

# Texas Pre- Kindergarten Guidelines: Readiness Standards

Denton ISD School  
Board Workshop

June 10, 2014

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# Developmental Approach to Promoting School Readiness





# The Learning Environment



*Choices for student self-selection*





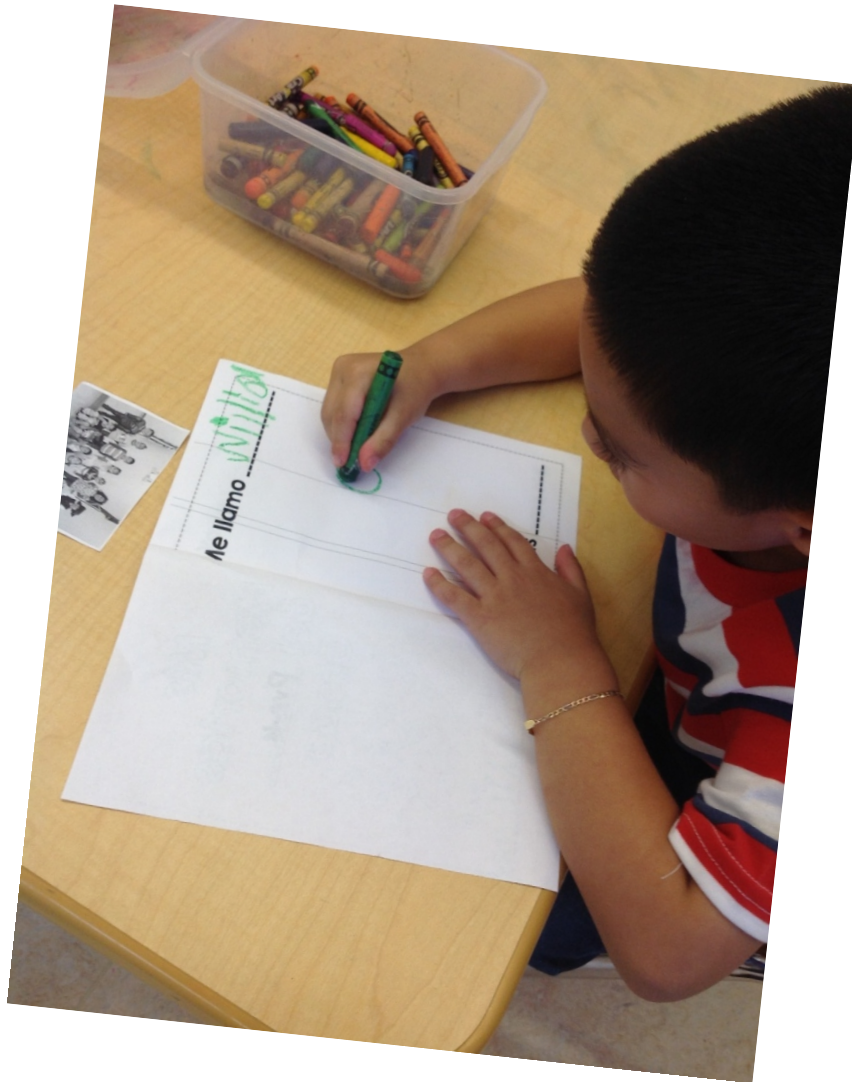
*Pictures and diagrams help students learn the steps before they learn to read.*

*Accessibility is a priority.*





# Professional Development

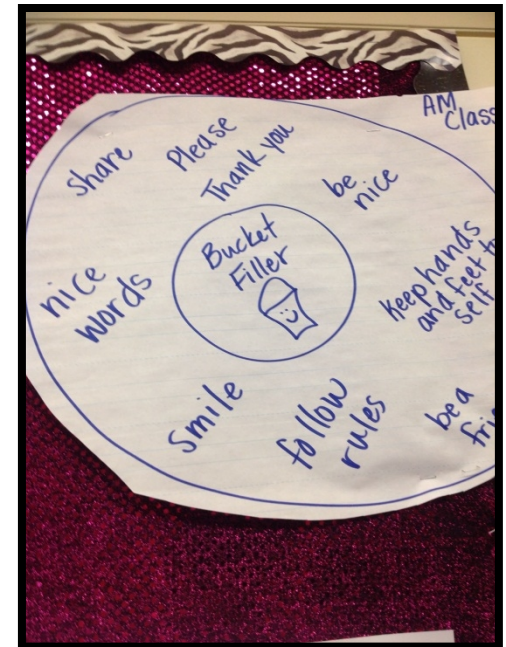


# 10 Learning Domains

*-including 136 skills*

## Social and Emotional Development

- Self Concept Skills
- Self-Control Skills
- Social Competence Skills
- Social Awareness Skills

