b</b> Child takes care of and manages classroom materials.
SE.6.A	Independence and Initiative	<b>PK3.I.B.3.a</b> Child focuses attention on one task at a time but may not stay with it to completion. <b>PK3.I.B.3.b</b> Child remains focused on engaging, teacher-led group activities for up to 10–15 minutes at a time. <b>PK3.I.A.4</b> Child shows initiative in trying new activities but may not persist when obstacles or challenges arise.	<b>PK4.I.B.3.a</b> Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed. <b>PK4.I.B.3.b</b> Child remains focused on engaging, teacher-led group activities for up to 20 minutes. <b>PK4.I.A.3</b> Child shows reasonable opinion of his own abilities and limitations. <b>PK4.I.A.4</b> Child shows initiative in trying new activities and demonstrates perseverance when attempting to overcome obstacles or challenges. <b>PK4.I.B.1.b</b> Child takes care of and manages classroom materials.

## DOMAIN: SOCIAL-EMOTIONAL LEARNING

### SUBDOMAIN: SOCIAL-EMOTIONAL LEARNING

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
SE.6.B	Independence and Initiative	<p><b>PK3.I.B.3.a</b> Child focuses attention on one task at a time but may not stay with it to completion.</p> <p><b>PK3.I.B.3.b</b> Child remains focused on engaging, teacher-led group activities for up to 10–15 minutes at a time.</p> <p><b>PK3.I.A.3</b> Child begins to show awareness of own abilities.</p> <p><b>PK3.I.A.4</b> Child shows initiative in trying new activities but may not persist when obstacles or challenges arise.</p>	<p><b>PK4.I.B.3.a</b> Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed.</p> <p><b>PK4.I.B.3.b</b> Child remains focused on engaging, teacher-led group activities for up to 20 minutes.</p> <p><b>PK4.I.A.3</b> Child shows reasonable opinion of his own abilities and limitations.</p> <p><b>PK4.I.A.4</b> Child shows initiative in trying new activities and demonstrates perseverance when attempting to overcome obstacles or challenges.</p>
SE.6.C	Independence and Initiative	<p><b>PK3.I.B.3.a</b> Child focuses attention on one task at a time but may not stay with it to completion.</p> <p><b>PK3.I.B.3.b</b> Child remains focused on engaging, teacher-led group activities for up to 10–15 minutes at a time.</p> <p><b>PK3.I.A.4</b> Child shows initiative in trying new activities but may not persist when obstacles or challenges arise.</p>	<p><b>PK4.I.B.3.a</b> Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed.</p> <p><b>PK4.I.B.3.b</b> Child remains focused on engaging, teacher-led group activities for up to 20 minutes.</p> <p><b>PK4.I.A.3</b> Child shows reasonable opinion of his own abilities and limitations.</p> <p><b>PK4.I.A.4</b> Child shows initiative in trying new activities and demonstrates perseverance when attempting to overcome obstacles or challenges.</p>
SE.6.D	Independence and Initiative	-	<p><b>PK4.I.B.3.a</b> Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed.</p> <p><b>PK4.I.B.3.b</b> Child remains focused on engaging, teacher-led group activities for up to 20 minutes.</p> <p><b>PK4.I.A.3</b> Child shows reasonable opinion of his own abilities and limitations.</p> <p><b>PK4.I.A.4</b> Child shows initiative in trying new activities and demonstrates perseverance when attempting to overcome obstacles or challenges.</p>
SE.6.E	Independence and Initiative	-	<p><b>PK4.I.A.3</b> Child shows reasonable opinion of his own abilities and limitations.</p> <p><b>PK4.I.A.4</b> Child shows initiative in trying new activities and demonstrates perseverance when attempting to overcome obstacles or challenges.</p> <p><b>PK4.I.C.5</b> Child initiates problem-solving strategies when experiencing conflicts with others and seeks adult support when necessary.</p>

# **DOMAIN: SOCIAL-EMOTIONAL LEARNING**

## **SUBDOMAIN: SOCIAL-EMOTIONAL LEARNING**

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
SE.7.AA	Navigating Challenges and Social Decision Making	<b>PK3.I.C.5</b> Child seeks adult help when experiencing conflicts with another child.	<b>PK4.I.C.5</b> Child initiates problem-solving strategies when experiencing conflicts with others and seeks adult support when necessary.
SE.7.A	Navigating Challenges and Social Decision Making	<b>PK3.I.C.5</b> Child seeks adult help when experiencing conflicts with another child.	<b>PK4.I.C.5</b> Child initiates problem-solving strategies when experiencing conflicts with others and seeks adult support when necessary.
SE.7.B	Navigating Challenges and Social Decision Making	<b>PK3.I.C.5</b> Child seeks adult help when experiencing conflicts with another child.	<b>PK4.I.C.5</b> Child initiates problem-solving strategies when experiencing conflicts with others and seeks adult support when necessary.
SE.7.C	Navigating Challenges and Social Decision Making	-	<b>PK4.I.C.5</b> Child initiates problem-solving strategies when experiencing conflicts with others and seeks adult support when necessary.
SE.7.D	Navigating Challenges and Social Decision Making	-	<b>PK4.I.C.5</b> Child initiates problem-solving strategies when experiencing conflicts with others and seeks adult support when necessary. <b>PK4.I.A.4</b> Child shows initiative in trying new activities and demonstrates perseverance when attempting to overcome obstacles or challenges.
SE.7.E	Navigating Challenges and Social Decision Making	-	<b>PK4.I.C.5</b> Child initiates problem-solving strategies when experiencing conflicts with others and seeks adult support when necessary. <b>PK4.I.A.4</b> Child shows initiative in trying new activities and demonstrates perseverance when attempting to overcome obstacles or challenges.

