



ECED 4133 - Early Childhood Curriculum
Midwestern State University
Gordon T. & Ellen West College of Education
Fall 2022 EC-3 Competency-Based Education

Professor Information

Kelly Medellin, PhD

Office is located in BH 216 Office Hours

Office Telephone: 397- 6265 E-mail: kelly.medellin@msutexas.edu

Cell Number 940-867-2594

Office Hours: Tuesdays 10 a.m. - 12 p.m.

Wednesday 10 a.m. - 11 a.m. Thursday 12:00 p.m. - 2p.m.

** Please feel free to contact me via cell phone BUT you need to leave a voice or text message so that I can get back to you.

Instructor Response Policy

Please feel free to contact me via cell phone BUT you need to leave a voice or text message so that I can get back to you. I will respond within 24 hours M-F

Required Reading

Links to research-based educational information embedded in the course modules.

Course/Catalog Description

ECED 4133. Early Childhood Curriculum- Planning the learning environment, developing learning activities, organizing the school day, and interpreting children's growth to parents. Emphasis on developmentally appropriate practice.



WCoE Conceptual Framework

The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:

- **Learner Development** - understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implements developmentally appropriate and challenging learning experiences.
- **Learning Differences** - understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **Learning Environment** - work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
- **Content Knowledge** - understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- **Application of Content** - understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- **Assessment** - understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- **Planning for Instruction** - plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **Instructional Strategies** - understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- **Professional Learning and Ethical Practice** - engage in ongoing professional learning and use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

- Leadership and Collaboration - seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Objectives

During the scope of this course, students will have the opportunity to:

1. identify and create a developmentally appropriate learning environment that meets the needs of all young children (PPRCS e; PPRDC 2; EC3CS b; EC3DC 1,2, 3)
2. plan engaging lesson activity plans for young children that are developmentally appropriate (PPRCS b,c,d; PPRDC 1; EC3CS c-I; EC3DC 1,2,3,5, TEKS, PreK Guidelines)
3. develop guidance principles for children and teachers to act and interact in positive, productive, and acceptable ways (PPRCS e)
4. identify the key elements of developmentally appropriate practice and explain the value and benefits of play for young children (PPRCS c; PPRDC 2)
5. identify and create experiences for partnering with families of young children (PPRCS g; EC3DC 1)
6. analyze student data for the purpose of planning and supporting student growth (PPRCS f; PPRDC 3,4; EC3DC 4)

Focus of the Course

- Good Environments for Young Children, Teachers, and Families
- Guidance Techniques and School/Home Interaction
- The Value of Play
- Curriculum Development
- Language Arts
- Creative, Artistic, and Sensory Expression
- Music and Movement Education
- Science and Technology
- Mathematics
- Social Studies, Anti-Bias Curriculum, and Field Trips
- Nutrition and Health
- Transition Activities

Dispositions

The early childhood faculty expects students to demonstrate the performances essential for meeting the early childhood instructional needs of all students.

Early childhood education professionals are committed to using research-based instruction.

Early childhood education professionals assess learner needs to plan appropriate instruction.

Early childhood education professionals are aware that best assessments are conducted over time and compare the child's past and present abilities.

Early childhood education professionals display positive dispositions related to early childhood.

Early childhood education professionals value students' interests, reading abilities, and backgrounds as foundations for the early childhood program.

Early childhood education professionals model related early childhood experiences enthusiastically as valued lifelong activities.

Early childhood education professionals help families find enjoyable ways to support learning begun at school.

Assessment

All course assessments/activities must be passed with an 80% or above in order to complete each competency module. Candidates will have a maximum of three (3) attempts to pass each assessment/activity. Final grades in all CBE courses will be based on the following scale:

Grade	Points
A	90-100
B	80-89
F	79 or below

Assignments

Module	Assignments
1 Foundations of the Early Childhood Education	Read Aloud Module 1 Activity
2 Developmentally Appropriate Practice and	Developmental Stages of Play Module 2 Activity

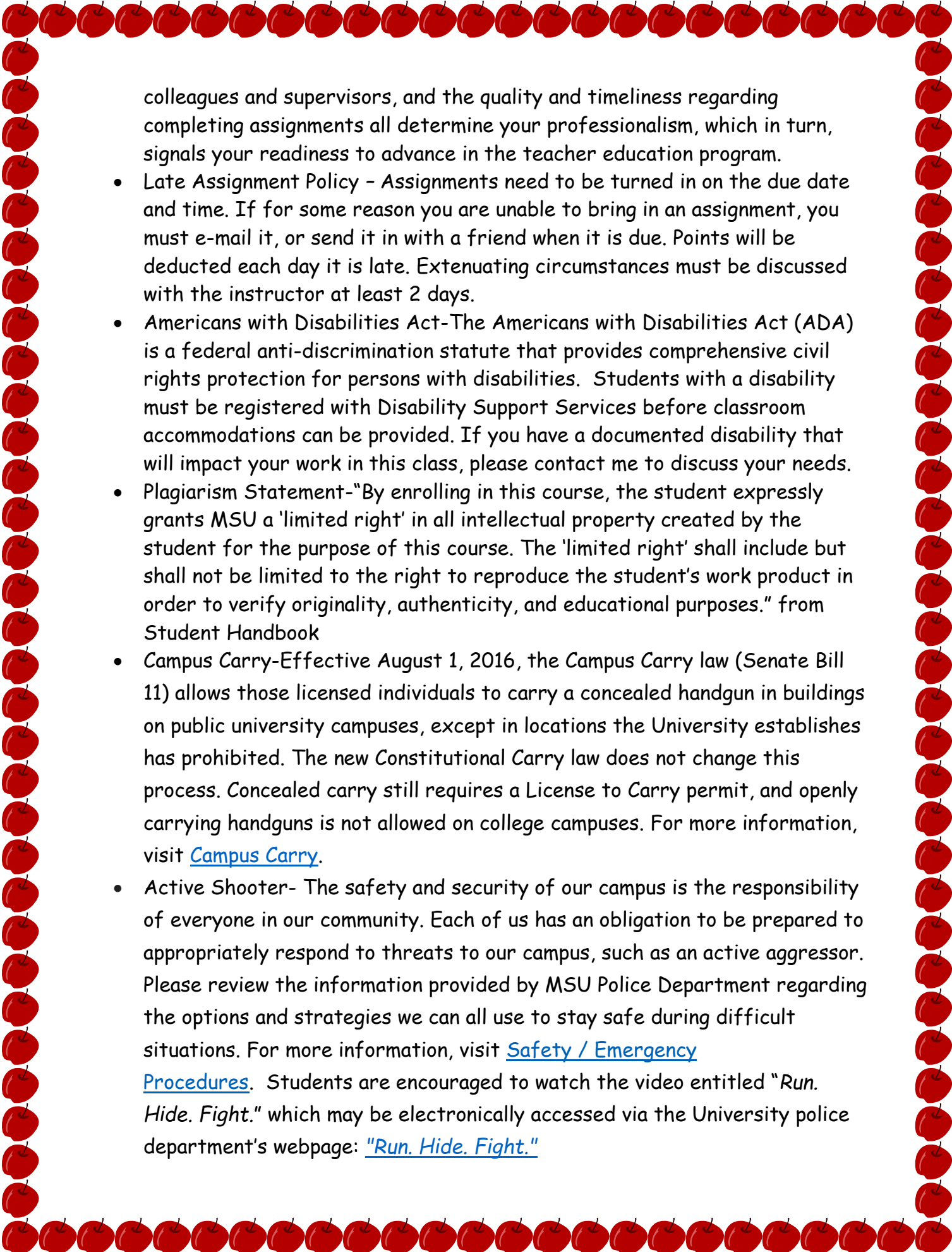
Module	Assignments
Learning through Play	
3 Early Childhood Developmental Domains	Data Analysis Mini Module Module 3 Activity
4 Planning and Instruction	Thematic Lesson Plans Module 4 Activity
5 Classroom Management and Assessment	Organizing the Classroom Module 5 Activity
6 Family Partnerships	Family Engagement Plan Module 6 Activity
Exams	Pre and Post Test

Attendance Policy

You are expected to complete all coursework and fully participate in the online course.

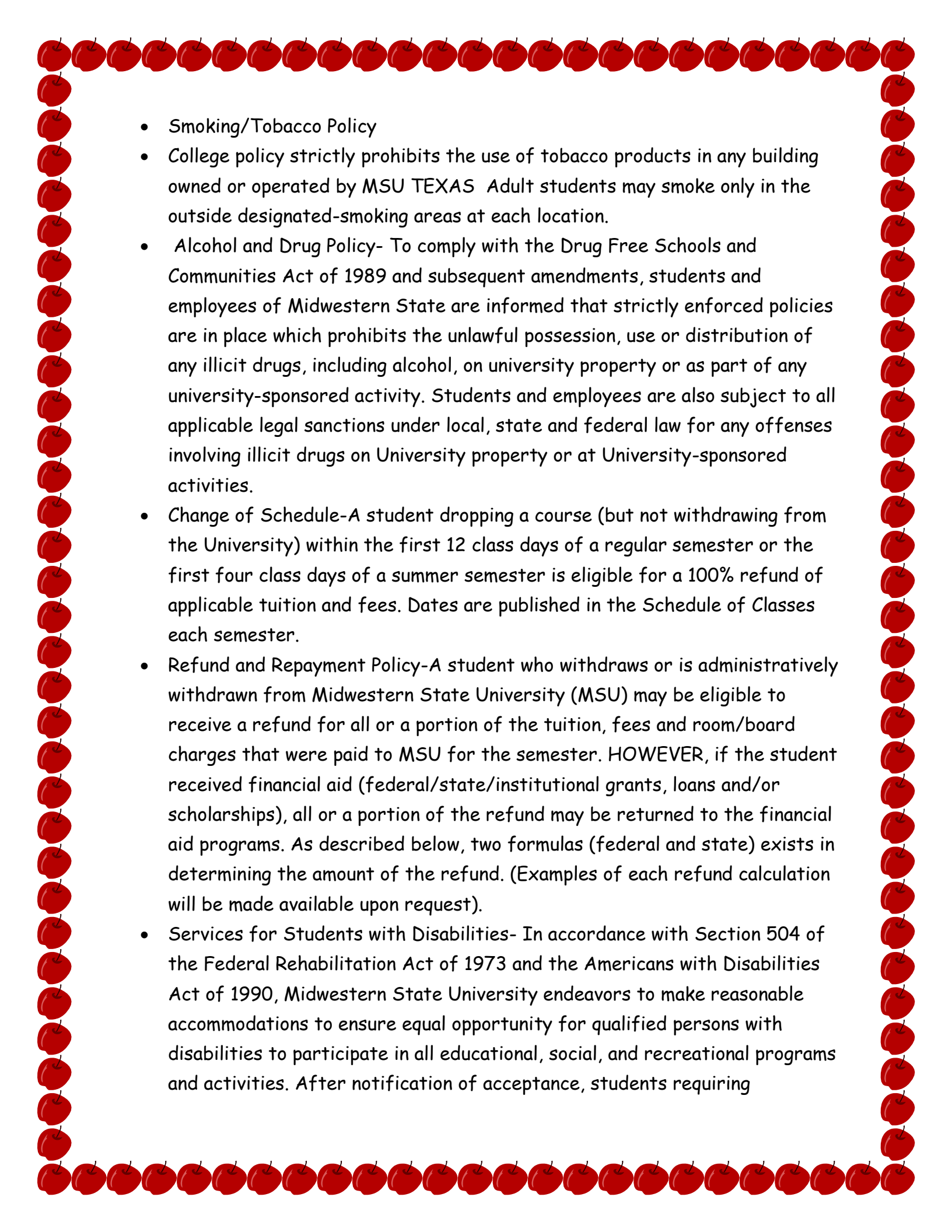
Other Class Policies

- Study Time Requirements - For each class hour, at least three hours outside of class are expected. This course will meet 8 hours a week. Therefore it is expected that you spend 24 outside-of-class hours each week to read, study, and complete your assignments. It is expected that if you enrolled in this course, you can meet the time requirements.
- Disability Support - As the faculty of the West College of Education, we are dedicated to helping meet the needs of our students with disabilities and are eager to provide the accommodations to which such students are entitled. If you have a documented disability but are not registered with the Office of Disability, please contact that office immediately to register.
- Academic Honesty Policy - Honesty is a fundamental assumption in all academic activities. Students who belong to a university community have the obligation to observe the highest standards of honesty and to expect the same standards of others. —Academic honesty involves the submission of work that is wholly the student's own work, except in the case of assigned group work. Additionally, academic honesty involves the proper citation of other authors' works.
- Professionalism Policy - Conduct as a professional educator is expected at all times. —Attendance, punctuality the quality of your interactions with



colleagues and supervisors, and the quality and timeliness regarding completing assignments all determine your professionalism, which in turn, signals your readiness to advance in the teacher education program.

