

Head Start ELOF & Texas Pre-K Guidelines Alignment

Prekindergarten Guidelines	Early Learning Outcomes Framework
Social and Emotional Development Domain	
I.A.1. Child is aware of where own body is in space and respects personal boundaries.	
I.A.2. Child shows self-awareness and can express pride in age appropriate abilities and skills.	P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.
I.A.3. Child shows reasonable opinion of his own abilities and limitations.	P-SE 10. Child expresses confidence in own skills and positive feelings about self.
I.A.4. Child shows initiative in independent situations and persists in attempting to solve problems.	P-ATL 10. Child demonstrates initiative and independence.
I.B.1.a. Child follows classroom rules and routines with occasional reminders from teacher.	P-ATL 2. Child follows classroom rules and routines with increasing independence.
I.B.1.b. Child takes care of and manages classroom materials.	P-ATL 3. Child appropriately handles and takes care of classroom materials.
I.B.1.c. Child regulates his own behavior with occasional reminders or assistance from teacher.	P-ATL 5. Child demonstrates an increasing ability to control impulses.
I.B.2.a. Child begins to understand difference and connection between <i>emotions/feelings</i> and <i>behaviors</i> .	P-ATL 1. Child manages emotions with increasing independence.
I.B.2.b. Child can communicate basic emotions/feelings.	P-ATL 7. Child persists in tasks.
I.B.2.c. Child is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary.	P-ATL 4. Child manages actions, words, and behavior with increasing independence.
I.B.3.a. Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed.	P-ATL 6. Child maintains focus and sustains attention with minimal adult support.
I.B.3.b. Child remains focused on engaging group activities for up to 20 minutes at a time.	P-ATL 7. Child persists in tasks.
I.C.1. Child uses effective verbal and nonverbal communication skills to build relationships with teachers/adults.	P-ATL 12. Child expresses creativity in thinking and communication. P-ATL 1. Child manages emotions with increasing independence.
I.C.2. Child assumes various roles and responsibilities as part of a classroom community.	P-ATL 11. Child shows interest in and curiosity about the world around them. P-SE 11. Child has sense of belonging to family, community, and other groups.
I.C.3. Child shows competence in initiating social interactions.	P-SE 3. Child engages in and maintains positive interactions and relationships with other children.

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	P-SE 4. Child engages in cooperative play with other children.
I.C.4. Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal.	P-ATL 13. Child uses imagination in play and interactions with others.
I.C.5. Child initiates problem-solving strategies and seeks adult help when necessary.	P-ATL 9. Child demonstrates flexibility in thinking and behavior.
I.C.6. Child demonstrates empathy and caring for others.	P-SE 7. Child expresses care and concern toward others.
I.C.7. Child interacts with a variety of playmates and may have preferred friends.	P-SE 3. Child engages in and maintains positive interactions and relationships with other children. P-SE 4. Child engages in cooperative play with other children.
I.D.1. Child demonstrates an understanding that others have perspectives and feelings that are different from her own.	P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others.
Language and Communication Domain	
II.A.1. Child shows understanding by responding appropriately.	P-LC 1. Child attends to communication and language from others.
II.A.2. Child shows understanding by following two-step oral directions and usually follows three-step directions.	
II.A.3. Child shows understanding of the language being spoken by teachers and peers.	P-LC 1. Child attends to communication and language from others.
II.B.1. Child is able to use language for different purposes.	P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways.
II.B.2. Child engages in conversations in appropriate ways.	P-LC 4. Child understands, follows, and uses appropriate social and conversational rules.
II.B.3. Child provides appropriate information for various situations.	P-LC 3. Child varies the amount of information provided to meet the demands of the situation.
II.B.4. Child demonstrates knowledge of verbal conversational rules.	P-LC 4. Child understands, follows, and uses appropriate social and conversational rules.
II.B.5. Child demonstrates knowledge of nonverbal conversational rules.	P-LC 4. Child understands, follows, and uses appropriate social and conversational rules.
II.B.6. Child matches language to social contexts.	P-LC 4. Child understands, follows, and uses appropriate social and conversational rules.
II.C.1. Child's speech is understood by both the teacher and other adults in the school.	P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways.
II.C.2. Child perceives differences between similar sounding words.	P-LC 6. Child understands and uses a wide variety of words for a variety of purposes.
II.C.3. Child investigates and demonstrates growing understanding of the sounds and intonation of language.	P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.
II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions.	P-LC 7. Child shows understanding of word categories and relationships among words.
II.D.2.	P-LC 6. Child understands and uses a wide variety of words for a variety of purposes.