## DOMAIN: SCIENCE

### SUBDOMAIN: SCIENTIFIC PROCESSES

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
SC-SP.1.AA	Observe and Question	-	<p><b>PK4.VI.A.1</b> Child observes, investigates, describes, and discusses characteristics of common objects.</p> <p><b>PK4.VI.B.1</b> Child observes, investigates, describes, and discusses the characteristics of organisms.</p> <p><b>PK4.VI.C.1</b> Child observes, investigates, describes, and discusses earth materials, and their properties and uses.</p> <p><b>PK4.VI.C.2</b> Child identifies, observes, describes, and discusses objects in the sky.</p>
SC-SP.1.A	Observe and Question	-	<p><b>PK4.VI.A.1</b> Child observes, investigates, describes, and discusses characteristics of common objects.</p> <p><b>PK4.VI.A.2</b> Child observes, investigates, describes, and discusses position and motion of objects.</p> <p><b>PK4.VI.A.4</b> Child observes, investigates, describes, and discusses sources of energy including light, heat, and electricity.</p> <p><b>PK4.VI.B.1</b> Child observes, investigates, describes, and discusses the characteristics of organisms.</p> <p><b>PK4.VI.B.3</b> Child observes, investigates, describes, and discusses the relationship of organisms in their environments.</p> <p><b>PK4.VI.C.1</b> Child observes, investigates, describes, and discusses earth materials, and their properties and uses.</p>
SC-SP.1.B	Observe and Question	-	<p><b>PK4.VI.A.1</b> Child observes, investigates, describes, and discusses characteristics of common objects.</p> <p><b>PK4.VI.A.2</b> Child observes, investigates, describes, and discusses position and motion of objects.</p> <p><b>PK4.VI.A.4</b> Child observes, investigates, describes, and discusses sources of energy including light, heat, and electricity.</p> <p><b>PK4.VI.B.1</b> Child observes, investigates, describes, and discusses the characteristics of organisms.</p> <p><b>PK4.VI.B.3</b> Child observes, investigates, describes, and discusses the relationship of organisms in their environments.</p> <p><b>PK4.VI.C.1</b> Child observes, investigates, describes, and discusses earth materials, and their properties and uses.</p>

## DOMAIN: SCIENCE

### SUBDOMAIN: SCIENTIFIC PROCESSES

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
SC-SP.1.C	Observe and Question	-	<p><b>PK4.VI.C.2</b> Child identifies, observes, describes, and discusses objects in the sky.</p> <p><b>PK4.VI.A.1</b> Child observes, investigates, describes, and discusses characteristics of common objects.</p> <p><b>PK4.VI.A.2</b> Child observes, investigates, describes, and discusses position and motion of objects.</p> <p><b>PK4.VI.A.4</b> Child observes, investigates, describes, and discusses sources of energy including light, heat, and electricity.</p> <p><b>PK4.VI.B.1</b> Child observes, investigates, describes, and discusses the characteristics of organisms.</p> <p><b>PK4.VI.B.3</b> Child observes, investigates, describes, and discusses the relationship of organisms in their environments.</p> <p><b>PK4.VI.C.1</b> Child observes, investigates, describes, and discusses earth materials, and their properties and uses.</p>
SC-SP.1.D	Observe and Question	-	<p><b>PK4.VI.C.2</b> Child identifies, observes, describes, and discusses objects in the sky.</p> <p><b>PK4.VI.A.1</b> Child observes, investigates, describes, and discusses characteristics of common objects.</p> <p><b>PK4.VI.A.2</b> Child observes, investigates, describes, and discusses position and motion of objects.</p> <p><b>PK4.VI.A.4</b> Child observes, investigates, describes, and discusses sources of energy including light, heat, and electricity.</p> <p><b>PK4.VI.B.1</b> Child observes, investigates, describes, and discusses the characteristics of organisms.</p> <p><b>PK4.VI.B.3</b> Child observes, investigates, describes, and discusses the relationship of organisms in their environments.</p> <p><b>PK4.VI.C.1</b> Child observes, investigates, describes, and discusses earth materials, and their properties and uses.</p>



## DOMAIN: SCIENCE

### SUBDOMAIN: SCIENTIFIC PROCESSES

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
SC-SP.1.E	Observe and Question	-	<p><b>PK4.VI.C.2</b> Child identifies, observes, describes, and discusses objects in the sky.</p> <p><b>PK4.VI.A.1</b> Child observes, investigates, describes, and discusses characteristics of common objects.</p> <p><b>PK4.VI.A.2</b> Child observes, investigates, describes, and discusses position and motion of objects.</p> <p><b>PK4.VI.A.4</b> Child observes, investigates, describes, and discusses sources of energy including light, heat, and electricity.</p> <p><b>PK4.VI.B.1</b> Child observes, investigates, describes, and discusses the characteristics of organisms.</p> <p><b>PK4.VI.B.3</b> Child observes, investigates, describes, and discusses the relationship of organisms in their environments.</p> <p><b>PK4.VI.C.1</b> Child observes, investigates, describes, and discusses earth materials, and their properties and uses.</p>
SC-SP.2.AA	Hypothesize and Experiment	-	<p><b>PK4.VI.A.1</b> Child observes, investigates, describes, and discusses characteristics of common objects.</p> <p><b>PK4.VI.A.3</b> Child uses simple scientific tools to learn about objects.</p>
SC-SP.2.A	Hypothesize and Experiment	-	<p><b>PK4.VI.A.1</b> Child observes, investigates, describes, and discusses characteristics of common objects.</p> <p><b>PK4.VI.A.2</b> Child observes, investigates, describes, and discusses position and motion of objects.</p> <p><b>PK4.VI.A.4</b> Child observes, investigates, describes, and discusses sources of energy including light, heat, and electricity.</p> <p><b>PK4.VI.B.1</b> Child observes, investigates, describes, and discusses the characteristics of organisms.</p> <p><b>PK4.VI.B.2</b> Child observes, describes, and discusses the life cycles of organisms.</p> <p><b>PK4.VI.B.3</b> Child observes, investigates, describes, and discusses the relationship of organisms in their environments.</p> <p><b>PK4.VI.C.1</b> Child observes, investigates, describes, and discusses earth materials, and their properties and uses.</p> <p><b>PK4.VI.C.2</b> Child identifies, observes, describes, and discusses objects in the sky.</p> <p><b>PK4.VI.C.3</b> Child observes and describes what happens during changes in the earth and sky.</p>