- Late Assignment Policy - Assignments need to be turned in on the due date and time. If for some reason you are unable to bring in an assignment, you must e-mail it, or send it in with a friend when it is due. Points will be deducted each day it is late. Extenuating circumstances must be discussed with the instructor at least 2 days.
- Americans with Disabilities Act-The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Students with a disability must be registered with Disability Support Services before classroom accommodations can be provided. If you have a documented disability that will impact your work in this class, please contact me to discuss your needs.
- Plagiarism Statement-"By enrolling in this course, the student expressly grants MSU a 'limited right' in all intellectual property created by the student for the purpose of this course. The 'limited right' shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality, authenticity, and educational purposes." from Student Handbook
- Campus Carry-Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).
- Active Shooter- The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to watch the video entitled "Run. Hide. Fight." which may be electronically accessed via the University police department's webpage: ["Run. Hide. Fight."](#)

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- Smoking/Tobacco Policy
 - College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU TEXAS. Adult students may smoke only in the outside designated-smoking areas at each location.
 - Alcohol and Drug Policy- To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.
 - Change of Schedule-A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.
 - Refund and Repayment Policy-A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).
 - Services for Students with Disabilities- In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring

accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to Disability Support Services.

Please note: By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for the purpose of this course.

The "limited right" shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality and authenticity, and for educational purposes.

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In accordance with the law, MSU provides students with documented disabilities academic accommodations. If you are a student with a disability, please contact your instructor as well as Disability Support Services, Clark Student Center, Room 168, Phone: 397-4140.

References

Midwestern State University. *Midwestern State University Undergraduate Catalog*, [MSU Catalog](#)

Midwestern State University. *Mustangs Midwestern State University Student Handbook*. [Student Handbook](#)

Reading Rockets Reading Research & Reports [Reading Research Prekindergarten Research and Guidelines](#)

Jackman, H. L. (2018). *Early education curriculum: a child's connection to the world*, 7th edition. New York: Wadsworth.

[NAEYC Developmentally Appropriate Practice](#)

Big Ideas, Little Learners: Early Childhood Trends Report 2019 (January 2019). Redwood City, CA: Omidyar Network.

P. Gail Williams, Marc Alan Lerner. School Readiness. Pediatrics (July 2019). From the American Academy of Pediatrics Technical Report.

McClure, E. R., Guernsey, L., Clements, D. H., Bales, S. N., Nichols, J., Kendall-Taylor, N., & Levine, M. H. (2017). STEM starts early: Grounding science, technology, engineering, and math education in early childhood. New York: The Joan Ganz Cooney Center at Sesame Workshop.

Appendix A: Standards/Competencies

Assignment/Module/ Course Activities	Course Objectives or Student Learning Outcomes	Standard or Competency
Module Activities	1,2,3,4,5,6	PPRCS b,c,d,e,f,g; PPRDC 1,2,3,4; EC3CS b-I; EC3DC 1,2,3,4,5, TEKS, PreK Guidelines
Exams	1,2,3,4,5,6	PPRCS b,c,d,e,f,g; PPRDC 1,2,3,4; EC3CS b-I; EC3DC 1,2,3,4,5, TEKS, PreK Guidelines
Read Aloud	2	PPRCS b,c,d; PPRDC 1; EC3CS c-I; EC3DC 1,2,3,5, TEKS, PreK Guidelines
Developmental Stages of Play	4	PPRCS c; PPRDC 2
Data Analysis Mini Module	6	PPRCS f; PPRDC 3,4; EC3DC 4
Thematic Lesson Plans	2,4	PPRCS b,c,d; PPRDC 1,2; EC3CS c-I; EC3DC 1,2,3,5, TEKS, PreK Guidelines
Organizing the Classroom	1	PPRCS e; PPRDC 2; EC3CS b; EC3DC 1,2, 3
Family Engagement Plan	5	PPRCS g; EC3DC 1




Appendix B: Texas Standards for Educator Prep Programs and Course Alignment

Pedagogy and Professional Responsibilities Commissioners Standards for EC-3

(b) Instructional Planning and Delivery. Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students and makes learning relevant for today's learners. Early Childhood: Prekindergarten-Grade 3 classroom teachers must:

- (1) develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes;
- (2) effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement;
- (3) connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities;
- (4) plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn;
- (5) differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans;
- (6) plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning;
- (7) integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts;
- (8) ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction;
- (9) encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals;
- (10) set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems;



(11) provide opportunities for students to engage in individual and collaborative critical thinking and problem solving;

(12) monitor and assess students' progress to ensure that their lessons meet students' needs;

(13) provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts; and

(14) adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.

(c) Knowledge of Student and Student Learning. Early Childhood:

Prekindergarten-Grade 3 classroom teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs. Early Childhood: Prekindergarten-Grade 3 classroom teachers must:

Early Childhood: Prekindergarten-Grade 3 classroom teachers must:

(1) create a community of learners in an inclusive environment that views differences in learning and background as educational assets;

(2) connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts;


(3) understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources;

(4) understand the role of language and culture in learning and know how to modify their practice to support language acquisition so that language is comprehensible and instruction is fully accessible;

(5) understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills; and

(6) identify readiness for learning and understand how development in one area may affect students' performance in other areas.

(d) Content Knowledge and Expertise. Early Childhood: Prekindergarten-Grade 3 classroom teachers exhibit an understanding of content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and the ability to match objectives and activities to relevant state standards. Early Childhood: Prekindergarten-Grade 3 classroom teachers must:



(1) have expertise in how their content vertically and horizontally aligns with the grade-level/subject area continuum, leading to an integrated curriculum across grade levels and content areas;

(2) identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas;

(3) keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline;

(4) organize curriculum to facilitate student understanding of the subject matter;

(5) understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions;

(6) promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners;

(7) teach both the key content knowledge and the key skills of the discipline; and

(8) make appropriate and authentic connections across disciplines, subjects, and students' real world experiences.

(e) Learning Environment. Early Childhood: Prekindergarten-Grade 3 classroom teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning. Early Childhood: Prekindergarten-Grade 3 classroom teachers must:

(1) embrace students' backgrounds and experiences as an asset in their learning;


(2) maintain and facilitate respectful, supportive, positive, and productive interactions with and among students;

(3) establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences;

(4) create a physical classroom set-up that is flexible and accommodates the different learning needs of students;

(5) implement behavior management systems to maintain an environment where all students can learn effectively;

(6) maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning;

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- (7) maximize instructional time, including managing transitions;
 - (8) manage and facilitate groupings in order to maximize student collaboration, participation, and achievement; and
 - (9) communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.

(f) Data-Driven Practices. Early Childhood: Prekindergarten-Grade 3 classroom teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed. Early Childhood: Prekindergarten-Grade 3 classroom teachers must:

- (1) gauge student progress and ensure mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning;
- (2) analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning; and
- (3) design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.

(g) Professional Practices and Responsibilities. Early Childhood: Prekindergarten-Grade 3 classroom teachers consistently hold themselves to a high standard for individual development, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity. Early Childhood: Prekindergarten-Grade 3 classroom teachers must:

- (1) reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement;
- (2) seek out feedback from supervisor, coaches, and peers and take advantage of opportunities for job-embedded professional development;
- (3) adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s);
- (4) communicate consistently, clearly, and respectfully with all members of the campus community, administrators, and staff; and

(5) serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.


Pedagogy and Professional Responsibilities Domains and Competencies

Domain I—Designing Instruction and Assessment to Promote Student Learning

Competency 001—The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.


The beginning teacher:

- A. Knows the typical stages of cognitive, social, physical and emotional development of students in early childhood through grade 12.
- B. Recognizes the wide range of individual developmental differences that characterizes students in early childhood through grade 12 and the implications of this developmental variation for instructional planning.
- C. Analyzes ways in which developmental characteristics of students in early childhood through grade 12 impact learning and performance and applies knowledge of students' developmental characteristics and needs to plan effective learning experiences and assessments.
- D. Demonstrates an understanding of physical changes that occur in early childhood through adolescence, factors that affect students' physical growth and health (e.g., nutrition, sleep, prenatal exposure to drugs, abuse) and ways in which physical development impacts development in other domains (i.e., cognitive, social, emotional).
- E. Recognizes factors affecting the social and emotional development of students in early childhood through adolescence (e.g., lack of affection and attention, parental divorce, homelessness) and knows that students' social and emotional development impacts their development in other domains (i.e., cognitive, physical).
- F. Uses knowledge of cognitive changes in students in early childhood through adolescence (e.g., from an emphasis on concrete thinking to the emergence and refinement of abstract thinking and reasoning, increased ability to engage in reflective thinking, increased focus on the world beyond the school setting) to plan developmentally appropriate instruction and assessment that promote learning and development.

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- G. Understands that development in any one domain (i.e., cognitive, social, physical, emotional) impacts development in other domains.
 - H. Recognizes signs of developmental delays or impairments in students in early childhood through grade 4.
 - I. Knows the stages of play development (i.e., from solitary to cooperative) and the important role of play in young children's learning and development.
 - J. Uses knowledge of the developmental characteristics and needs of students in early childhood through grade 4 to plan meaningful, integrated and active learning and play experiences that promote the development of the whole child.
 - K. Recognizes that positive and productive learning environments involve creating a culture of high academic expectations, equity throughout the learning community and developmental responsiveness.
 - L. Recognizes the importance of helping students in early childhood through grade 12 learn and apply life skills (e.g., decision-making skills, organizational skills, goal-setting skills, self-direction, workplace skills).
 - M. Knows the rationale for appropriate middle-level education and how middle-level schools are structured to address the characteristics and needs of young adolescents.
 - N. Recognizes typical challenges for students during later childhood, adolescence and young adulthood (e.g., self-image, physical appearance, eating disorders, feelings of rebelliousness, identity formation, educational and career decisions) and effective ways to help students address these challenges.
 - O. Understands ways in which student involvement in risky behaviors (e.g., drug and alcohol use, gang involvement) impacts development and learning.
 - P. Demonstrates knowledge of the importance of peers, peer acceptance and conformity to peer group norms and expectations for adolescents and understands the significance of peer-related issues for teaching and learning.

Competency 002—The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning.


The beginning teacher:

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- A. Demonstrates knowledge of students with diverse personal and social characteristics (e.g., those related to ethnicity, gender, language background, exceptionality) and the significance of student diversity for teaching, learning and assessment.
 - B. Accepts and respects students with diverse backgrounds and needs.
 - C. Knows how to use diversity in the classroom and the community to enrich all students' learning experiences.
 - D. Knows strategies for enhancing one's own understanding of students' diverse backgrounds and needs.
 - E. Knows how to plan and adapt lessons to address students' varied backgrounds, skills, interests and learning needs, including the needs of English-language learners and students with disabilities.
 - F. Understands cultural and socioeconomic differences (including differential access to technology) and knows how to plan instruction that is responsive to cultural and socioeconomic differences among students.
 - G. Understands the instructional significance of varied student learning needs and preferences.
 - H. Knows the ELPS in the domains of listening and speaking in accordance with the proficiency-level descriptors for the beginning, intermediate, advanced and advanced-high levels.
 - I. Knows the ELPS in the domains of reading and writing in accordance with the proficiency-level descriptors for beginning, intermediate, advanced and advanced-high levels.

Competency 003—The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.

The beginning teacher:


- A. Understands the significance of the Texas Essential Knowledge and Skills (TEKS) and of prerequisite knowledge and skills in determining instructional goals and objectives.
- B. Uses appropriate criteria to evaluate the appropriateness of learning goals and objectives (e.g., clarity; relevance; significance; age-appropriateness; ability to be assessed; responsiveness to students' current skills and knowledge, background, needs and interests; alignment with campus and district goals).

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- C. Uses assessment to analyze students' strengths and needs, evaluate teacher effectiveness and guide instructional planning for individuals and groups.
 - D. Understands the connection between various components of the Texas statewide assessment program, the TEKS and instruction and analyzes data from state and other assessments using common statistical measures to help identify students' strengths and needs.
 - E. Demonstrates knowledge of various types of materials and resources (including technological resources and resources outside the school) that may be used to enhance student learning and engagement and evaluates the appropriateness of specific materials and resources for use in particular situations, to address specific purposes and to meet varied student needs.
 - F. Plans lessons and structures units so that activities progress in a logical sequence and support stated instructional goals.
 - G. Plans learning experiences that provide students with developmentally appropriate opportunities to explore content from integrated and varied perspectives (e.g., by presenting thematic units that incorporate different disciplines, providing intradisciplinary and interdisciplinary instruction, designing instruction that enables students to work cooperatively, providing multicultural learning experiences, prompting students to consider ideas from multiple viewpoints, encouraging students' application of knowledge and skills to the world beyond the school).
 - H. Allocates time appropriately within lessons and units, including providing adequate opportunities for students to engage in reflection, self-assessment and closure.

Competency 004—The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.


The beginning teacher:

- A. Understands the role of learning theory in the instructional process and uses instructional strategies and appropriate technologies to facilitate student learning (e.g., connecting new information and ideas to prior knowledge, making learning meaningful and relevant to students).
- B. Understands that young children think concretely and rely primarily on motor and sensory input and direct experience for development of skills and




knowledge and uses this understanding to plan effective, developmentally appropriate learning experiences and assessments.