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Child demonstrates understanding of terms used in the instructional language of the classroom.	
II.D.3. Child demonstrates understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words*, many more than he or she uses.	P-LC 6. Child understands and uses a wide variety of words for a variety of purposes.
II.D.4. Child uses a large speaking vocabulary, adding several new words daily.	P-LC 7. Child shows understanding of word categories and relationships among words.
II.D.5. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases.	P-LC 7. Child shows understanding of word categories and relationships among words.
II.D.6. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English. (ELL)	P-LC 7. Child shows understanding of word categories and relationships among words.
II.E.1. Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order.	P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways.
II.E.2. Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.	P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways.
II.E.3. Child uses sentences with more than one phrase.	P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways.
II.E.4. Child combines more than one idea using complex sentences.	P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways.
II.E.5. Child combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning.	P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways.
II.E.6. Child engages in various forms of nonverbal communication with those who do not speak her native language.	P-LC 2. Child understands and responds to increasingly complex communication and language from others.
II.E.7. Child uses single words and simple phrases to communicate meaning in social situations.	P-LC 4. Child understands, follows, and uses appropriate social and conversational rules.
II.E.8. Child attempts to use new vocabulary and grammar in speech.	P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways.
Emergent Literacy – Reading Domain	
III.A.1. Child engages in pre-reading and reading-related activities.	P-LIT 5. Child asks and answers questions about a book that was read aloud.
III.A.2. Child self-selects books and other written materials to engage in pre-reading behaviors.	P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.
III.A.3. Child recognizes that text has meaning.	P-LIT 2. Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).
III.B.1. Child separates a normally spoken four-word sentence into individual words.	P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.

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III.B.2. Child combines words to make a compound word.	P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.
III. B.3. Child deletes a word from a compound word.	P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.
III.B.4. Child blends syllables into words.	P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.
III.B.5. Child can segment a syllable from a word.	P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.
III.B.6. Child can recognize rhyming words.	P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.
III.B.7. Child can produce a word that begins with the same sound as a given pair of words.	P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.
III.B.8. Child blends onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with and without pictorial support.	P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.
III.B.9. Child recognizes and blends spoken phonemes into one syllable words with pictorial support.	
III.C.1. Child names at least 20 upper and at least 20 lower case letters in the language of instruction.	P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.
III.C.2. Child recognizes at least 20 distinct letter sounds in the language of instruction.	P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.
III.C.3. Child produces at least 20 distinct letter sound correspondences in the language of instruction.	P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.
III.D.1. Child retells or re-enacts a story after it is read aloud.	P-LIT 4. Child demonstrates an understanding of narrative structure through storytelling/re-telling.
III.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.	P-LIT 4. Child demonstrates an understanding of narrative structure through storytelling/re-telling.
III.D.3. Child asks and responds to questions relevant to the text read aloud.	P-LIT 5. Child asks and answers questions about a book that was read aloud.
III.D.4. Child will make inferences and predictions about text.	P-LIT 5. Child asks and answers questions about a book that was read aloud.
III.E.1 Child can distinguish between elements of print including letters, words, and pictures.	P-LIT 5. Child asks and answers questions about a book that was read aloud.
III.E.2 Child demonstrates understanding of print directionality including left to right and top to bottom.	P-LIT 5. Child asks and answers questions about a book that was read aloud.
III.E.3 Child can identify some conventional features of print that communicate meaning including end punctuation and case.	P-LIT 5. Child asks and answers questions about a book that was read aloud.
Emergent Literacy – Writing Domain	
IV.A.1. Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.	P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.