## DOMAIN: SCIENCE

### SUBDOMAIN: SCIENTIFIC PROCESSES

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
SC-SP.2.B	Hypothesize and Experiment	-	<p><b>PK4.VI.A.1</b> Child observes, investigates, describes, and discusses characteristics of common objects.</p> <p><b>PK4.VI.A.2</b> Child observes, investigates, describes, and discusses position and motion of objects.</p> <p><b>PK4.VI.A.4</b> Child observes, investigates, describes, and discusses sources of energy including light, heat, and electricity.</p> <p><b>PK4.VI.B.1</b> Child observes, investigates, describes, and discusses the characteristics of organisms.</p> <p><b>PK4.VI.B.2</b> Child observes, describes, and discusses the life cycles of organisms.</p> <p><b>PK4.VI.B.3</b> Child observes, investigates, describes, and discusses the relationship of organisms in their environments.</p> <p><b>PK4.VI.C.1</b> Child observes, investigates, describes, and discusses earth materials, and their properties and uses.</p> <p><b>PK4.VI.C.2</b> Child identifies, observes, describes, and discusses objects in the sky.</p> <p><b>PK4.VI.C.3</b> Child observes and describes what happens during changes in the earth and sky.</p>
SC-SP.2.C	Hypothesize and Experiment	-	<p><b>PK4.VI.A.1</b> Child observes, investigates, describes, and discusses characteristics of common objects.</p> <p><b>PK4.VI.A.2</b> Child observes, investigates, describes, and discusses position and motion of objects.</p> <p><b>PK4.VI.A.4</b> Child observes, investigates, describes, and discusses sources of energy including light, heat, and electricity.</p> <p><b>PK4.VI.B.1</b> Child observes, investigates, describes, and discusses the characteristics of organisms.</p> <p><b>PK4.VI.B.2</b> Child observes, describes, and discusses the life cycles of organisms.</p> <p><b>PK4.VI.B.3</b> Child observes, investigates, describes, and discusses the relationship of organisms in their environments.</p> <p><b>PK4.VI.C.1</b> Child observes, investigates, describes, and discusses earth materials, and their properties and uses.</p> <p><b>PK4.VI.C.2</b> Child identifies, observes, describes, and discusses objects in the sky.</p> <p><b>PK4.VI.C.3</b> Child observes and describes what happens during changes in the earth and sky.</p>

## DOMAIN: SCIENCE

### SUBDOMAIN: SCIENTIFIC PROCESSES

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
SC-SP.2.D	Hypothesize and Experiment	-	<p><b>PK4.VI.A.1</b> Child observes, investigates, describes, and discusses characteristics of common objects.</p> <p><b>PK4.VI.A.2</b> Child observes, investigates, describes, and discusses position and motion of objects.</p> <p><b>PK4.VI.A.4</b> Child observes, investigates, describes, and discusses sources of energy including light, heat, and electricity.</p> <p><b>PK4.VI.B.1</b> Child observes, investigates, describes, and discusses the characteristics of organisms.</p> <p><b>PK4.VI.B.2</b> Child observes, describes, and discusses the life cycles of organisms.</p> <p><b>PK4.VI.B.3</b> Child observes, investigates, describes, and discusses the relationship of organisms in their environments.</p> <p><b>PK4.VI.C.1</b> Child observes, investigates, describes, and discusses earth materials, and their properties and uses.</p> <p><b>PK4.VI.C.2</b> Child identifies, observes, describes, and discusses objects in the sky.</p> <p><b>PK4.VI.C.3</b> Child observes and describes what happens during changes in the earth and sky.</p>
SC-SP.2.E	Hypothesize and Experiment	-	<p><b>PK4.VI.A.1</b> Child observes, investigates, describes, and discusses characteristics of common objects.</p> <p><b>PK4.VI.A.2</b> Child observes, investigates, describes, and discusses position and motion of objects.</p> <p><b>PK4.VI.A.4</b> Child observes, investigates, describes, and discusses sources of energy including light, heat, and electricity.</p> <p><b>PK4.VI.B.1</b> Child observes, investigates, describes, and discusses the characteristics of organisms.</p> <p><b>PK4.VI.B.2</b> Child observes, describes, and discusses the life cycles of organisms.</p> <p><b>PK4.VI.B.3</b> Child observes, investigates, describes, and discusses the relationship of organisms in their environments.</p> <p><b>PK4.VI.C.1</b> Child observes, investigates, describes, and discusses earth materials, and their properties and uses.</p> <p><b>PK4.VI.C.2</b> Child identifies, observes, describes, and discusses objects in the sky.</p> <p><b>PK4.VI.C.3</b> Child observes and describes what happens during changes in the earth and sky.</p>