- C. Understands that the middle-level years are a transitional stage in which students may exhibit characteristics of both older and younger children and that these are critical years for developing important skills and attitudes (e.g., working and getting along with others, appreciating diversity, making a commitment to continued schooling).
- D. Recognizes how characteristics of students at different developmental levels (e.g., limited attention span and need for physical activity and movement for younger children; importance of peers, search for identity, questioning of values and exploration of long-term career and life goals for older students) impact teaching and learning.
- E. Stimulates reflection, critical thinking and inquiry among students (e.g., supports the concept of play as a valid vehicle for young children's learning; provides opportunities for young children to manipulate materials and to test ideas and hypotheses; engages students in structured, hands-on problem-solving activities that are challenging; encourages exploration and risk-taking; creates a learning community that promotes positive contributions, effective communication and the respectful exchange of ideas).
- F. Enhances learning for students by providing age-appropriate instruction that encourages the use and refinement of higher-order thinking skills (e.g., prompting students to explore ideas from diverse perspectives; structuring active learning experiences involving cooperative learning, problem solving, open-ended questioning and inquiry; promoting students' development of research skills).
- G. Teaches, models and monitors organizational and time-management skills at an age-appropriate level (e.g., establishing regular places for classroom toys and materials for young children, keeping related materials together, using organizational tools, using effective strategies for locating information and organizing information systematically).
- H. Teaches, models and monitors age-appropriate study skills (e.g., using graphic organizers, outlining, note-taking, summarizing, test-taking) and structures research projects appropriately (e.g., teaches students the steps in research, establishes checkpoints during research projects, helps students use time-management tools).

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- I. Analyzes ways in which teacher behaviors (e.g., teacher expectations, student grouping practices, teacher-student interactions) impact student learning and plans instruction and assessment that minimize the effects of negative factors and enhance all students' learning.
 - J. Analyzes ways in which factors in the home and community (e.g., parent expectations, availability of community resources, community problems) impact student learning and plans instruction and assessment with awareness of social and cultural factors to enhance all students' learning.
 - K. Understands the importance of self-directed learning and plans instruction and assessment that promote students' motivation and their sense of ownership of and responsibility for their own learning.
 - L. Analyzes ways in which various teacher roles (e.g., facilitator, lecturer) and student roles (e.g., active learner, observer, group participant) impact student learning.
 - M. Incorporates students' different approaches to learning (e.g., auditory, visual, tactile, kinesthetic) into instructional practices.
 - N. Provides instruction to ensure that students can apply various learning strategies (e.g., using prior knowledge, metacognition, graphic organizers) across content areas, in accordance with the ELPS.
 - O. Provides instruction in a manner that is linguistically accommodated (communicated, sequenced and scaffolded) to the student's level of English-language proficiency to ensure that the student learns the knowledge and skills across content areas, in accordance with the ELPS.
 - P. Applies knowledge of the implications for learning and instruction of the range of thinking abilities found among students in any one grade level and students' increasing ability over time to engage in abstract thinking and reasoning.

EC-3 Core Subjects Commissioners standards

(b) Child Development. The Early Childhood: Prekindergarten-Grade 3 classroom teachers use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child. Early Childhood: Prekindergarten-Grade 3 classroom teachers must:



(1) know and understand young children's characteristics and needs, from birth through age 8;

(2) know and understand the multiple influences on early development and learning; and

(3) use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

(c) English Language Arts and Reading. The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of Kindergarten-Grade 5 English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS), with an emphasis on Kindergarten-Grade 3, and Emergent Early Literacy *Texas Prekindergarten Guidelines* and apply knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade-level skills.

(d) Mathematics. The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of Kindergarten-Grade 5 Mathematics TEKS, with an emphasis on Kindergarten-Grade 3, and Mathematics *Texas Prekindergarten Guidelines* and apply knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade-level skills.

(e) Science. The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of Kindergarten-Grade 5 Science TEKS, with an emphasis on Kindergarten-Grade 3, and Science *Texas Prekindergarten Guidelines* and apply knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade-level skills.

(f) Social Studies. The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of Kindergarten-Grade 5 Social Studies TEKS, with an emphasis on Kindergarten-Grade 3, and Social Studies *Texas Prekindergarten Guidelines* and apply knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade-level skills.

(g) Fine Arts, including Theatre, Art, and Music. The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of Kindergarten-Grade 5 Theatre, Art, and Music TEKS, with an emphasis on Kindergarten-Grade 3, and Fine Arts *Texas Prekindergarten Guidelines* and apply

knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade-level skills.

(h) Health Education. The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of Kindergarten-Grade 5 Health Education TEKS, with an emphasis on Kindergarten-Grade 3, and *Physical Development Texas Prekindergarten Guidelines* and apply knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade-level skills.

(i) Physical Education. The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of Kindergarten-Grade 5 Physical Education TEKS, with an emphasis on Kindergarten-Grade 3, and *Physical Development Texas Prekindergarten Guidelines* and apply knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade-level skills

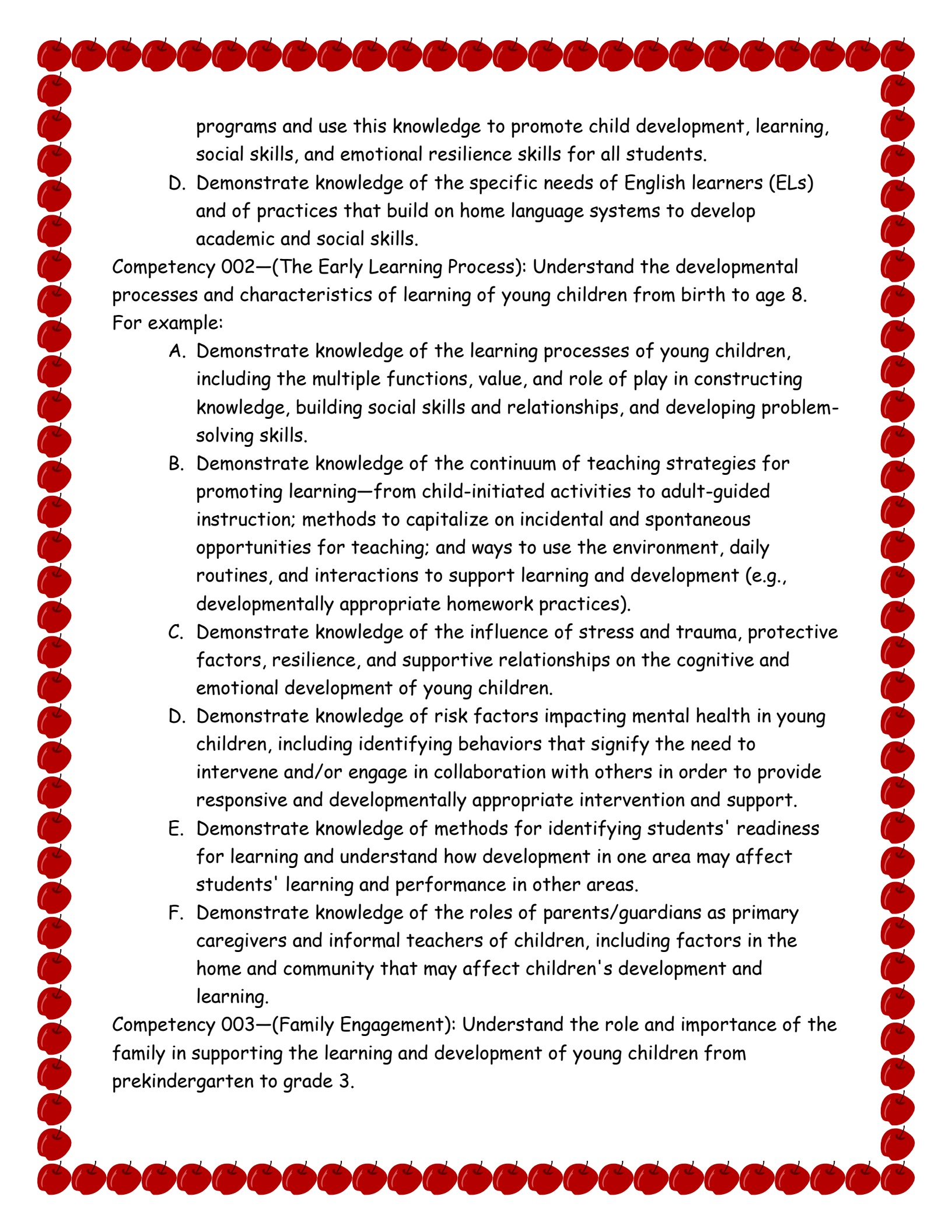
EC3 Domains and Competencies

Domain I—Child Development

Competency 001—(Foundations of Child Development): Understand foundational concepts of early childhood development from birth to age 8 and factors that influence student development.

For example:

- A. Demonstrate knowledge of key theoretical foundations, curriculum and program models, and scientifically based research regarding the development and learning of students from birth to age 8 (e.g., Bruner, Piaget, and Vygotsky; Montessori, Reggio Emilia, constructivist, social-learning, and environmental theories) upon which developmentally appropriate practices in early childhood education are based.
- B. Demonstrate knowledge of characteristics, progressions, and variations of development in the physical, cognitive, social, language, sensory, aesthetic, and emotional domains and of the interrelationships between these domains and student learning.
- C. Demonstrate knowledge of exceptionalities, including common health conditions, and factors related to over- and underrepresentation of specific student populations in special education and gifted and talented



programs and use this knowledge to promote child development, learning, social skills, and emotional resilience skills for all students.


- D. Demonstrate knowledge of the specific needs of English learners (ELs) and of practices that build on home language systems to develop academic and social skills.

Competency 002—(The Early Learning Process): Understand the developmental processes and characteristics of learning of young children from birth to age 8.

For example:

- A. Demonstrate knowledge of the learning processes of young children, including the multiple functions, value, and role of play in constructing knowledge, building social skills and relationships, and developing problem-solving skills.
- B. Demonstrate knowledge of the continuum of teaching strategies for promoting learning—from child-initiated activities to adult-guided instruction; methods to capitalize on incidental and spontaneous opportunities for teaching; and ways to use the environment, daily routines, and interactions to support learning and development (e.g., developmentally appropriate homework practices).
- C. Demonstrate knowledge of the influence of stress and trauma, protective factors, resilience, and supportive relationships on the cognitive and emotional development of young children.
- D. Demonstrate knowledge of risk factors impacting mental health in young children, including identifying behaviors that signify the need to intervene and/or engage in collaboration with others in order to provide responsive and developmentally appropriate intervention and support.
- E. Demonstrate knowledge of methods for identifying students' readiness for learning and understand how development in one area may affect students' learning and performance in other areas.
- F. Demonstrate knowledge of the roles of parents/guardians as primary caregivers and informal teachers of children, including factors in the home and community that may affect children's development and learning.

Competency 003—(Family Engagement): Understand the role and importance of the family in supporting the learning and development of young children from prekindergarten to grade 3.



For example:


- A. Demonstrate knowledge of how to create meaningful, respectful, and reciprocal relationships for families and how to use family-centered strategies to promote effective, ongoing communication and involvement with families to support young children's learning and social skills and emotional development.
- B. Apply knowledge of skills and strategies for working collaboratively and effectively with families, including families with linguistically and culturally diverse backgrounds, and of how to build positive relationships by advocating for families and by respecting and valuing families' preferences and goals.
- C. Demonstrate knowledge of evidence-based practices that support families in meeting their children's learning benchmarks and provide families with tools to enhance and extend children's learning at home (e.g., home visits by teachers and school staff, consistent in-person and written communication on student progress).

Domain II—The Instructional Setting

Competency 004—(Social Skills, Emotional Development, and Behavior Support): Understand how to create positive environments and relationships that help develop interpersonal skills, autonomy, and initiative to explore and learn in young children from prekindergarten to grade 3.

For example:

- A. Demonstrate knowledge of factors related to the development of executive function and self-regulation skills in young children, including motivation, autonomy, and decision-making and self-help skills.
- B. Apply knowledge of strategies and principles for teaching and using problem-solving and conflict resolution skills and for providing individual and schoolwide positive behavioral interventions and supports (PBIS), including monitoring the effectiveness of PBIS, as well as making modifications and adaptations to interventions as needed.
- C. Demonstrate knowledge of developmentally appropriate and effective individual and group management strategies, including best practices for teaching and supporting young children with additional behavioral needs and factors contributing to equitable and inequitable responses to behavior.


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- D. Demonstrate knowledge of the role of positive relationships and supportive interactions as a crucial foundation for teaching, and in developing social skills and emotional resilience, with a focus on children's individual strengths, needs, and interests.
 - E. Demonstrate knowledge of the relationships between communication, behavior, and learning, as well as the ability to use developmentally appropriate and culturally responsive positive behavior strategies, conflict resolution skills, and instructional methods to manage classroom behavior.

Competency 005—(The Instructional Setting): Understand how to create positive learning environments that promote the development and learning of young children in prekindergarten to grade 3.

For example:

- A. Apply knowledge of strategies for structuring the physical environment and selecting appropriate learning curricula, materials, and technologies to promote active participation and independence in young children.
- B. Apply knowledge of practices for creating and adapting safe indoor and outdoor learning environments that encourage active involvement, initiative, responsibility, and a growing sense of autonomy in young children.
- C. Apply knowledge of the use of schedules, routines, and effective transitions to support children's emotional development, effectively manage instructional activities, and promote children's sense of security and independence.
- D. Apply knowledge of methods for creating a physical environment and instructional procedures that are linguistically and culturally responsive and meet the needs of all young children, including those with exceptionalities (e.g., disabilities, gifts, talents) and English learners (ELs).
- E. Demonstrate knowledge of practices and procedures for effectively planning and managing flexible student groupings, including pairings, individualized, and small-group instruction, to facilitate learning.
- F. Demonstrate knowledge of activities, practices, materials, and technology to support the integration of oral, written, graphic, kinesthetic, and tactile methods into the teaching of key concepts and vocabulary and to assess student learning.