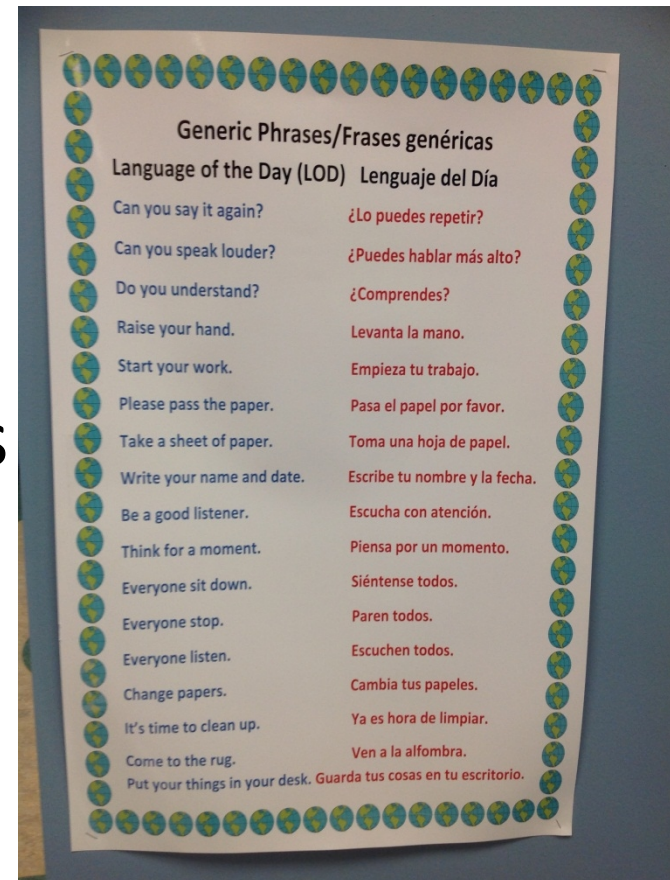
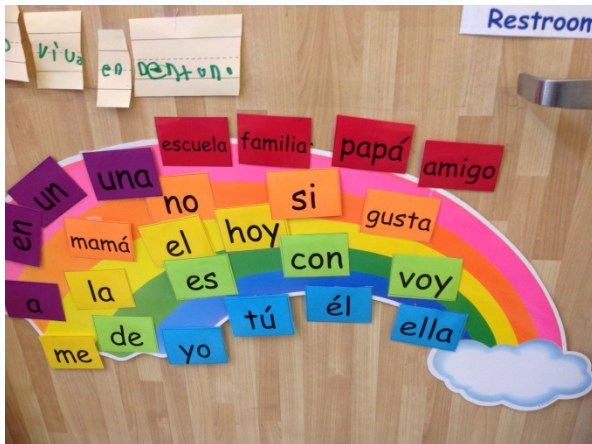




By around 48 months of age	End of Prekindergarten Year Outcomes	Examples of Child Behaviors	Examples of Instructional Strategies
Child notices (with limited understanding) how people are the same and different.	I.D.1. Child demonstrates an understanding that others have specific characteristics.	<p>The child:</p> <ul style="list-style-type: none"> <li>• describes others using specific characteristics (“Mrs. Smith wears glasses.” “Calvin is the tallest child in the class.”).</li> </ul>	<p>The teacher:</p> <ul style="list-style-type: none"> <li>• uses graphic organizers to compare and contrast children’s characteristics.</li> <li>• models using descriptive words to describe others.</li> <li>• scaffolds children’s drawings of each other or dictated descriptions to include more characteristics.</li> </ul>
Child is interested in other people and their feelings.	I.D.2. Child demonstrates an understanding that others have perspectives and feelings that are different from her own.	<p>The child:</p> <ul style="list-style-type: none"> <li>• uses visual cues from other children to identify how he is feeling.</li> <li>• uses words to express own and other’s preferences (“I like to paint with red, and Mary likes to paint with blue.”).</li> <li>• uses words to express own and other’s feelings (“Michael thinks that’s funny, but I don’t!”).</li> <li>• asks questions that indicate</li> </ul>	<p>The teacher:</p> <ul style="list-style-type: none"> <li>• models acceptance of someone’s different perspective.</li> <li>• reads aloud and discusses books that show characters with differing perspectives.</li> <li>• has children identify the feelings of different story characters during read-alouds.</li> <li>• provides activities that promote respect for diversity (culture; ethnicity;</li> </ul>