## DOMAIN: SCIENCE

### SUBDOMAIN: SCIENTIFIC PROCESSES

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
SC-SP.3.AA	Record and Conclude	-	<p><b>PK4.VI.A.1</b> Child observes, investigates, describes, and discusses characteristics of common objects.</p> <p><b>PK4.VI.A.2</b> Child observes, investigates, describes, and discusses position and motion of objects.</p> <p><b>PK4.VI.A.4</b> Child observes, investigates, describes, and discusses sources of energy including light, heat, and electricity.</p> <p><b>PK4.VI.B.1</b> Child observes, investigates, describes, and discusses the characteristics of organisms.</p> <p><b>PK4.VI.B.2</b> Child observes, describes, and discusses the life cycles of organisms.</p> <p><b>PK4.VI.B.3</b> Child observes, investigates, describes, and discusses the relationship of organisms in their environments.</p> <p><b>PK4.VI.C.1</b> Child observes, investigates, describes, and discusses earth materials, and their properties and uses.</p> <p><b>PK4.VI.C.2</b> Child identifies, observes, describes, and discusses objects in the sky.</p> <p><b>PK4.VI.C.3</b> Child observes and describes what happens during changes in the earth and sky.</p>
SC-SP.3.A	Record and Conclude	-	<p><b>PK4.VI.A.1</b> Child observes, investigates, describes, and discusses characteristics of common objects.</p> <p><b>PK4.VI.A.2</b> Child observes, investigates, describes, and discusses position and motion of objects.</p> <p><b>PK4.VI.A.4</b> Child observes, investigates, describes, and discusses sources of energy including light, heat, and electricity.</p> <p><b>PK4.VI.B.1</b> Child observes, investigates, describes, and discusses the characteristics of organisms.</p> <p><b>PK4.VI.B.2</b> Child observes, describes, and discusses the life cycles of organisms.</p> <p><b>PK4.VI.B.3</b> Child observes, investigates, describes, and discusses the relationship of organisms in their environments.</p> <p><b>PK4.VI.C.1</b> Child observes, investigates, describes, and discusses earth materials, and their properties and uses.</p> <p><b>PK4.VI.C.2</b> Child identifies, observes, describes, and discusses objects in the sky.</p> <p><b>PK4.VI.C.3</b> Child observes and describes what happens during changes in the earth and sky.</p>

## DOMAIN: SCIENCE

### SUBDOMAIN: SCIENTIFIC PROCESSES

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
SC-SP.3.B	Record and Conclude	-	<p><b>PK4.VI.A.1</b> Child observes, investigates, describes, and discusses characteristics of common objects.</p> <p><b>PK4.VI.A.2</b> Child observes, investigates, describes, and discusses position and motion of objects.</p> <p><b>PK4.VI.A.4</b> Child observes, investigates, describes, and discusses sources of energy including light, heat, and electricity.</p> <p><b>PK4.VI.B.1</b> Child observes, investigates, describes, and discusses the characteristics of organisms.</p> <p><b>PK4.VI.B.2</b> Child observes, describes, and discusses the life cycles of organisms.</p> <p><b>PK4.VI.B.3</b> Child observes, investigates, describes, and discusses the relationship of organisms in their environments.</p> <p><b>PK4.VI.C.1</b> Child observes, investigates, describes, and discusses earth materials, and their properties and uses.</p> <p><b>PK4.VI.C.2</b> Child identifies, observes, describes, and discusses objects in the sky.</p> <p><b>PK4.VI.C.3</b> Child observes and describes what happens during changes in the earth and sky.</p>
SC-SP.3.C	Record and Conclude	-	<p><b>PK4.VI.A.1</b> Child observes, investigates, describes, and discusses characteristics of common objects.</p> <p><b>PK4.VI.A.2</b> Child observes, investigates, describes, and discusses position and motion of objects.</p> <p><b>PK4.VI.A.4</b> Child observes, investigates, describes, and discusses sources of energy including light, heat, and electricity.</p> <p><b>PK4.VI.B.1</b> Child observes, investigates, describes, and discusses the characteristics of organisms.</p> <p><b>PK4.VI.B.2</b> Child observes, describes, and discusses the life cycles of organisms.</p> <p><b>PK4.VI.B.3</b> Child observes, investigates, describes, and discusses the relationship of organisms in their environments.</p> <p><b>PK4.VI.C.1</b> Child observes, investigates, describes, and discusses earth materials, and their properties and uses.</p> <p><b>PK4.VI.C.2</b> Child identifies, observes, describes, and discusses objects in the sky.</p> <p><b>PK4.VI.C.3</b> Child observes and describes what happens during changes in the earth and sky.</p>