Domain III—Educating All Learners



Competency 006—(Differentiation Strategies in Planning and Practice):

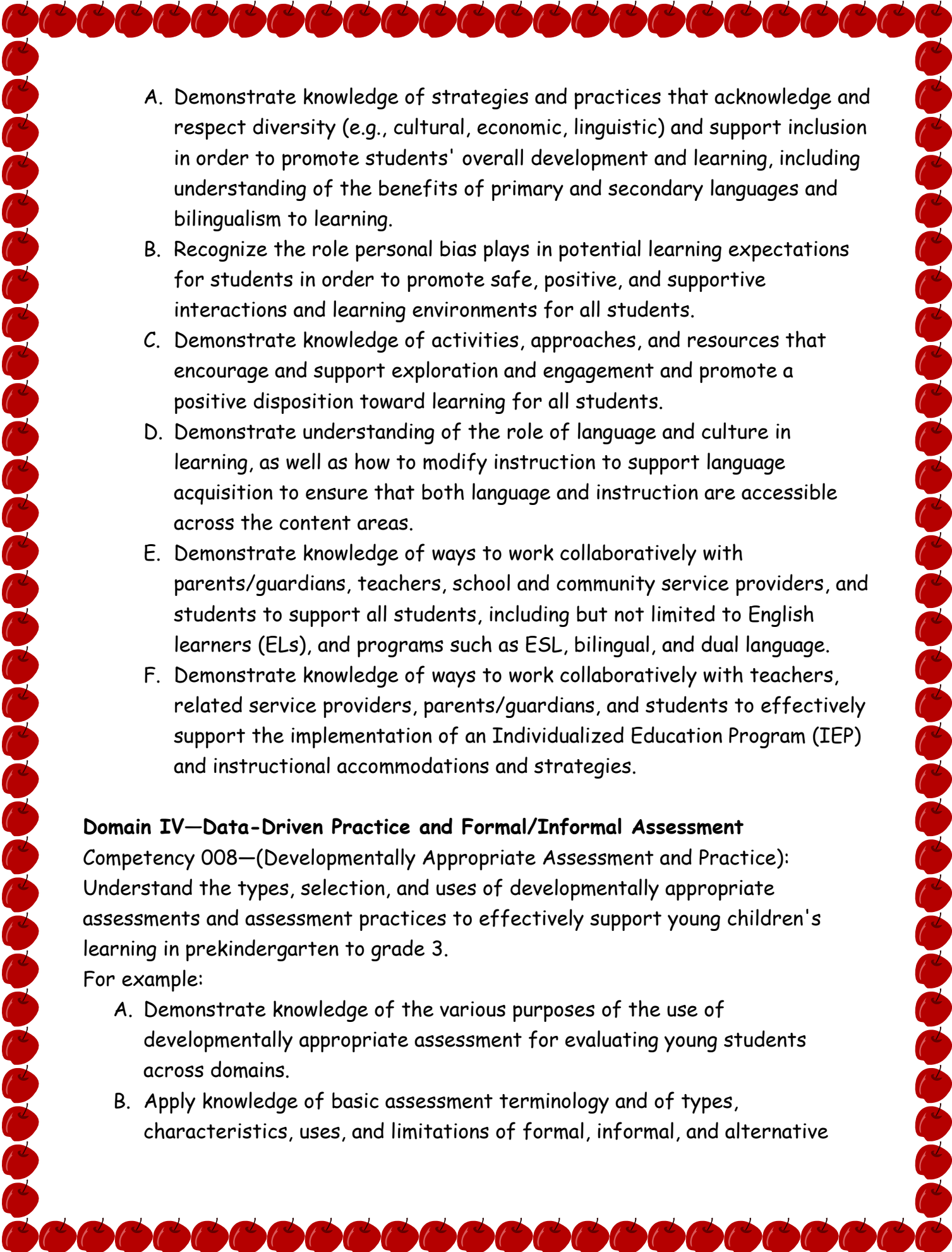
Understand how to identify and implement developmentally appropriate strategies and practices to effectively teach and engage young children from prekindergarten to grade 3.

For example:

- A. Demonstrate knowledge of the principles of universal design for learning (UDL) and how to apply UDL guidelines to incorporate the flexibility necessary to maximize learning opportunities for all students.
- B. Apply knowledge of effective methods for fostering students' active participation and individual academic success in one-to-one, small-group, and large-group settings and for facilitating students' inclusion in various settings (e.g., academic, social).
- C. Apply knowledge of activities and instruction that build on students' individual interests, primary language, experiences, and prior knowledge; respond to students' strengths and needs; and promote the development of prerequisite skills and positive dispositions toward learning in the content areas.
- D. Demonstrate knowledge of how and when to adjust and scaffold instruction, instructional activities, and assessment in response to various types of feedback from young children.
- E. Demonstrate knowledge of how to identify, select, and implement appropriate and effective accommodations for students with 504 plans or Individualized Education Programs (IEPs), including collaborating with other professionals to meet the needs of all students.
- F. Demonstrate knowledge of the various categories of disabilities as outlined in the Individuals with Disabilities Education Act (IDEA), including Child Find obligations and educational implications specific to young children with unique learning differences (e.g., developmental delays, autism spectrum disorder, dyslexia, intellectual disabilities).

Competency 007—(Culturally Responsive Practices): Understand how to identify and implement culturally responsive, developmentally appropriate practices to effectively teach and engage young children from prekindergarten to grade 3 across all content areas.

For example:

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- A. Demonstrate knowledge of strategies and practices that acknowledge and respect diversity (e.g., cultural, economic, linguistic) and support inclusion in order to promote students' overall development and learning, including understanding of the benefits of primary and secondary languages and bilingualism to learning.
 - B. Recognize the role personal bias plays in potential learning expectations for students in order to promote safe, positive, and supportive interactions and learning environments for all students.
 - C. Demonstrate knowledge of activities, approaches, and resources that encourage and support exploration and engagement and promote a positive disposition toward learning for all students.
 - D. Demonstrate understanding of the role of language and culture in learning, as well as how to modify instruction to support language acquisition to ensure that both language and instruction are accessible across the content areas.
 - E. Demonstrate knowledge of ways to work collaboratively with parents/guardians, teachers, school and community service providers, and students to support all students, including but not limited to English learners (ELs), and programs such as ESL, bilingual, and dual language.
 - F. Demonstrate knowledge of ways to work collaboratively with teachers, related service providers, parents/guardians, and students to effectively support the implementation of an Individualized Education Program (IEP) and instructional accommodations and strategies.


Domain IV—Data-Driven Practice and Formal/Informal Assessment

Competency 008—(Developmentally Appropriate Assessment and Practice):

Understand the types, selection, and uses of developmentally appropriate assessments and assessment practices to effectively support young children's learning in prekindergarten to grade 3.

For example:

- A. Demonstrate knowledge of the various purposes of the use of developmentally appropriate assessment for evaluating young students across domains.
- B. Apply knowledge of basic assessment terminology and of types, characteristics, uses, and limitations of formal, informal, and alternative



assessments (e.g., developmental screenings, formative and summative assessments, observations, portfolios, state-mandated assessments, types of assessment accommodations, curriculum-based measures).

- C. Apply knowledge of ways to develop and select developmentally appropriate assessments and assessment strategies (e.g., use of TEA resources such as formative assessment banks), ensure that assessments are aligned to instructional objectives and outcomes, and use assessment results to inform instruction and measure student progress throughout the content areas.
- D. Apply knowledge of considerations and strategies for effectively administering assessments and documenting assessment outcomes.
- E. Recognize legal and ethical issues related to assessment, responsible assessment practices, and confidentiality.


Competency 009—(Progress Monitoring and Data-Driven Instructional Practice): Understand how to design, implement, and evaluate learning experiences and instruction in order to promote development and learning of all students in prekindergarten to grade 3.

For example:

- A. Demonstrate knowledge of the foundational elements of Response to Intervention (RtI) and the ability to apply this knowledge to differentiate tiered instruction for all students based on data.
- B. Interpret and use information from formal and informal assessments, including the use of multiple measures of assessment, to inform decisions and plan and evaluate student learning.
- C. Interpret assessment results to enhance knowledge of students; evaluate and monitor development, learning, and progress; establish goals; and plan, differentiate, and continuously adjust learning activities and environments for individuals and groups.
- D. Demonstrate knowledge of a variety of types of systematic observation and documentation (e.g., anecdotal notes, checklists, data collection) and the ability to use these processes and procedures to gain insight into students' development, strengths, needs, and learning.

Domain V—Learning Across the Curriculum


Competency 010—(English Language Arts and Social Studies): Understand the foundational principles, concepts, and methods in English language arts and social



studies to provide developmentally appropriate instruction for students in prekindergarten to grade 3.

For example:


- A. Demonstrate knowledge of the Emergent Literacy - Writing domain of the *Texas Prekindergarten Guidelines* and of the Texas Essential Knowledge and Skills (TEKS) for English Language Arts and Reading (ELAR) (Kindergarten through Grade 5), including the development of the writing process (i.e., §110.2:10 and §110.3-7:11), as well as ways to scaffold and sequence skills and concepts to teach writing to young children.
- B. Apply knowledge of developmentally appropriate strategies for fostering students' ability to listen and speak for various purposes (e.g., expressing needs, interacting with others, responding to experiences, developing concepts).
- C. Demonstrate knowledge of strategies and technology for developing and reinforcing young children's language acquisition (e.g., oral language, listening comprehension, expressive and receptive vocabulary, pragmatic language skills).
- D. Apply knowledge of strategies and activities for infusing opportunities for purposeful, child-oriented, meaningful language and communication into all areas of the curriculum (e.g., purposeful conversations, dramatic play, word games, storytelling, songs, poetry, questioning).
- E. Demonstrate knowledge of the developmental stages in children's acquisition of writing skills (e.g., scribbling, mock letters, letter formation, invented spelling) and of different ways that individual students may vary in their rates of acquiring these stages.
- F. Apply knowledge of effective instructional strategies, materials, and activities for supporting explicit spelling instruction at various stages of a student's development and within the context of meaningful written expression.
- G. Apply knowledge of instructional strategies, materials, and developmentally appropriate activities for teaching students English writing conventions (e.g., grammar, capitalization, punctuation).
- H. Apply knowledge of how to teach and develop students' writing through planning, drafting, revision, editing, rewriting, and publishing.

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- I. Demonstrate knowledge of the Social Studies domain of the *Texas Prekindergarten Guidelines* and of the Texas Essential Knowledge and Skills (TEKS) for Social Studies (Kindergarten through Grade 5), as well as ways to scaffold and sequence skills and concepts to teach social studies to young children.
 - J. Apply knowledge of developmentally appropriate strategies and activities for teaching major concepts and processes of geography, including features of students' immediate environment, characteristics of major human and physical features of Texas, and how people adapt and live in the physical environment.
 - K. Apply knowledge of developmentally appropriate strategies and activities for developing students' understanding of the purpose of government and the key concepts of the Declaration of Independence, the U.S. Constitution and the Bill of Rights, and the beliefs and ideals of a democratic republican form of government (e.g., the rule of law, equality, human dignity).
 - L. Apply knowledge of developmentally appropriate strategies and activities for teaching basic concepts of economics, including scarcity, opportunity costs, markets, factors of production, and trade, as well as how these concepts relate to everyday life.

Competency O11—(Mathematics): Understand foundational principles, concepts, and methods in mathematics to provide developmentally appropriate instruction for students in prekindergarten to grade 3.

For example:

- A. Demonstrate knowledge of the Mathematics domain of the *Texas Prekindergarten Guidelines* and the Texas Essential Knowledge and Skills (TEKS) for Mathematics (Kindergarten through Grade 5), as well as ways to scaffold and sequence skills and concepts to teach mathematics to young children.
- B. Demonstrate knowledge of foundational characteristics and processes in children's mathematical development, including elements of mathematical understanding (e.g., conservation, one-to-one correspondence, counting, cardinality), and indicators that a student may be experiencing difficulties or demonstrating advanced abilities in mathematics.
- C. Apply knowledge of developmentally appropriate strategies and activities, including the progression of conceptual to procedural understanding specific




to areas of mathematical content (e.g., number sense, numeracy, whole-number operations, geometry, spatial sense, fractions, algebraic reasoning), and mathematical language for developing children's knowledge and skills in these areas through a variety of meaningful, authentic learning experiences and real-world applications.

- D. Demonstrate knowledge of instructional resources, tools, and materials, including manipulatives, children's literature, and technology for teaching mathematics.
- E. Apply knowledge of ways to build on children's interests by creating meaningful opportunities and experiences that promote the development of students' conceptual understanding and mathematical thinking, including incorporating play and manipulatives into daily activities.
- F. Apply knowledge of teaching practices that enhance children's mathematical problem solving and reasoning and promote their ability to represent, communicate, and connect mathematical ideas in their everyday lives.
- G. Apply knowledge of developmentally appropriate strategies for encouraging students to view themselves as competent mathematical thinkers and activities for promoting students' ability to think and communicate mathematically.
- H. Apply knowledge of approaches for integrating mathematical content with other areas of the curriculum and with everyday activities, including written expression.
- I. Demonstrate knowledge of ways to foster collaboration with families and with other professionals to promote and encourage all students' development of mathematical thinking and numeracy.
- J. Demonstrate knowledge of developmentally appropriate activities for teaching mathematical language, vocabulary, and key concepts specific to financial literacy.

Competency 012—(Science and Technology Applications): Understand the foundational principles, concepts, and methods of teaching science and technology applications to provide developmentally appropriate instruction to students in prekindergarten to grade 3.