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IV.A.2 Child independently writes to communicate his/her ideas for a variety of purposes.	P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.
IV.B.1. Child discusses and contributes ideas for drafts composed in whole/small group writing activities.	P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.
IV.B. 2. Child interacts and provides suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts.	P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.
IV. B.3 Child shares and celebrates class-made and individual written products.	P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.
IV.C.1. Child writes own name (first name or frequent nickname) using legible letters in proper sequence.	P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.
IV. C. 2 Child moves from scribbles to some letter-sound correspondence using beginning and ending sounds when writing.	P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.
IV.C.3 Child independently uses letters to make words or parts of words.	P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.
IV. C 4. Child uses appropriate directionality when writing (top to bottom, left to right).	P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.
IV.C.5. Child begins to experiment with punctuation when writing.	P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.
Mathematics Domain	
V.A.1. Child knows that objects, or parts of an object, can be counted.	P-MATH 1. Child knows number names and the count sequence.
V.A.2. Child uses words to rote count from 1 to 30.	P-MATH 1. Child knows number names and the count sequence.
V.A.3. Child counts 1–10 items, with one count per item.	P-MATH 1. Child knows number names and the count sequence.
V.A.4. Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted.	P-MATH 1. Child knows number names and the count sequence.
V.A.5. Child counts up to 10 items and demonstrates that the last count indicates how many items were counted.	P-MATH 3. Child understands the relationship between numbers and quantities.
V.A.6. Child demonstrates understanding that when counting, the items can be chosen in any order.	P-MATH 3. Child understands the relationship between numbers and quantities.
V.A.7. Child uses the verbal ordinal terms.	P-MATH 1. Child knows number names and the count sequence.
V.A.8. Child verbally identifies, without counting, the number of objects from 1 to 5.	P-MATH 2. Child recognizes the number of objects in a small set.
V.A.9. Child recognizes one-digit numerals, 0–9.	P-MATH 5. Child associates a quantity with written numerals up to 5 and begins to write numbers.

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V.B.1. Child uses concrete objects, creates pictorial models and shares a verbal word problem for adding up to 5 objects.	P-MATH 6. Child understands addition as adding to and understands subtraction as taking away from.
V.B.2. Child uses concrete models or makes a verbal word problem for subtracting 0–5 objects from a set.	P-MATH 6. Child understands addition as adding to and understands subtraction as taking away from.
V.B.3. Child uses informal strategies to separate up to 10 items into equal groups.	
V.C.1. Child names common shapes.	P-MATH 9. Child identifies, describes, compares, and composes shapes.
V.C.2. Child creates shapes.	P-MATH 9. Child identifies, describes, compares, and composes shapes.
V.C.3. Child demonstrates use of location words (such as “over,” “under,” “above,” “on,” “beside,” “next to,” “between,” “in front of,” “near,” “far,” etc.).	P-MATH 10. Child explores the positions of objects in space.
V.C.4. Child slides, flips, and turns shapes to demonstrate that the shapes remain the same.	P-MATH 9. Child identifies, describes, compares, and composes shapes.
V.D.1. Child recognizes and compares heights or lengths of people or objects.	P-MATH 8. Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.
V.D.2. Child recognizes how much can be placed within an object.	P-MATH 8. Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.
V.D.3. Child informally recognizes and compares weights of objects or people.	P-MATH 8. Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.
V.D.4. Child uses language to describe concepts associated with the passing of time.	
V.E.1. Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.	P-MATH 8. Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.
V.E.2. Child collects data and organizes it in a graphic representation.	
V.E.3. Child recognizes and creates patterns.	P-MATH 7. Child understands simple patterns.
Science Domain	
VI.A.1. Child observes, investigates describes, and discusses properties and characteristics of common objects.	P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).
VI.A.2. Child observes, investigates describes and discusses position and motion of objects.	P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).
VI.A.3. Child uses simple measuring devices to learn about objects.	P-SCI 3. Child compares and categorizes observable phenomena.
VI.A.4. Child uses simple measuring devices to learn about objects.	P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).

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<p>Child observes investigates describes and discusses sources of energy including light, heat, and electricity.</p>	<p>P-SCI 2. Child engages in scientific talk.</p> <p>P-SCI 4. Child asks a question, gathers information, and makes predictions.</p> <p>P-SCI 5. Child plans and conducts investigations and experiments.</p> <p>P-SCI 6. Child analyzes results, draws conclusions, and communicates results.</p>
<p>VI.B.1. Child observes, investigates, describes and discusses the characteristics of organisms.</p>	<p>P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).</p> <p>P-SCI 2. Child engages in scientific talk.</p> <p>P-SCI 4. Child asks a question, gathers information, and makes predictions.</p> <p>P-SCI 5. Child plans and conducts investigations and experiments.</p> <p>P-SCI 6. Child analyzes results, draws conclusions, and communicates results.</p>
<p>VI.B.2. Child describes life cycles of organisms.</p>	<p>P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).</p>
<p>VI.B.3. Child observes, investigates, describes and discusses the relationship of organisms to their environments.</p>	<p>P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).</p> <p>P-SCI 2. Child engages in scientific talk.</p> <p>P-SCI 4. Child asks a question, gathers information, and makes predictions.</p> <p>P-SCI 5. Child plans and conducts investigations and experiments.</p> <p>P-SCI 6. Child analyzes results, draws conclusions, and communicates results.</p>
<p>VI.C.1. Child observes, investigates, describes and discusses earth materials, and their properties and uses.</p>	<p>P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).</p> <p>P-SCI 4. Child asks a question, gathers information, and makes predictions.</p> <p>P-SCI 5. Child plans and conducts investigations and experiments.</p>
<p>VI.C.2. Child identifies, observes, and discusses objects in the sky.</p>	<p>P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).</p> <p>P-SCI 4. Child asks a question, gathers information, and makes predictions.</p>