## DOMAIN: SCIENCE

### SUBDOMAIN: SCIENTIFIC PROCESSES

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
SC-SP.3.D	Record and Conclude	-	<p><b>PK4.VI.A.1</b> Child observes, investigates, describes, and discusses characteristics of common objects.</p> <p><b>PK4.VI.A.2</b> Child observes, investigates, describes, and discusses position and motion of objects.</p> <p><b>PK4.VI.A.4</b> Child observes, investigates, describes, and discusses sources of energy including light, heat, and electricity.</p> <p><b>PK4.VI.B.1</b> Child observes, investigates, describes, and discusses the characteristics of organisms.</p> <p><b>PK4.VI.B.2</b> Child observes, describes, and discusses the life cycles of organisms.</p> <p><b>PK4.VI.B.3</b> Child observes, investigates, describes, and discusses the relationship of organisms in their environments.</p> <p><b>PK4.VI.C.1</b> Child observes, investigates, describes, and discusses earth materials, and their properties and uses.</p> <p><b>PK4.VI.C.2</b> Child identifies, observes, describes, and discusses objects in the sky.</p> <p><b>PK4.VI.C.3</b> Child observes and describes what happens during changes in the earth and sky.</p>
SC-SP.3.E	Record and Conclude	-	<p><b>PK4.VI.A.1</b> Child observes, investigates, describes, and discusses characteristics of common objects.</p> <p><b>PK4.VI.A.2</b> Child observes, investigates, describes, and discusses position and motion of objects.</p> <p><b>PK4.VI.A.4</b> Child observes, investigates, describes, and discusses sources of energy including light, heat, and electricity.</p> <p><b>PK4.VI.B.1</b> Child observes, investigates, describes, and discusses the characteristics of organisms.</p> <p><b>PK4.VI.B.2</b> Child observes, describes, and discusses the life cycles of organisms.</p> <p><b>PK4.VI.B.3</b> Child observes, investigates, describes, and discusses the relationship of organisms in their environments.</p> <p><b>PK4.VI.C.1</b> Child observes, investigates, describes, and discusses earth materials, and their properties and uses.</p> <p><b>PK4.VI.C.2</b> Child identifies, observes, describes, and discusses objects in the sky.</p> <p><b>PK4.VI.C.3</b> Child observes and describes what happens during changes in the earth and sky.</p> <p><b>PK4.VI.C.4</b> Child demonstrates an understanding of the importance of caring for our environment and our planet.</p>

## DOMAIN: SCIENCE

### SUBDOMAIN: LIFE AND EARTH SCIENCES

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
SC-LES.1.AA	Nature	-	<p><b>PK4.VI.A.1</b> Child observes, investigates, describes, and discusses characteristics of common objects.</p> <p><b>PK4.VI.C.1</b> Child observes, investigates, describes, and discusses earth materials, and their properties and uses.</p> <p><b>PK4.VI.C.2</b> Child identifies, observes, describes, and discusses objects in the sky.</p> <p><b>PK4.VI.C.3</b> Child observes and describes what happens during changes in the earth and sky.</p>
SC-LES.1.A	Nature	-	<p><b>PK4.VI.C.1</b> Child observes, investigates, describes, and discusses earth materials, and their properties and uses.</p>
SC-LES.1.B	Nature	-	<p><b>PK4.VI.B.3</b> Child observes, investigates, describes, and discusses the relationship of organisms in their environments.</p> <p><b>PK4.VI.B.1</b> Child observes, investigates, describes, and discusses the characteristics of organisms.</p>
SC-LES.1.C	Nature	-	<p><b>PK4.VI.A.1</b> Child observes, investigates, describes, and discusses characteristics of common objects.</p> <p><b>PK4.VI.C.1</b> Child observes, investigates, describes, and discusses earth materials, and their properties and uses.</p> <p><b>PK4.VI.B.3</b> Child observes, investigates, describes, and discusses the relationship of organisms in their environments.</p>
SC-LES.1.D	Nature	-	<p><b>PK4.VI.C.4</b> Child demonstrates an understanding of the importance of caring for our environment and our planet.</p>
SC-LES.1.E	Nature	-	<p><b>PK4.VI.C.3</b> Child observes and describes what happens during changes in the earth and sky.</p>
SC-LES.2.AA	Weather	-	<p><b>PK4.VI.C.3</b> Child observes and describes what happens during changes in the earth and sky.</p>
SC-LES.2.A	Weather	-	<p><b>PK4.VI.C.3</b> Child observes and describes what happens during changes in the earth and sky.</p>
SC-LES.2.B	Weather	-	<p><b>PK4.VI.C.3</b> Child observes and describes what happens during changes in the earth and sky.</p>



## DOMAIN: SCIENCE

### SUBDOMAIN: LIFE AND EARTH SCIENCES

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
SC-LES.2.C	Weather	-	<b>PK4.VI.C.3</b> Child observes and describes what happens during changes in the earth and sky.
SC-LES.2.D	Weather	-	<b>PK4.VI.C.3</b> Child observes and describes what happens during changes in the earth and sky.
SC-LES.2.E	Weather	-	<b>PK4.VI.C.3</b> Child observes and describes what happens during changes in the earth and sky.
SC-LES.3.AA	Sky and Space	-	<b>PK4.VI.C.2</b> Child identifies, observes, describes and discusses objects in the sky.
SC-LES.3.A	Sky and Space	-	<b>PK4.VI.C.2</b> Child identifies, observes, describes and discusses objects in the sky.
SC-LES.3.B	Sky and Space	-	<b>PK4.VI.C.2</b> Child identifies, observes, describes and discusses objects in the sky.
SC-LES.3.C	Sky and Space	-	<b>PK4.VI.C.2</b> Child identifies, observes, describes and discusses objects in the sky.
SC-LES.3.D	Sky and Space	-	<b>PK4.VI.C.2</b> Child identifies, observes, describes and discusses objects in the sky.
SC-LES.3.E	Sky and Space	-	<b>PK4.VI.A.3</b> Child uses simple scientific tools to learn about objects.
SC-LES.4.AA	Animals	-	<b>PK4.VI.B.1</b> Child observes, investigates, describes, and discusses the characteristics of organisms.
SC-LES.4.A	Animals	-	<b>PK4.VI.B.1</b> Child observes, investigates, describes, and discusses the characteristics of organisms.
SC-LES.4.B	Animals	-	<b>PK4.VI.B.1</b> Child observes, investigates, describes, and discusses the characteristics of organisms.