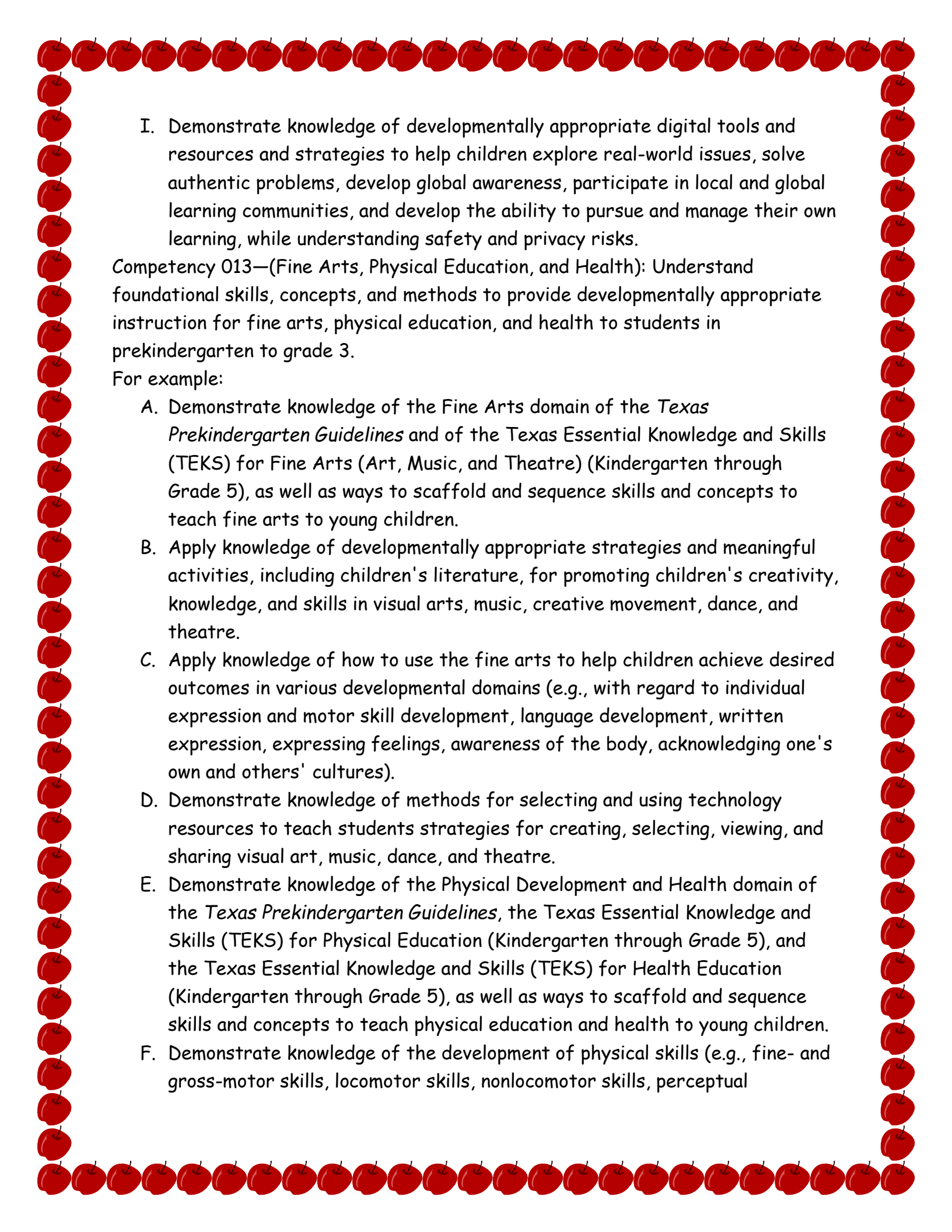
For example:

- A. Demonstrate knowledge of the Science domain of the *Texas Prekindergarten Guidelines* and of the Texas Essential Knowledge and Skills (TEKS) for



Science (Kindergarten through Grade 5), as well as ways to scaffold and sequence skills and concepts to teach science to young children.

- B. Apply knowledge of how to plan and implement inquiry-based science lessons that are responsive to children's diverse interests, knowledge, skills, and experiences and that promote children's development of scientific knowledge, inquiry, and skills.
- C. Demonstrate knowledge of developmentally appropriate strategies for encouraging children to explore and make discoveries about their world (e.g., exploratory play, using senses, using simple tools or technology to gain information about environment, incorporating children's literature, making predictions and/or drawing conclusions on the basis of observation).
- D. Demonstrate knowledge of instructional resources, tools and materials, including technology, for teaching science and procedures for ensuring the proper use of safety equipment and safe practices during classroom science activities.
- E. Apply knowledge of key concepts of physical science, Earth and space science, and life science to select strategies and methods for developing children's knowledge and skills in these areas through a variety of developmentally appropriate, meaningful, authentic learning experiences and real-world applications.
- F. Apply knowledge of developmentally appropriate strategies for encouraging students to view themselves as competent scientific explorers and activities for promoting students' ability to think and communicate scientific knowledge through written expression (e.g., providing opportunities to observe and describe objects and phenomena; engaging in simple investigation; applying skills such as collecting, classifying, and interpreting data; recognizing patterns and drawing conclusions).
- G. Demonstrate knowledge of developmentally appropriate strategies and procedures for implementing scientific inquiry methods in classroom laboratory and outdoor investigations, including understanding and applying terminology common to scientific investigations.
- H. Demonstrate knowledge of types of digital tools and resources and strategies for using them to enhance teaching effectiveness, create learning experiences that facilitate creativity, and promote student achievement across the content areas.

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- I. Demonstrate knowledge of developmentally appropriate digital tools and resources and strategies to help children explore real-world issues, solve authentic problems, develop global awareness, participate in local and global learning communities, and develop the ability to pursue and manage their own learning, while understanding safety and privacy risks.

Competency 013—(Fine Arts, Physical Education, and Health): Understand foundational skills, concepts, and methods to provide developmentally appropriate instruction for fine arts, physical education, and health to students in prekindergarten to grade 3.

For example:

- A. Demonstrate knowledge of the Fine Arts domain of the *Texas Prekindergarten Guidelines* and of the Texas Essential Knowledge and Skills (TEKS) for Fine Arts (Art, Music, and Theatre) (Kindergarten through Grade 5), as well as ways to scaffold and sequence skills and concepts to teach fine arts to young children.
- B. Apply knowledge of developmentally appropriate strategies and meaningful activities, including children's literature, for promoting children's creativity, knowledge, and skills in visual arts, music, creative movement, dance, and theatre.
- C. Apply knowledge of how to use the fine arts to help children achieve desired outcomes in various developmental domains (e.g., with regard to individual expression and motor skill development, language development, written expression, expressing feelings, awareness of the body, acknowledging one's own and others' cultures).
- D. Demonstrate knowledge of methods for selecting and using technology resources to teach students strategies for creating, selecting, viewing, and sharing visual art, music, dance, and theatre.
- E. Demonstrate knowledge of the Physical Development and Health domain of the *Texas Prekindergarten Guidelines*, the Texas Essential Knowledge and Skills (TEKS) for Physical Education (Kindergarten through Grade 5), and the Texas Essential Knowledge and Skills (TEKS) for Health Education (Kindergarten through Grade 5), as well as ways to scaffold and sequence skills and concepts to teach physical education and health to young children.
- F. Demonstrate knowledge of the development of physical skills (e.g., fine- and gross-motor skills, locomotor skills, nonlocomotor skills, perceptual

awareness, object handling) and the instructional implications of children's varied levels of physical skills development.

- G. Apply knowledge of the components of fitness (e.g., muscular strength, flexibility) and activities for promoting children's health and fitness, physical skills development, and enjoyment of physical activity.
- H. Demonstrate knowledge of the principles of nutrition and the role of nutrition in children's fitness, health, development, and readiness for learning.

Prekindergarten Guidelines

Social and Emotional Development

Self Concept Skills

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.

I.A.3.

Child shows reasonable opinion of his own abilities and limitations.

I.A.4.

Child shows initiative in independent situations and persists in attempting to solve problems.

Self Regulation Skills

I.B.1.a.


Child follows classroom rules and routines with occasional reminders from teacher.

I.B.1.b.

Child takes care of and manages classroom materials.

I.B.1.c.

Child regulates his own behavior with occasional reminders or assistance from teacher.



I.B.2.a.

Child begins to understand difference and connection between emotions/feelings and behaviors.

I.B.2.b.

Child can communicate basic emotions/feelings.

I.B.2.c.

Child is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary.

I.B.3.a.

Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed.

I.B.3.b.

Child remains focused on engaging group activities for up to 20 minutes at a time.

Relationships with Others

I.C.1.

Child uses effective verbal and non verbal communication skills to build relationships with teachers/adults.

I.C.2.

Child assumes various roles and responsibilities as part of a classroom community.

I.C.3.

Child shows competence in initiating social interactions.

I.C.4.

Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal.

I.C.5.

Child initiates problem-solving strategies and seeks adult help when



necessary.

I.C.6.

Child demonstrates empathy and caring for others.

I.C.7.

Child interacts with a variety of playmates and may have preferred friends.

Social Awareness Skills

I.D.1.

Child demonstrates an understanding that others have perspectives and feelings that are different from her own.

Language and Communication

Listening Comprehension Skills

II.A.1.

Child shows understanding by responding appropriately.

II.A.2.

Child shows understanding by following two-step oral directions and usually follows three-step directions.

Child shows understanding by following one to two-step oral directions in English.

II.A.3.

Child shows understanding of the language being spoken by teachers and peers.

Child shows understanding of the new language being spoken by English-speaking teachers and peers.

Speaking (Conversation Skills)

II.B.1.

Child is able to use language for different purposes.

II.B.2.



Child engages in conversations in appropriate ways.

II.B.3.

Child provides appropriate information for various situations.

II.B.4.

Child demonstrates knowledge of verbal conversational rules.

II.B.5.

Child demonstrates knowledge of nonverbal conversational rules.

II.B.6.

Child matches language to social contexts.

Speech Production Skills

II.C.1.

Child's speech is understood by both the teacher and other adults in the school.

II.C.2.

Child perceives differences between similar sounding words.

II.C.3.

Child investigates and demonstrates growing understanding of the sounds and intonation of language.

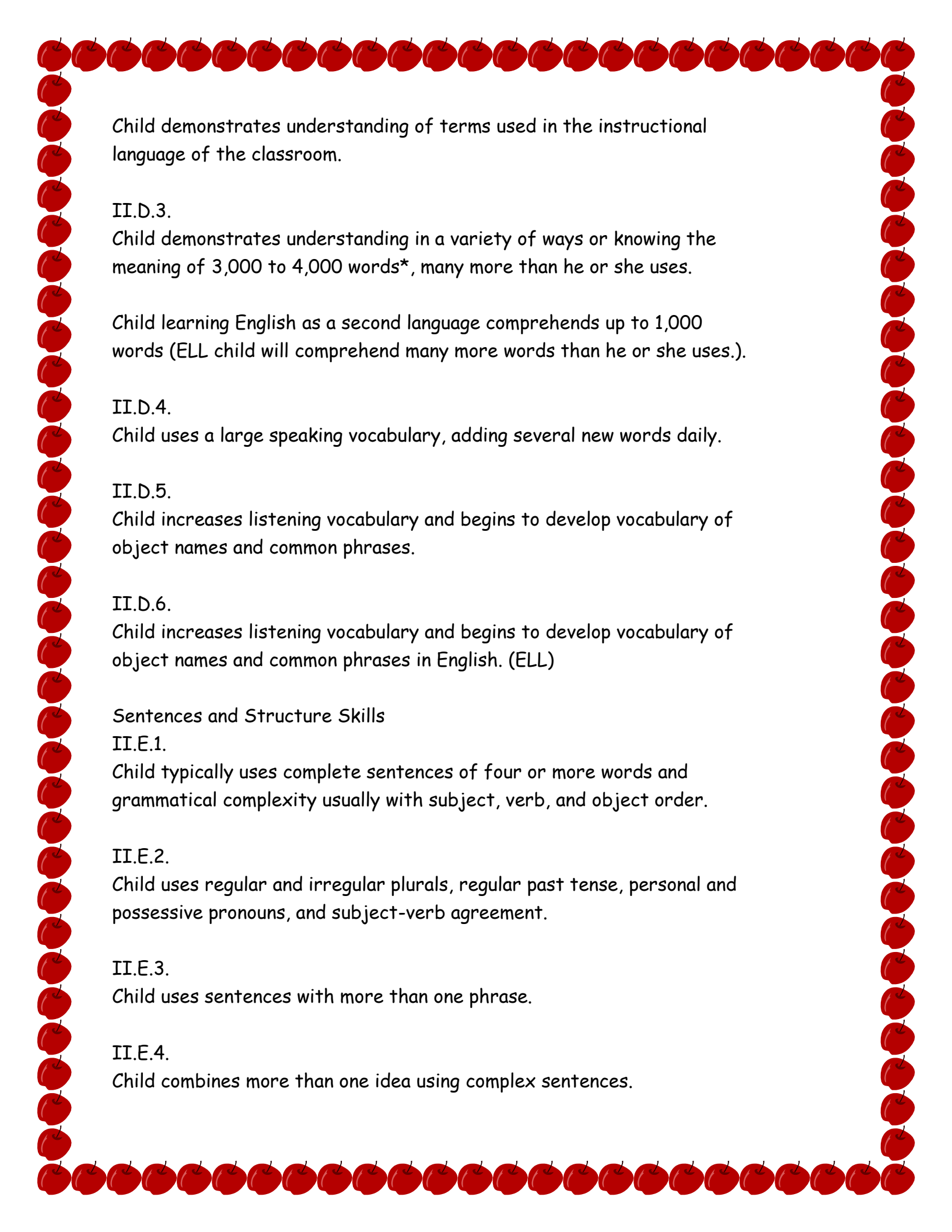
Child investigates and demonstrates growing understanding of the sounds and intonation of the English language.