# Language and Communication Domain

- Listening Comprehension Skills
- Speaking (Conversation) Skills
- Speech Production Skills
- Vocabulary Skills
- Sentence and Structures Skills





# Emergent Literacy: Reading



- Motivation to Read Skills
- Phonological Awareness Skills
- Alphabet Knowledge Skills
- Comprehension of Text Read Aloud Skills




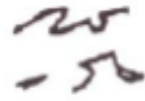








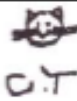
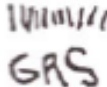
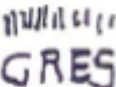

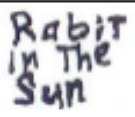
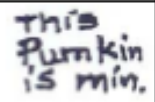

# Emergent Literacy: Writing

- Developmental Stages of Writing (17 stages)
- Motivation to Write Skills
- Independently Conveys Meaning Skills
- Forms Letters Skills
- Concepts About Print





## Developmental Stages of Writing (English)

1.		Random scribbling – Child writes with the starting point any place on the page.	2.		Controlled scribbling – Progression is from left to right.
3.		Circular scribbling – Circles or ovals flow on the page.	4.		Drawing – Pictures tell a story or convey a message.
5.		Mock letters – These can be personal or conventional symbols, such as a heart, star, or letters with extra lines.	6.		Letter strings – These move from left to right and progress down the page of actual letters. They have no separations and no correlation with words or sounds.
7.		Separated words – Groups of letters have space in between to resemble words.	8.		Picture labeling – A picture's beginning sound is matched to a letter (Dog).
9.		Awareness of environmental print – Environmental print, such as names on cubbies, is copied.	10.		Transitional stage spelling or invented spelling – First letter of a word is used to represent the word (I went to the nature museum.).
11.		Beginning and ending letters are used to represent a word (cat).	12.		Medial sound is a consonant (grass).
13.		Medial sound is in correct position, but the vowel is wrong (grass).	14.		A child hears beginning, medial, and ending letters (I like to pick flowers.).
15.		Phrase writing develops (rabbit in the sun).	16.		Whole-sentence writing develops (This pumpkin is mine.).
17.		Whole Sentence Writing – Child writes a complete sentence.			

Am	Pp	LI	Ss
 mariposa  mono  mosca  lapiz  manzana  M&C 9	 Pájaro  pez  Pájaro  Pantalón  Panda  león  Serpiente  sonrisa Itzel	 leche  león  Miranda Itzel	 sachito  semáforo  Serpiente  sonrisa

niño / Caballo  
 niña / leña / veña  
 Mi Fabrito es este grab

Aprendo a escribir  
 Aprendo a escribir  
 Aprendo a escribir  
 Aprendo a escribir

Algunas personas  
 Me gusta mi casa.  
 Me gusta mi maestra.  
 Me gusta escribir.  
 Algunas personas creen.  
 Yo vivo en Denton.  
 Me gusta mi casa porque yo...  
 Me gusta mi maestra



# Mathematics Domain

- Counting Skills
- Adding To/Taking Away Skills
- Geometry and Spatial Sense Skills
- Measurement Skills
- Classification and Patterns



*One boy ---*



*two boys--*



*three boys ...counting money!*

# Science Domain

- Physical Science Skills
- Life Science Skills
- Earth and Space Science Skills
- Personal Safety and Health Skills





# Social Studies Domain

- People, Past and Present Skills
- Economic Skills
- Geography Skills
- Citizenship Skills



# Fine Arts Domain

- Art Skills
- Music Skills
- Dramatic Expression Skills





# Physical Development Domain

- Gross Motor Skills
- Fine Motor Development



# Technology Application Domain



## Technology and Device Skills



*We are ready!*



Thank you to the students of  
Gonzalez Early Childhood Center.