## DOMAIN: SCIENCE

### SUBDOMAIN: LIFE AND EARTH SCIENCES

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
SC-LES.4.C	Animals	-	<b>PK4.VI.B.1</b> Child observes, investigates, describes, and discusses the characteristics of organisms. <b>PK4.VII.B.1</b> Child demonstrates an understanding that all people need food, clothing, and shelter.
SC-LES.4.D	Animals	-	<b>PK4.VI.B.2</b> Child observes, describes, and discusses the life cycles of organisms.
SC-LES.4.E	Animals	-	<b>PK4.VI.B.3</b> Child observes, investigates, describes, and discusses the relationship of organisms in their environments.
SC-LES.5.AA	Plants	-	<b>PK4.VI.B.1</b> Child observes, investigates, describes, and discusses the characteristics of organisms.
SC-LES.5.A	Plants	-	<b>PK4.VI.B.1</b> Child observes, investigates, describes, and discusses the characteristics of organisms.
SC-LES.5.B	Plants	-	<b>PK4.VI.B.1</b> Child observes, investigates, describes, and discusses the characteristics of organisms.
SC-LES.5.C	Plants	-	<b>PK4.VI.B.1</b> Child observes, investigates, describes, and discusses the characteristics of organisms.
SC-LES.5.D	Plants	-	<b>PK4.VI.B.2</b> Child observes, describes, and discusses the life cycles of organisms.
SC-LES.5.E	Plants	-	<b>PK4.VI.B.1</b> Child observes, investigates, describes, and discusses the characteristics of organisms.

## DOMAIN: SCIENCE

### SUBDOMAIN: PHYSICAL

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
SC-P.1.AA	Physical Properties and Changes	-	<b>PK4.VI.A.1</b> Child observes, investigates, describes, and discusses characteristics of common objects. <b>PK4.VI.C.1</b> Child observes, investigates, describes, and discusses earth materials, and their properties and uses.

## DOMAIN: SCIENCE

### SUBDOMAIN: PHYSICAL

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
SC-P.1.A	Physical Properties and Changes	-	<b>PK4.VI.A.1</b> Child observes, investigates, describes, and discusses characteristics of common objects. <b>PK4.VI.C.1</b> Child observes, investigates, describes, and discusses earth materials, and their properties and uses.
SC-P.1.B	Physical Properties and Changes	-	<b>PK4.VI.A.1</b> Child observes, investigates, describes, and discusses characteristics of common objects. <b>PK4.VI.C.1</b> Child observes, investigates, describes, and discusses earth materials, and their properties and uses.
SC-P.1.C	Physical Properties and Changes	-	<b>PK4.VI.A.1</b> Child observes, investigates, describes, and discusses characteristics of common objects. <b>PK4.VI.C.1</b> Child observes, investigates, describes, and discusses earth materials, and their properties and uses.
SC-P.1.D	Physical Properties and Changes	-	<b>PK4.VI.A.1</b> Child observes, investigates, describes, and discusses characteristics of common objects. <b>PK4.VI.C.1</b> Child observes, investigates, describes, and discusses earth materials, and their properties and uses.
SC-P.1.E	Physical Properties and Changes	-	<b>PK4.VI.A.1</b> Child observes, investigates, describes, and discusses characteristics of common objects. <b>PK4.VI.C.1</b> Child observes, investigates, describes, and discusses earth materials, and their properties and uses.
SC-P.2.AA	Light	-	<b>PK4.VI.A.4</b> Child observes, investigates, describes, and discusses sources of energy including light, heat, and electricity.
SC-P.2.A	Light	-	<b>PK4.VI.A.4</b> Child observes, investigates, describes, and discusses sources of energy including light, heat, and electricity.
SC-P.2.B	Light	-	<b>PK4.VI.A.4</b> Child observes, investigates, describes, and discusses sources of energy including light, heat, and electricity.
SC-P.2.C	Light	-	<b>PK4.VI.A.4</b> Child observes, investigates, describes, and discusses sources of energy including light, heat, and electricity.
SC-P.2.D	Light	-	<b>PK4.VI.A.4</b> Child observes, investigates, describes, and discusses sources of energy including light, heat, and electricity.

## DOMAIN: SCIENCE

### SUBDOMAIN: PHYSICAL

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
SC-P.2.E	Light	-	<b>PK4.VI.A.4</b> Child observes, investigates, describes, and discusses sources of energy including light, heat, and electricity.
SC-P.3.AA	Water	-	<b>PK4.VI.A.1</b> Child observes, investigates, describes, and discusses characteristics of common objects. <b>PK4.VI.C.1</b> Child observes, investigates, describes, and discusses earth materials, and their properties and uses.
SC-P.3.A	Water	-	<b>PK4.VI.A.1</b> Child observes, investigates, describes, and discusses characteristics of common objects. <b>PK4.VI.C.1</b> Child observes, investigates, describes, and discusses earth materials, and their properties and uses.
SC-P.3.B	Water	-	<b>PK4.VI.A.1</b> Child observes, investigates, describes, and discusses characteristics of common objects. <b>PK4.VI.C.1</b> Child observes, investigates, describes, and discusses earth materials, and their properties and uses.
SC-P.3.C	Water	-	<b>PK4.VI.A.1</b> Child observes, investigates, describes, and discusses characteristics of common objects. <b>PK4.VI.C.1</b> Child observes, investigates, describes, and discusses earth materials, and their properties and uses.
SC-P.3.D	Water	-	<b>PK4.VI.A.1</b> Child observes, investigates, describes, and discusses characteristics of common objects. <b>PK4.VI.B.1</b> Child observes, investigates, describes, and discusses the characteristics of organisms. <b>PK4.VI.C.1</b> Child observes, investigates, describes, and discusses earth materials, and their properties and uses.
SC-P.3.E	Water	-	<b>PK4.VI.A.1</b> Child observes, investigates, describes, and discusses characteristics of common objects.
SC-P.4.AA	Motion	-	<b>PK4.VI.A.2</b> Child observes, investigates, describes, and discusses position and motion of objects.
SC-P.4.A	Motion	-	<b>PK4.VI.A.2</b> Child observes, investigates, describes, and discusses position and motion of objects.
SC-P.4.B	Motion	-	<b>PK4.VI.A.2</b> Child observes, investigates, describes, and discusses position and motion of objects.