Vocabulary Skills

II.D.1.

Child uses a wide variety of words to label and describe people, places, things, and actions.

II.D.2.



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.

Child learning English as a second language comprehends up to 1,000 words (ELL child will comprehend many more words than he or she uses.).

II.D.4.

Child uses a large speaking vocabulary, adding several new words daily.

II.D.5.

Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases.

II.D.6.

Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English. (ELL)

Sentences and Structure Skills

II.E.1.

Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order.

II.E.2.

Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.

II.E.3.

Child uses sentences with more than one phrase.

II.E.4.

Child combines more than one idea using complex sentences.

II.E.5.

Child combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning.

II.E.6.

Child engages in various forms of nonverbal communication with those who do not speak her native language.

II.E.7.

Child uses single words and simple phrases to communicate meaning in social situations.

II.E.8.

Child attempts to use new vocabulary and grammar in speech.

Emergent Literacy

Motivation to Read Skills

III.A.1.

Child engages in pre-reading and reading-related activities.

III.A.2.

Child self-selects books and other written materials to engage in pre-reading behaviors.

III.A.3.

Child recognizes that text has meaning.

Phonological Awareness Skills

III.B.1.

Child separates a normally spoken four-word sentence into individual words.

III.B.2.

Child combines words to make a compound word.

III. B.3.



Child deletes a word from a compound word.

III.B.4.

Child blends syllables into words.

III.B.5.

Child can segment a syllable from a word.

III.B.6.

Child can recognize rhyming words.

III.B.7.

Child can produce a word that begins with the same sound as a given pair of words.

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.

III.B.9.

Child recognizes and blends spoken phonemes into one syllable words with pictorial support.

Alphabet Knowledge Skills

III.C.1.

Child names at least 20 upper and at least 20 lower case letters in the language of instruction.

III.C.2.

Child recognizes at least 20 distinct letter sounds in the language of instruction.

III.C.3.

Child produces at least 20 distinct letter sound correspondences in the language of instruction.



Comprehension of Text Read Aloud Skills

III.D.1.

Child retells or re-enacts a story after it is read aloud.

III.D.2.

Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.

III.D.3.

Child asks and responds to questions relevant to the text read aloud.

III.D.4.

Child will make inferences and predictions about text.

Print Concepts

III.E.1

Child can distinguish between elements of print including letters, words, and pictures.

III.E.2

Child demonstrates understanding of print directionality including left to right and top to bottom.

III.E.3

Child can identify some conventional features of print that communicate meaning including end punctuation and case.

Emergent Writing

Motivation to Write Skills

IV.A.1.

Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.

IV.A.2

Child independently writes to communicate his/her ideas for a variety of



purposes.

Writing as a Process

IV.B.1.

Child discusses and contributes ideas for drafts composed in whole/small group writing activities.

IV.B. 2.

Child interacts and provides suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts.

IV. B.3

Child shares and celebrates class-made and individual written products

Conventions in Writing

IV.C.1.

Child writes own name (first name or frequent nickname) using legible letters in proper sequence.

IV. C. 2

Child moves from scribbles to some letter-sound correspondence using beginning and ending sounds when writing.

IV.C.3

Child independently uses letters to make words or parts of words.

IV. C 4.

Child uses appropriate directionality when writing (top to bottom, left to right).

IV.C.5.

Child begins to experiment with punctuation when writing.

Math

Counting Skills

V.A.1.



Child knows that objects, or parts of an object, can be counted.

V.A.2.

Child uses words to rote count from 1 to 30.

V.A.3.

Child counts 1-10 items, with one count per item.

V.A.4.

Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted.

V.A.5.

Child counts up to 10 items and demonstrates that the last count indicates how many items were counted.

V.A.6.

Child demonstrates understanding that when counting, the items can be chosen in any order.

V.A.7.

Child uses the verbal ordinal terms.

V.A.8.

Child verbally identifies, without counting, the number of objects from 1 to 5.

V.A.9.

Child recognizes one-digit numerals, 0-9.

Adding To/Taking Away Skills

V.B.1.

Child uses concrete objects, creates pictorial models and shares a verbal word problem for adding up to 5 objects.



V.B.2.

Child uses concrete models or makes a verbal word problem for subtracting 0-5 objects from a set.

V.B.3.

Child uses informal strategies to separate up to 10 items into equal groups.

Geometry and Spatial Sense

V.C.1.

Child names common shapes.

V.C.2.

Child creates 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.).

V.C.4.

Child slides, flips, and turns shapes to demonstrate that the shapes remain the same.

Measurement Skills

V.D.1.

Child recognizes and compares heights or lengths of people or objects.

V.D.2.

Child recognizes how much can be placed within an object.

V.D.3.

Child informally recognizes and compares weights of objects or people.

V.D.4.

Child uses language to describe concepts associated with the passing of



time.

Classification and Pattern Skills

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.

V.E.2.

Child collects data and organizes it in a graphic representation.

V.E.3.

Child recognizes and creates patterns.

Science

Physical Science Skills

VI.A.1.

Child observes, investigates describes, and discusses properties and characteristics of common objects.

VI.A.2.

Child observes, investigates describes and discusses position and motion of objects.

VI.A.3.

Child uses simple measuring devices to learn about objects.

VI.A.4.

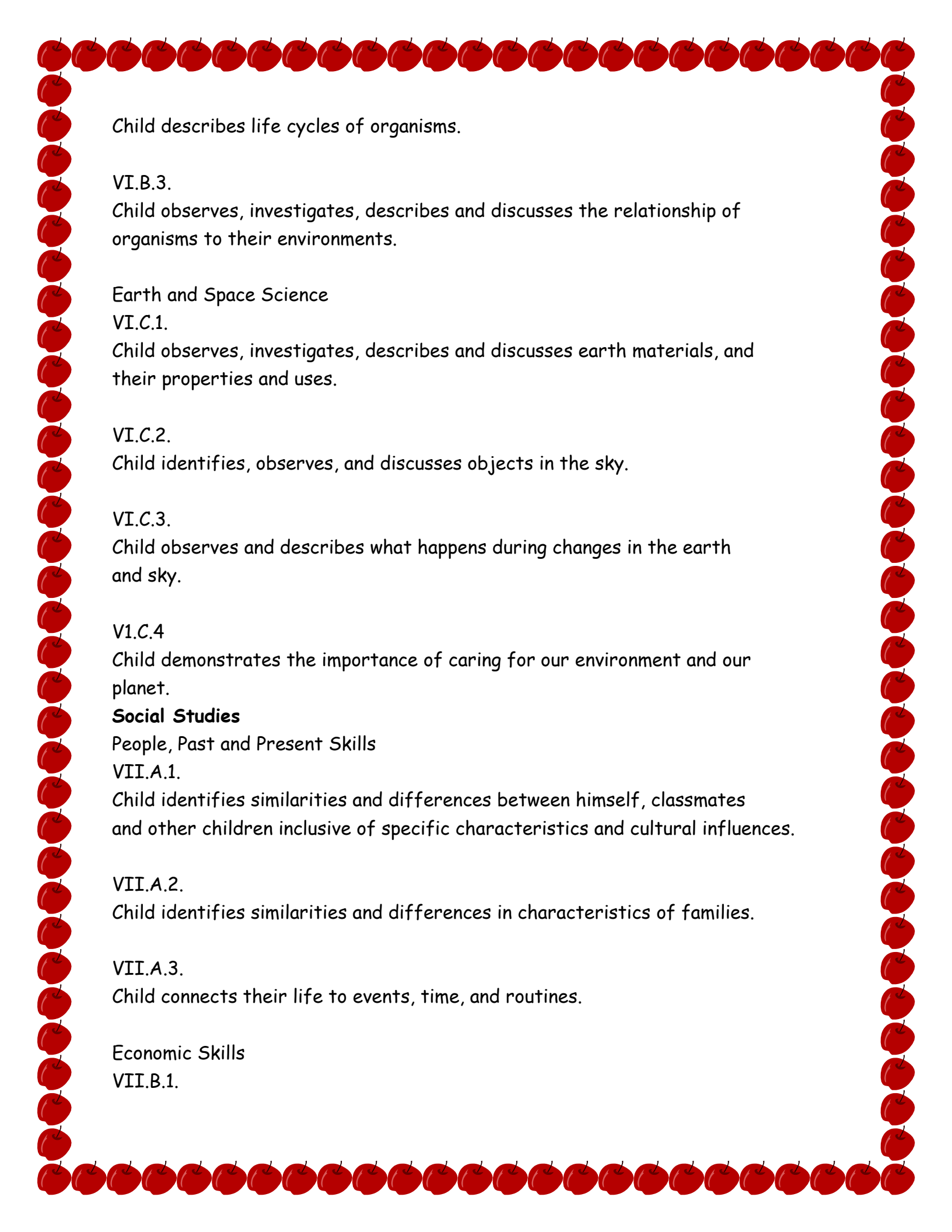
Child observes investigates describes and discusses sources of energy including light, heat, and electricity.

Life Science Skills

VI.B.1.

Child observes, investigates, describes and discusses the characteristics of organisms.

VI.B.2.



Child describes life cycles of organisms.

VI.B.3.

Child observes, investigates, describes and discusses the relationship of organisms to their environments.

Earth and Space Science

VI.C.1.

Child observes, investigates, describes and discusses earth materials, and their properties and uses.

VI.C.2.

Child identifies, observes, and discusses objects in the sky.

VI.C.3.

Child observes and describes what happens during changes in the earth and sky.

VI.C.4

Child demonstrates the importance of caring for our environment and our planet.

Social Studies

People, Past and Present Skills

VII.A.1.

Child identifies similarities and differences between himself, classmates and other children inclusive of specific characteristics and cultural influences.

VII.A.2.

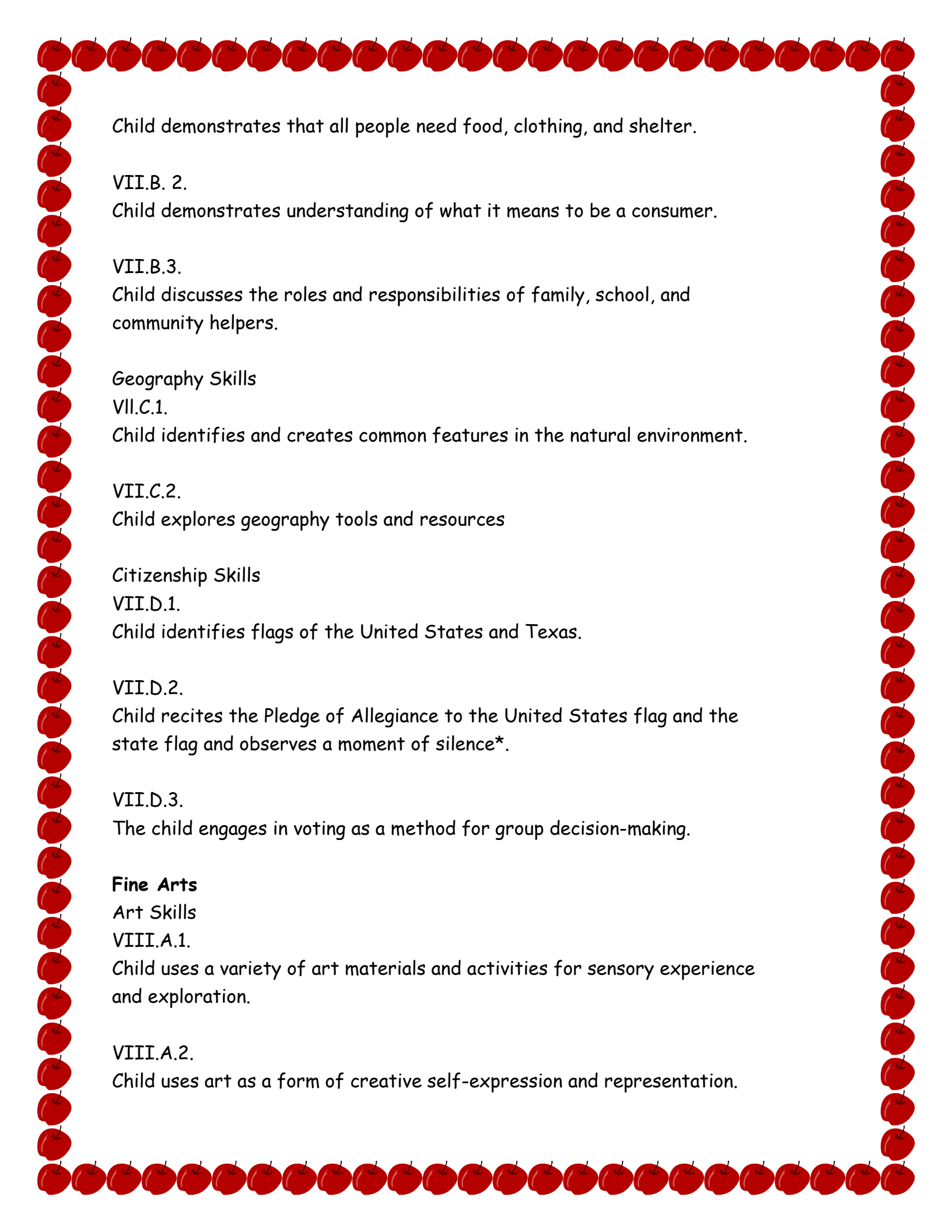
Child identifies similarities and differences in characteristics of families.