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<p>VI.C.3. Child observes and describes what happens during changes in the earth and sky.</p>	<p>P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).</p> <p>P-SCI 4. Child asks a question, gathers information, and makes predictions.</p> <p>P-SCI 6. Child analyzes results, draws conclusions, and communicates results.</p>
<p>V1.C.4 Child demonstrates the importance of caring for our environment and our planet.</p>	<p>P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).</p> <p>P-SCI 4. Child asks a question, gathers information, and makes predictions.</p> <p>P-SCI 6. Child analyzes results, draws conclusions, and communicates results.</p>
Social Studies Domain	
<p>VII.A.1. Child identifies similarities and differences between himself, classmates and other children inclusive of specific characteristics and cultural influences.</p>	
<p>VII.A.2. Child identifies similarities and differences in characteristics of families.</p>	
<p>VII.A.3. Child connects their life to events, time, and routines.</p>	
<p>VII.B.1. Child demonstrates that all people need food, clothing, and shelter.</p>	
<p>VII.B. 2. Child demonstrates understanding of what it means to be a consumer.</p>	
<p>VII.B.3. Child discusses the roles and responsibilities of family, school, and community helpers.</p>	
<p>VII.C.1. Child identifies and creates common features in the natural environment.</p>	
<p>VII.C.2. Child explores geography tools and resources.</p>	
<p>VII.D.1. Child identifies flags of the United States and Texas.</p>	
<p>VII.D.2. Child recites the Pledge of Allegiance to the United States flag and the state flag and observes a moment of silence*.</p>	
<p>VII.D.3. The child engages in voting as a method for group decision-making.</p>	
Fine Arts Domain	
<p>VIII.A.1. Child uses a variety of art materials and activities for sensory experience and exploration.</p>	

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VIII.A.2. Child uses art as a form of creative self-expression and representation.	
VIII.A.3. Child demonstrates interest in and shows appreciation for the creative work of others.	
VIII.B.1. Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms.	
VIII.B.2. Child responds to different musical styles through movement and play.	
VIII.C.1. Child creates or recreates stories, moods, or experiences through dramatic representations.	
Physical Development Domain	
IX.A.1. Child demonstrates coordination and balance in isolation (may not yet coordinate consistently with a partner).	P-PMP 2. Child uses perceptual information to guide motions and interactions with objects and other people.
IX.A.2. Child coordinates sequence of movements to perform tasks.	P-PMP 1. Child demonstrates control, strength, and coordination of large muscles.
IX.B.1. Child shows control of tasks that require small-muscle strength and control.	P-PMP 3. Child demonstrates increasing control, strength, and coordination of small muscles.
IX.B.2. Child shows increasing control of tasks that require eye-hand coordination.	P-PMP 3. Child demonstrates increasing control, strength, and coordination of small muscles.
IX.C.1. Child practices good habits of personal safety.	P-PMP 6. Child demonstrates knowledge of personal safety practices and routines.
IX.C.2. Child practices good habits of personal health and hygiene.	P-PMP 4. Child demonstrates personal hygiene and self-care skills.
IX.C.3. Child identifies good habits of nutrition and exercise.	P-PMP 5. Child develops knowledge and skills that help promote nutritious food choices and eating habits.
Technology Applications Domain	
X.A.1. Child opens and navigates through digital learning applications and programs.	
X.A.2. Child uses, operates, and names a variety of digital tools.	
X.A.3. Child uses digital learning applications and programs to create digital products and express own ideas.	
X.A.4. Child uses technology to access appropriate information.	
X.A.5. Child practices safe behavior while using digital tools and resources.	