## DOMAIN: SCIENCE

### SUBDOMAIN: PHYSICAL

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
SC-P.4.C	Motion	-	<b>PK4.VI.A.2</b> Child observes, investigates, describes, and discusses position and motion of objects.
SC-P.4.D	Motion	-	<b>PK4.VI.A.2</b> Child observes, investigates, describes, and discusses position and motion of objects.
SC-P.4.E	Motion	-	<b>PK4.VI.A.2</b> Child observes, investigates, describes, and discusses position and motion of objects.

## DOMAIN: SOCIAL STUDIES

### SUBDOMAIN: SOCIAL STUDIES

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
SOC.1.AA	Families	-	<b>PK4.I.A.2</b> Child shows self-awareness of physical attributes, personal preferences, and own abilities. <b>PK4.VII.A.1</b> Child identifies similarities and differences between himself, classmates, and other people through specific characteristics and cultural influences. <b>PK4.VII.A.2</b> Child identifies similarities and differences in characteristics of families.
SOC.1.A	Families	-	<b>PK4.I.A.2</b> Child shows self-awareness of physical attributes, personal preferences, and own abilities. <b>PK4.VII.A.2</b> Child identifies similarities and differences in characteristics of families.
SOC.1.B	Families	-	<b>PK4.VII.A.1</b> Child identifies similarities and differences between himself, classmates, and other people through specific characteristics and cultural influences. <b>PK4.VII.A.2</b> Child identifies similarities and differences in characteristics of families.
SOC.1.C	Families	-	<b>PK4.VII.B.3</b> Child discusses the roles and responsibilities of family, school, and community helpers.
SOC.1.D	Families	-	<b>PK4.VII.A.3</b> Child connects his life to events, time, and routines.

## DOMAIN: SOCIAL STUDIES

### SUBDOMAIN: SOCIAL STUDIES

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
SOC.1.E	Families	-	<p><b>PK4.VII.A.2</b> Child identifies similarities and differences in characteristics of families.</p> <p><b>PK4.VII.A.1</b> Child identifies similarities and differences between himself, classmates, and other people through specific characteristics and cultural influences.</p> <p><b>PK4.VII.D.2</b> Child recites the Pledge of Allegiance to the United States flag and the Texas flag and observes a moment of silence.</p> <p><b>PK4.VII.D.1</b> Child identifies the United States and Texas flag.</p>
SOC.2.AA	Community	-	<b>PK4.VII.B.3</b> Child discusses the roles and responsibilities of family, school, and community helpers.
SOC.2.A	Community	-	<p><b>PK4.VII.B.3</b> Child discusses the roles and responsibilities of family, school, and community helpers.</p> <p><b>PK4.VII.D.2</b> Child recites the Pledge of Allegiance to the United States flag and the Texas flag and observes a moment of silence.</p>
SOC.2.B	Community	-	<p><b>PK4.VII.D.3</b> Child engages in voting as a method for group decision-making.</p> <p><b>PK4.I.C.2</b> Child assumes various roles and responsibilities as part of the classroom community.</p>
SOC.2.C	Community	-	<b>PK4.VII.B.3</b> Child discusses the roles and responsibilities of family, school, and community helpers.
SOC.2.D	Community	-	<b>PK4.VII.C.2</b> Child explores geography tools and resources.
SOC.2.E	Community	-	<p><b>PK4.VII.B.2</b> Child demonstrates an understanding of what it means to be a consumer.</p> <p><b>PK4.VII.D.3</b> Child engages in voting as a method for group decision-making.</p>
SOC.3.AA	Economy	-	<p><b>PK4.VII.B.2</b> Child demonstrates an understanding of what it means to be a consumer.</p> <p><b>PK4.VII.B.1</b> Child demonstrates an understanding that all people need food, clothing, and shelter.</p>

## DOMAIN: SOCIAL STUDIES

### SUBDOMAIN: SOCIAL STUDIES

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
SOC.3.A	Economy	-	<b>PK4.VII.B.2</b> Child demonstrates an understanding of what it means to be a consumer.
SOC.3.B	Economy	-	<b>PK4.VII.B.2</b> Child demonstrates an understanding of what it means to be a consumer.
SOC.3.C	Economy	-	<b>PK4.VII.B.2</b> Child demonstrates an understanding of what it means to be a consumer.
SOC.3.D	Economy	-	<b>PK4.VII.B.2</b> Child demonstrates an understanding of what it means to be a consumer.
SOC.3.E	Economy	-	<b>PK4.VII.B.2</b> Child demonstrates an understanding of what it means to be a consumer.
SOC.4.AA	Places and Geographical Features	-	<b>PK4.VII.C.1</b> Child identifies and creates common geographic features.
SOC.4.A	Places and Geographical Features	-	<b>PK4.VII.C.1</b> Child identifies and creates common geographic features.
SOC.4.B	Places and Geographical Features	-	<b>PK4.VII.C.1</b> Child identifies and creates common geographic features.
SOC.4.C	Places and Geographical Features	-	<b>PK4.VII.C.1</b> Child identifies and creates common geographic features. <b>PK4.VII.C.2</b> Child explores geography tools and resources.
SOC.4.D	Places and Geographical Features	-	<b>PK4.VII.C.1</b> Child identifies and creates common geographic features. <b>PK4.VII.C.2</b> Child explores geography tools and resources.
SOC.4.E	Places and Geographical Features	-	<b>PK4.VII.C.1</b> Child identifies and creates common geographic features.
SOC.5.AA	History	-	<b>PK4.VII.A.3</b> Child connects his life to events, time, and routines.
SOC.5.A	History	-	<b>PK4.VII.A.3</b> Child connects his life to events, time, and routines.