VII.A.3.

Child connects their life to events, time, and routines.

Economic Skills

VII.B.1.



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

VII.B. 2.

Child demonstrates understanding of what it means to be a consumer.

VII.B.3.

Child discusses the roles and responsibilities of family, school, and community helpers.

Geography Skills

VII.C.1.

Child identifies and creates common features in the natural environment.

VII.C.2.

Child explores geography tools and resources

Citizenship Skills

VII.D.1.

Child identifies flags of the United States and Texas.

VII.D.2.

Child recites the Pledge of Allegiance to the United States flag and the state flag and observes a moment of silence*.

VII.D.3.

The child engages in voting as a method for group decision-making.

Fine Arts

Art Skills

VIII.A.1.

Child uses a variety of art materials and activities for sensory experience and exploration.

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.

Music Skills

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.

Dramatic Expression Skills

VIII.C.1.

Child creates or recreates stories, moods, or experiences through dramatic representations.

Physical Development

Gross Motor

IX.A.1.

Child demonstrates coordination and balance in isolation (may not yet coordinate consistently with a partner).

IX.A.2.

Child coordinates sequence of movements to perform tasks.

Fine Motor Development Skills

IX.B.1.

Child shows control of tasks that require small-muscle strength and control.

IX.B.2.

Child shows increasing control of tasks that require eye-hand coordination.

Personal Safety and Health Skills

IX.C.1.

Child practices good habits of personal safety.

IX.C.2.

Child practices good habits of personal health and hygiene.

IX.C.3.

Child identifies good habits of nutrition and exercise.

TEKS First Grade Science

(A) Scientific and engineering practices. Scientific inquiry is the planned and deliberate investigation of the natural world using scientific and engineering practices. Scientific methods of investigation are descriptive, correlative, comparative, or experimental. The method chosen should be appropriate to the grade level and question being asked. Student learning for different types of investigations includes descriptive investigations, which have no hypothesis that tentatively answers the research question and involve collecting data and recording observations without making comparisons; correlative and comparative investigations, which have a hypothesis that predicts a relationship and involve collecting data, measuring variables relevant to the hypothesis that are manipulated, and comparing results; and experimental investigations, which involve processes similar to comparative investigations but in which a hypothesis can be tested by comparing a treatment with a control.


(i) Scientific practices. Students ask questions, plan and conduct investigations to answer questions, and explain phenomena using appropriate tools and models.

(ii) Engineering practices. Students identify problems and design solutions using appropriate tools and models.

(iii) To support instruction in the science content standards, it is recommended that districts integrate scientific and engineering practices through classroom and outdoor investigations for at least 80% of instructional time.

(B) Matter and its properties. Students build their knowledge of the natural world using their senses. Students focus on observable properties and patterns of objects, including larger and smaller, heavier and lighter, shape, color, and texture. The students understand changes in materials caused by heating and cooling.

(C) Force, motion, and energy. Students know that force and motion are related and that energy exists in many forms as a part of everyday life. Magnetism interacts with various materials and can be used as a push and pull. The students



investigate the importance of heat and focus on changes caused by heating and cooling.

(D) Earth and space. Patterns, cycles, and systems are recognizable in the natural world and among objects in the sky. Students make informed choices by understanding weather and seasonal patterns. Students understand that natural resources on Earth, including rocks, soil, and water, are used by humans and can be conserved.

(E) Organisms and environments. All living organisms interact with living and nonliving things within their environments and use structures to meet their basic needs. Students know that organisms are interdependent and part of a food chain. The students investigate the life cycle of animals and identify likenesses between parents and young.

(2) Nature of science. Science, as defined by the National Academy of Sciences, is the "use of evidence to construct testable explanations and predictions of natural phenomena, as well as the knowledge generated through this process." This vast body of changing and increasing knowledge is described by physical, mathematical, and conceptual models. Students should know that some questions are outside the realm of science because they deal with phenomena that are not currently scientifically testable.


(3) Scientific observations, inferences, hypotheses, and theories. Students are expected to know that:

(A) observations are active acquisition of either qualitative or quantitative information from a primary source through the senses;

(B) inferences are conclusions reached on the basis of observations or reasoning supported by relevant evidence;

(C) hypotheses are tentative and testable statements that must be capable of being supported or not supported by observational evidence. Hypotheses of durable explanatory power that have been tested over a wide variety of conditions are incorporated into theories; and

(D) scientific theories are based on natural and physical phenomena and are capable of being tested by multiple independent researchers. Unlike hypotheses, scientific theories are well established and highly reliable explanations, but they may be subject to change as new areas of science and new technologies are developed.



(4) Science and social ethics. Scientific decision making is a way of answering questions about the natural world involving its own set of ethical standards about how the process of science should be carried out. Students distinguish between scientific decision-making practices and ethical and social decisions that involve science.

(5) Recurring themes and concepts. Science consists of recurring themes and making connections between overarching concepts. Recurring themes include structure and function, systems, models, and patterns. All systems have basic properties that can be described in space, time, energy, and matter. Change and constancy occur in systems as patterns and can be observed, measured, and modeled. Models have limitations but provide a tool for understanding the ideas presented. Students analyze a system in terms of its components and how these components relate to each other, to the whole, and to the external environment.

(6) Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) Knowledge and skills.


(1) Scientific and engineering practices. The student asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models. The student is expected to:

(A) ask questions and define problems based on observations or information from text, phenomena, models, or investigations;

(B) use scientific practices to plan and conduct simple descriptive investigations and use engineering practices to design solutions to problems;

(C) identify, describe, and demonstrate safe practices during classroom and field investigations as outlined in Texas Education Agency-approved safety standards;

(D) use tools, including hand lenses, goggles, heat-resistant gloves, trays, cups, bowls, beakers, sieves/sifters, tweezers, primary balance, notebooks, terrariums, aquariums, stream tables, soil samples (loam, sand, gravel, rocks, and clay), seeds, plants, windsock, pinwheel, student thermometer, demonstration thermometer, rain gauge, straws, ribbons, non-standard measuring items, flashlights, sandpaper, wax paper, items that are magnetic, non-magnetic items, a variety of magnets, hot



plate, aluminum foil, Sun-Moon-Earth model, and plant and animal life cycle models to observe, measure, test, and compare;

(E) collect observations and measurements as evidence;

(F) record and organize data using pictures, numbers, words, symbols, and simple graphs; and

(G) develop and use models to represent phenomena, objects, and processes or design a prototype for a solution to a problem.

(2) Scientific and engineering practices. The student analyzes and interprets data to derive meaning, identify features and patterns, and discover relationships or correlations to develop evidence-based arguments or evaluate designs. The student is expected to:

(A) identify basic advantages and limitations of models such as their size, properties, and materials;

(B) analyze data by identifying significant features and patterns;

(C) use mathematical concepts to compare two objects with common attributes; and

(D) evaluate a design or object using criteria to determine if it works as intended.

(3) Scientific and engineering practices. The student develops evidence-based explanations and communicates findings, conclusions, and proposed solutions. The student is expected to:

(A) develop explanations and propose solutions supported by data and models;

(B) communicate explanations and solutions individually and collaboratively in a variety of settings and formats; and

(C) listen actively to others' explanations to identify important evidence and engage respectfully in scientific discussion.


(4) Scientific and engineering practices. The student knows the contributions of scientists and recognizes the importance of scientific research and innovation for society. The student is expected to:

(A) explain how science or an innovation can help others; and

(B) identify scientists and engineers such as Katherine Johnson, Sally Ride, and Ernest Just and explore what different scientists and engineers do.

(5) Recurring themes and concepts. The student uses recurring themes and concepts to make connections across disciplines. The student is expected to:

(A) identify and use patterns to describe phenomena or design solutions;

- 
- (B) investigate and predict cause-and-effect relationships in science;
 - (C) describe the properties of objects in terms of relative size (scale) and relative quantity;
 - (D) examine the parts of a whole to define or model a system;
 - (E) identify forms of energy and properties of matter;
 - (F) describe the relationship between structure and function of objects, organisms, and systems; and
 - (G) describe how factors or conditions can cause objects, organisms, and systems to either change or stay the same.

(6) Matter and its properties. The student knows that objects have physical properties that determine how they are described and classified. The student is expected to:

- (A) classify objects by observable physical properties, including, shape, color, and texture, and attributes such as larger and smaller and heavier and lighter;
- (B) explain and predict changes in materials caused by heating and cooling; and
- (C) demonstrate and explain that a whole object is a system made of organized parts such as a toy that can be taken apart and put back together.


(7) Force, motion, and energy. The student knows that forces cause changes in motion and position in everyday life. The student is expected to:

- (A) explain how pushes and pulls can start, stop, or change the speed or direction of an object's motion; and
- (B) plan and conduct a descriptive investigation that predicts how pushes and pulls can start, stop, or change the speed or direction of an object's motion.

(8) Force, motion, and energy. The student knows that energy is everywhere and can be observed in everyday life. The student is expected to:

- (A) investigate and describe applications of heat in everyday life such as cooking food or using a clothes dryer; and
- (B) describe how some changes caused by heat may be reversed such as melting butter and other changes cannot be reversed such as cooking an egg or baking a cake.

(9) Earth and space. The student knows that the natural world has recognizable patterns. The student is expected to describe and predict the patterns of seasons of the year such as order of occurrence and changes in nature.



(10) Earth and space. The student knows that the natural world includes earth materials that can be observed in systems and processes. The student is expected to:

(A) investigate and document the properties of particle size, shape, texture, and color and the components of different types of soils such as topsoil, clay, and sand;

(B) investigate and describe how water can move rock and soil particles from one place to another;

(C) compare the properties of puddles, ponds, streams, rivers, lakes, and oceans, including color, clarity, size, shape, and whether it is freshwater or saltwater; and

(D) describe and record observable characteristics of weather, including hot or cold, clear or cloudy, calm or windy, and rainy or icy, and explain the impact of weather on daily choices.

(11) Earth and space. The student knows that earth materials and products made from these materials are important to everyday life. The student is expected to:

(A) identify and describe how plants, animals, and humans use rocks, soil, and water;

(B) explain why water conservation is important; and

(C) describe ways to conserve water such as turning off the faucet when brushing teeth and protect natural sources of water such as keeping trash out of bodies of water.

(12) Organisms and environments. The student knows that the environment is composed of relationships between living organisms and nonliving components. The student is expected to:

(A) classify living and nonliving things based upon whether they have basic needs and produce young;

(B) describe and record examples of interactions and dependence between living and nonliving components in terrariums or aquariums; and

(C) identify and illustrate how living organisms depend on each other through food chains.

(13) Organisms and environments. The student knows that organisms resemble their parents and have structures and undergo processes that help them interact and survive within their environments. The student is expected to:

(A) identify the external structures of different animals and compare how those structures help different animals live, move, and meet basic needs for survival;

(B) record observations of and describe basic life cycles of animals, including a bird, a mammal, and a fish; and

(C) compare ways that young animals resemble their parents.

TEKS Second Grade ELAR

(b) Knowledge and skills.

(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;

(B) follow, restate, and give oral instructions that involve a short, related sequence of actions;

(C) share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;

(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; and

(E) develop social communication such as distinguishing between asking and telling.