## DOMAIN: SOCIAL STUDIES

### SUBDOMAIN: SOCIAL STUDIES

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
SOC.5.B	History	-	PK4.VII.A.3 Child connects his life to events, time, and routines.
SOC.5.C	History	-	PK4.VII.A.3 Child connects his life to events, time, and routines.
SOC.5.D	History	-	PK4.VII.A.3 Child connects his life to events, time, and routines.
SOC.5.E	History	-	PK4.VII.A.3 Child connects his life to events, time, and routines.

## DOMAIN: TECHNOLOGY

### SUBDOMAIN: TECHNOLOGY

ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
Tech.1.AA	Identifying and Using Technology	-	PK4.X.A.4 Child uses technology to access appropriate information, with adult assistance.
Tech.1.A	Identifying and Using Technology	-	PK4.X.A.2 Child uses and names a variety of digital tools that support and enhance learning. PK4.X.A.4 Child uses technology to access appropriate information, with adult assistance.
Tech.1.B	Identifying and Using Technology	-	PK4.X.A.1 Child opens and navigates through digital learning applications and programs, when appropriate. PK4.X.A.3 Child uses digital learning applications to contribute to class-made digital products that express own ideas, as appropriate. PK4.X.A.4 Child uses technology to access appropriate information, with adult assistance.
Tech.1.C	Identifying and Using Technology	-	PK4.X.A.1 Child opens and navigates through digital learning applications and programs, when appropriate. PK4.X.A.2 Child uses and names a variety of digital tools that support and enhance learning.



## DOMAIN: TECHNOLOGY

### SUBDOMAIN: TECHNOLOGY

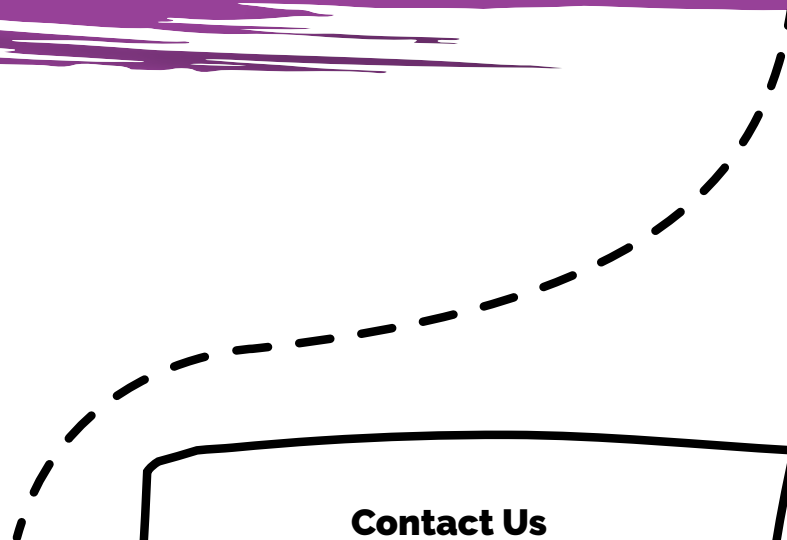
ECR Standard	Target Skill or Competency	2022 Texas Prekindergarten Guideline(s) PK3	2022 Texas Prekindergarten Guideline(s) PK4
<b>Tech.1.D</b>	Identifying and Using Technology	-	<p><b>PK4.X.A.1</b> Child opens and navigates through digital learning applications and programs, when appropriate.</p> <p><b>PK4.X.A.2</b> Child uses and names a variety of digital tools that support and enhance learning.</p> <p><b>PK4.X.A.3</b> Child uses digital learning applications to contribute to class-made digital products that express own ideas, as appropriate.</p> <p><b>PK4.X.A.4</b> Child uses technology to access appropriate information, with adult assistance.</p>
<b>Tech.1.E</b>	Identifying and Using Technology	-	<p><b>PK4.X.A.1</b> Child opens and navigates through digital learning applications and programs, when appropriate.</p> <p><b>PK4.X.A.2</b> Child uses and names a variety of digital tools that support and enhance learning.</p> <p><b>PK4.X.A.3</b> Child uses digital learning applications to contribute to class-made digital products that express own ideas, as appropriate.</p> <p><b>PK4.X.A.4</b> Child uses technology to access appropriate information, with adult assistance.</p>
<b>Tech.2.AA</b>	Care and Safety Technology Practices	-	<b>PK4.X.A.5</b> Child practices safe behavior while using digital tools and resources.
<b>Tech.2.A</b>	Care and Safety Technology Practices	-	<b>PK4.X.A.5</b> Child practices safe behavior while using digital tools and resources.
<b>Tech.2.B</b>	Care and Safety Technology Practices	-	<b>PK4.X.A.5</b> Child practices safe behavior while using digital tools and resources.
<b>Tech.2.C</b>	Care and Safety Technology Practices	-	<b>PK4.X.A.5</b> Child practices safe behavior while using digital tools and resources.
<b>Tech.2.D</b>	Care and Safety Technology Practices	-	<b>PK4.X.A.5</b> Child practices safe behavior while using digital tools and resources.
<b>Tech.2.E</b>	Care and Safety Technology Practices	-	<b>PK4.X.A.5</b> Child practices safe behavior while using digital tools and resources.



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