(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

(A) demonstrate phonological awareness by:

(i) producing a series of rhyming words;

(ii) distinguishing between long and short vowel sounds in one-syllable and multi-syllable words;

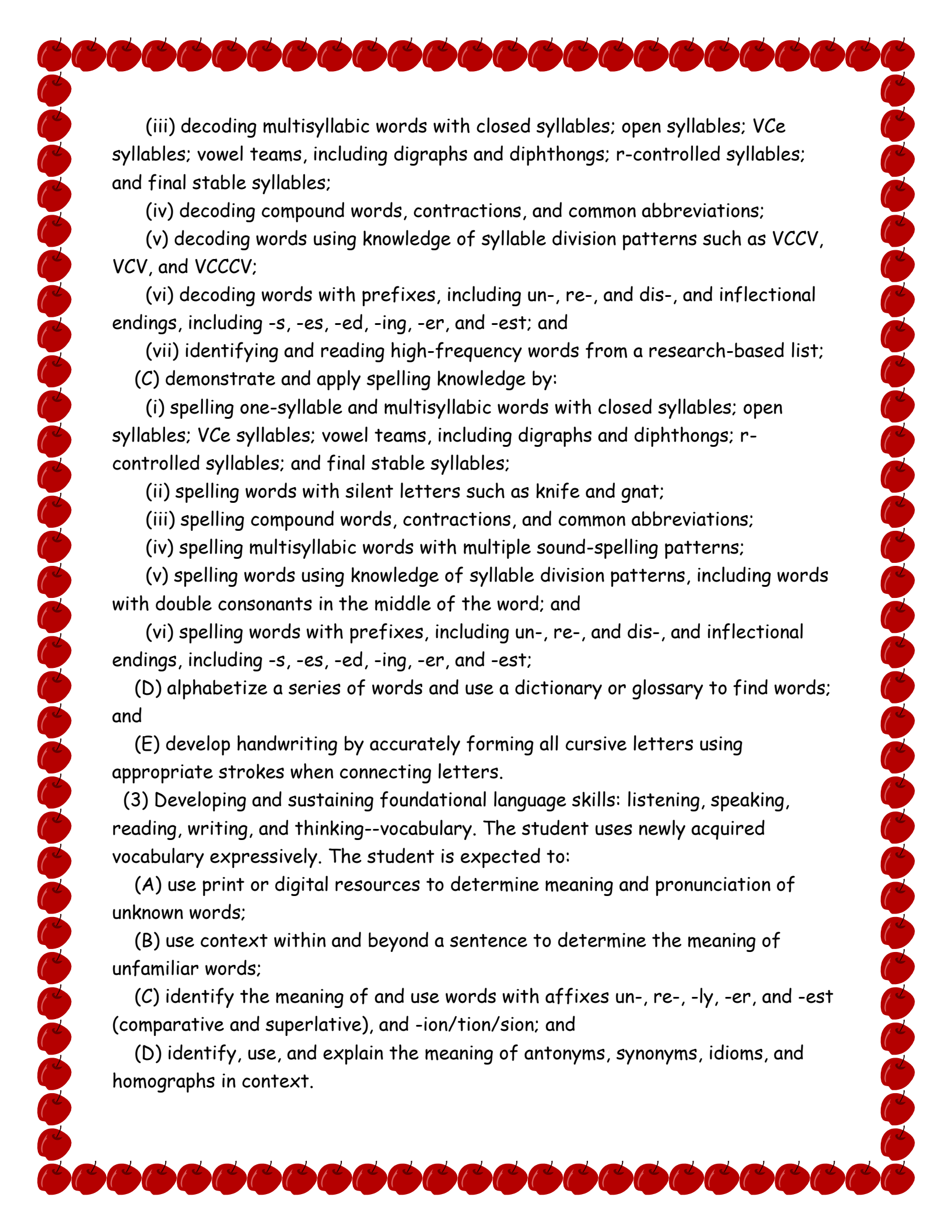
(iii) recognizing the change in spoken word when a specified phoneme is added, changed, or removed; and

(iv) manipulating phonemes within base words;

(B) demonstrate and apply phonetic knowledge by:

(i) decoding words with short, long, or variant vowels, trigraphs, and blends;

(ii) decoding words with silent letters such as knife and gnat;



(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;

(iv) decoding compound words, contractions, and common abbreviations;

(v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;

(vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and

(vii) identifying and reading high-frequency words from a research-based list;

(C) demonstrate and apply spelling knowledge by:

(i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;

(ii) spelling words with silent letters such as knife and gnat;

(iii) spelling compound words, contractions, and common abbreviations;

(iv) spelling multisyllabic words with multiple sound-spelling patterns;

(v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and

(vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est;

(D) alphabetize a series of words and use a dictionary or glossary to find words; and

(E) develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.


(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

(A) use print or digital resources to determine meaning and pronunciation of unknown words;

(B) use context within and beyond a sentence to determine the meaning of unfamiliar words;

(C) identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion; and

(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.



(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.

(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

(A) establish purpose for reading assigned and self-selected texts;

(B) generate questions about text before, during, and after reading to deepen understanding and gain information;

(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;

(D) create mental images to deepen understanding;

(E) make connections to personal experiences, ideas in other texts, and society;

(F) make inferences and use evidence to support understanding;

(G) evaluate details read to determine key ideas;

(H) synthesize information to create new understanding; and

(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.

(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

(A) describe personal connections to a variety of sources;


(B) write brief comments on literary or informational texts that demonstrate an understanding of the text;

(C) use text evidence to support an appropriate response;

(D) retell and paraphrase texts in ways that maintain meaning and logical order;

(E) interact with sources in meaningful ways such as illustrating or writing; and

(F) respond using newly acquired vocabulary as appropriate.



(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

(A) discuss topics and determine theme using text evidence with adult assistance;

(B) describe the main character's (characters') internal and external traits;

(C) describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; and

(D) describe the importance of the setting.

(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales;

(B) explain visual patterns and structures in a variety of poems;

(C) discuss elements of drama such as characters, dialogue, and setting;

(D) recognize characteristics and structures of informational text, including:

(i) the central idea and supporting evidence with adult assistance;

(ii) features and graphics to locate and gain information; and

(iii) organizational patterns such as chronological order and cause and effect stated explicitly;

(E) recognize characteristics of persuasive text, including:

(i) stating what the author is trying to persuade the reader to think or do; and

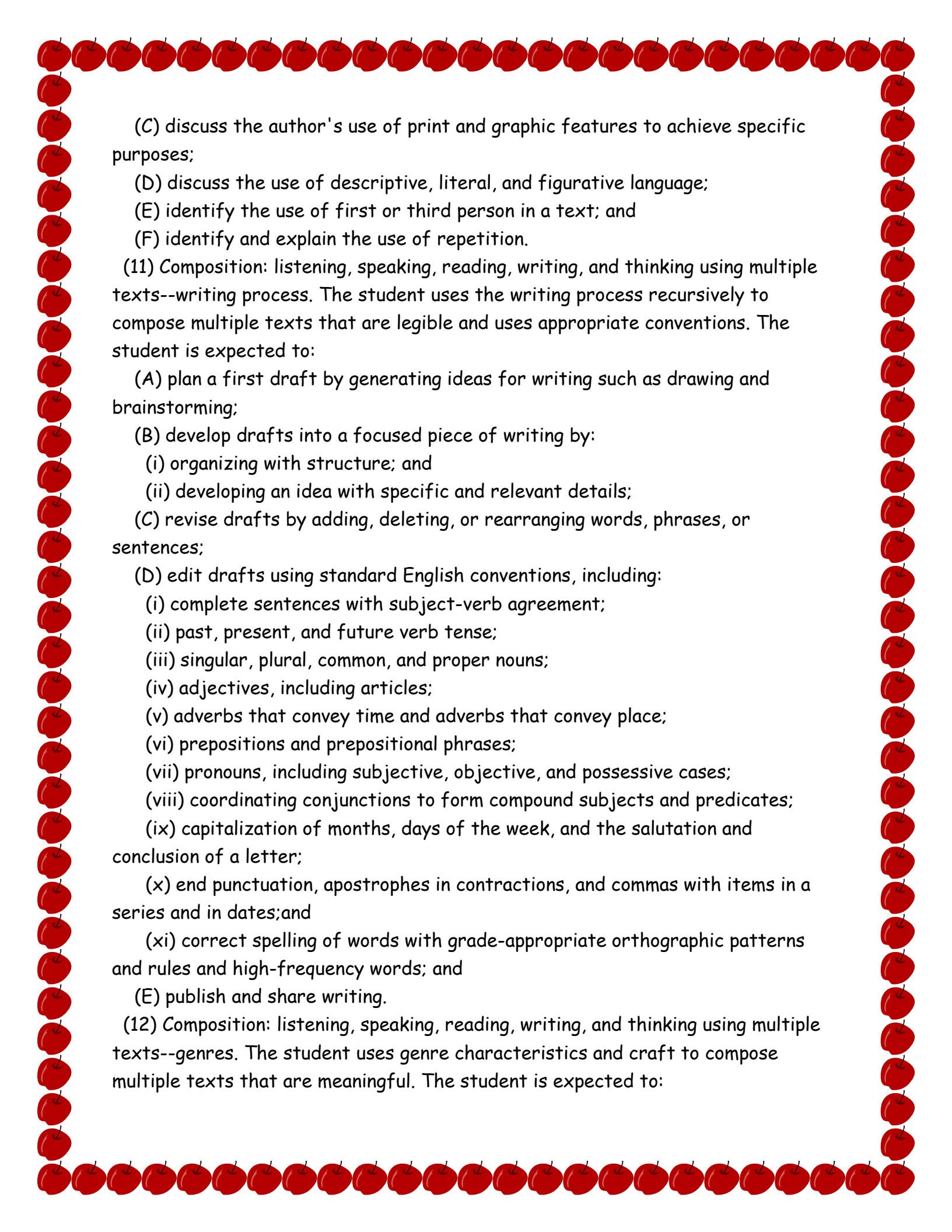
(ii) distinguishing facts from opinion; and

(F) recognize characteristics of multimodal and digital texts.

(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

(A) discuss the author's purpose for writing text;

(B) discuss how the use of text structure contributes to the author's purpose;



(C) discuss the author's use of print and graphic features to achieve specific purposes;

(D) discuss the use of descriptive, literal, and figurative language;

(E) identify the use of first or third person in a text; and

(F) identify and explain the use of repetition.

(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

(A) plan a first draft by generating ideas for writing such as drawing and brainstorming;

(B) develop drafts into a focused piece of writing by:

(i) organizing with structure; and

(ii) developing an idea with specific and relevant details;

(C) revise drafts by adding, deleting, or rearranging words, phrases, or sentences;

(D) edit drafts using standard English conventions, including:

(i) complete sentences with subject-verb agreement;

(ii) past, present, and future verb tense;

(iii) singular, plural, common, and proper nouns;

(iv) adjectives, including articles;

(v) adverbs that convey time and adverbs that convey place;

(vi) prepositions and prepositional phrases;

(vii) pronouns, including subjective, objective, and possessive cases;

(viii) coordinating conjunctions to form compound subjects and predicates;

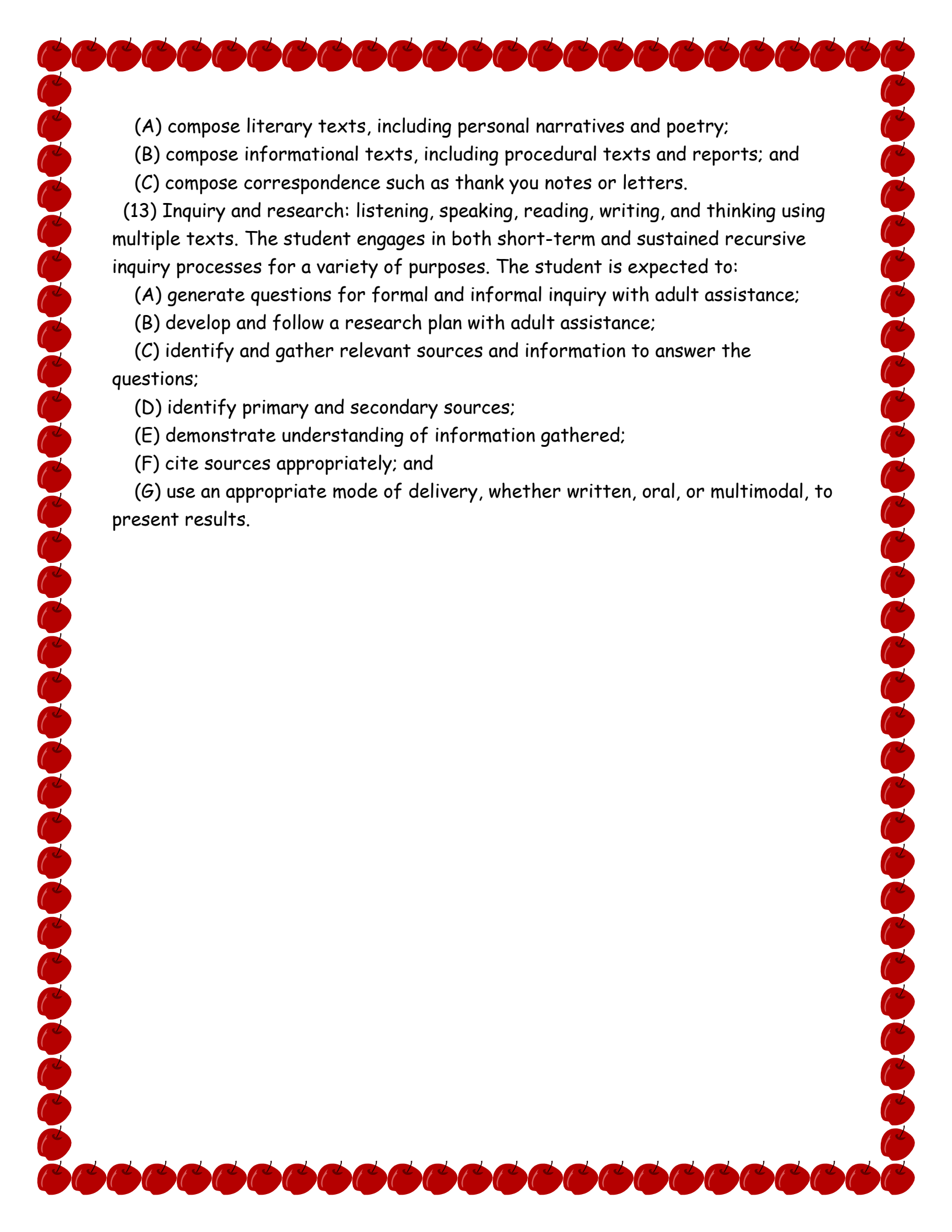
(ix) capitalization of months, days of the week, and the salutation and conclusion of a letter;

(x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; and

(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and

(E) publish and share writing.

(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

- 
- (A) compose literary texts, including personal narratives and poetry;
 - (B) compose informational texts, including procedural texts and reports; and
 - (C) compose correspondence such as thank you notes or letters.

(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

- (A) generate questions for formal and informal inquiry with adult assistance;
- (B) develop and follow a research plan with adult assistance;
- (C) identify and gather relevant sources and information to answer the questions;
- (D) identify primary and secondary sources;
- (E) demonstrate understanding of information gathered;
- (F) cite sources appropriately; and
- (G) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.