



Texas Prekindergarten Guidelines Aligned with the
Read It Once Again Curriculum Unit
Based on the Story book
Jump, Frog, Jump!
by Robert Kalan

I. Social and Emotional Development

A. Self Concept

1. Is aware of where own body is in space/respects personal boundaries.
2. Shows awareness of areas of competence and describes self positively in what he is able to do.
3. Shows reasonable opinion of his own abilities and limitations.
4. Shows initiative in independent situations and persists in attempting to solve problems.

B. Self Control

1. Behavior Control

- a. Follows classroom rules and routines with occasional reminders from teacher.
- b. Takes care of and manages classroom materials.
- c. Regulates own behavior with occasional reminders from teacher.

2. Emotional Control

- a. Begins to understand differences and connections between *behaviors* and *feelings*.
- b. Is aware of own feelings most of the time.
- c. Is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary.

3. Control of Attention

- a. Sustains attention to personally chosen or routine tasks until completed.
- b. Remains focused on engaging group activities for about 20 minutes.

C. Social Competence

1. Uses positive relationships as modeled by teacher, for own pro-social behavior.
2. Assumes various roles and responsibilities as part of classroom community.
3. Shows competence in initiating social interactions.
4. Increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common goal.
5. Initiates problem solving strategies/seeking adult help when necessary.
6. Demonstrates empathy and caring for others.
7. Begins to have meaningful friends.

D. Social Awareness

1. Demonstrates an understanding that others have specific characteristics.
2. Demonstrates an understanding that others have perspectives and feelings that are different from his/her own.

II. Language and Communication

A. Listening Comprehension

1. Shows understanding by responding appropriately.
2. Shows understanding by following two-step oral directions and usually follows three-step directions.
3. ELL: Shows understanding of the new language being spoken by English-speaking teachers and peers.

B. Speaking (Conversation)

1. Uses language for different purposes.
2. Engages in conversations in appropriate ways.
3. Provides appropriate information for various situations.
4. Demonstrates knowledge of verbal conversational rules.
5. Demonstrates knowledge of nonverbal conversational rules.
6. Matches language to social context.

C. Speech Production

1. Child's speech is understood by teacher and other adults in the school.
2. Perceives differences between similar sounding words.
3. ELL: Investigates and demonstrates growing understanding of the sounds and intonations of the English language.

D. Vocabulary

1. Uses a wide variety of words to label and describe people, places, things and actions.
2. Demonstrates understanding of terms used in the instructional language of the classroom.
3. Demonstrates understanding in a variety of ways or knowing the meaning of 3-400 words, many more than he/she uses.
4. Uses a large speaking vocabulary, adding several new words daily.
5. Uses category labels to understand how the words/objects relate to each other.
6. ELL: increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English.

E. Sentences and Structure

1. Typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb and object order.
2. Uses regular and irregular plurals, regular past tense, personal and possessive pronouns and subject-verb agreement.
3. Uses sentences with more than one phrase.
4. Combines more than one idea using complex sentences.
5. Combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning.
6. ELL: Engages in various forms of nonverbal communication with those who do not speak her home language.
7. ELL: Uses single words and simple phrases to communicate meaning in social situations.
8. ELL: Attempts to use new vocabulary and grammar in speech.

III. Emergent Literacy: Reading

A. Motivation to Read:

1. Engages in pre-reading and reading related activities.
2. Uses books and other written materials to engage in pre-reading behaviors.
3. Asks to be read to or asks the meaning of written text.

B. Phonological Awareness

1. Separates a normally spoken four word sentence into individual parts.
2. Combines words to make a compound word.
3. Deletes a word from a compound word.
4. Combines syllables into words.
5. Deletes a syllable from a word.
6. Produces a word that rhymes with a given word.
7. Produces a word that begins with the same sound as a given pair of words.
8. Combines onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with pictorial support.
9. Combines onset and rime to form familiar one-syllable words without pictorial support.
10. Recognizes and blends two phonemes into real words pictorial support.

C. Alphabet Knowledge

1. Names at least 20 upper and at least 20 lower case letters.

2. Recognizes at least 20 letter sounds.
 3. Produces the correct sounds for at least 10 letters.
- D. Comprehension of Text Read Aloud
1. Retells or reenacts a story after it is read aloud.
 2. Uses information learned from books by describing, relating, categorizing or comparing and contrasting.
 3. Asks and answers appropriate questions about the book.
- IV. Emergent Literacy: Writing
- A. Motivation to Write
1. Intentionally uses scribbles/writing to convey meaning.
- B. Independently Conveys Meaning
1. Independently uses letters or symbols to make words or parts of words.
 2. Writes own name (first name or frequent nickname) not necessarily with the correct spelling or well-formed letters.
- C. Forms Letters
1. Independently writes some letters on request (not necessarily well-formed).
- D. Concepts about Print
1. Uses some appropriate writing conventions when writing or giving dictation.
- V. Mathematics
- A. Counting
1. Knows that objects or parts of an object can be counted.
 2. Uses words to rote count from 1 to 30.
 3. Counts 1-10 items, with one count per item.
 4. Demonstrates that the order of the counting sequence is always the same, regardless of what is counted.
 5. Counts up to 10 items, and demonstrates that the last count indicates how many items were counted.
 6. Demonstrates understanding that when counting, the items can be chosen in any order.
 7. Uses the verbal ordinal terms.
 8. Verbally identifies, without counting, the number of objects from 1-5.
 9. Recognizes one-digit numerals, 0-9.

B. Adding To/Taking Away

1. Uses concrete models or makes a verbal word problem for adding up to 5 objects.
2. Uses concrete models or makes a verbal word problem for subtracting 1-5 objects from a set.
3. Uses informal strategies to share or divide up to 10 items equally.

C. Geometry and Spatial Sense

1. Names common shapes
2. Creates shapes.
3. Demonstrates use of location words (such as over, under, above, on beside, next to, between, in front of , near, far, etc.)
4. Slides, flips and turns shapes to demonstrate that the shapes remain the same.

D. Measurement

1. Recognizes and compares heights or lengths of people or objects.
2. Recognizes how much can be placed within an object.
3. Informally recognizes and compares weights of objects or people.
4. Uses language to describe concepts associated with the passing of time.

E. Classification and Pattern

1. Sorts objects that are the same and different into groups; uses language to describe how the groups are similar and different.
2. Collects data and organizes it in a graphic representation.
3. Recognizes and creates patterns.

VI. Science

A. Physical Science

1. Describes, observes, and investigates properties and characteristics of common objects.
2. Investigates and describes position and motion of objects.
3. Uses simple measuring devices to learn about object.
4. Investigates and describes sources of energy including light, heat, and electricity.

B. Life Science

1. Identifies and describes the characteristics of organisms.
2. Describes life cycles of organisms.
3. Recognizes, observes and discusses the relationship of organisms to their environments.

C. Earth and Space Science

1. Identifies, compares, discusses earth materials, and their properties and uses.
2. Identifies, observes, and discusses objects in the sky.
3. Observes and describes what happens during changes in the earth and sky.
4. Demonstrates the importance of caring for our environment and our planet.

D. Personal Safety and Health

1. Practices good habits of personal safety.
2. Practices good habits of personal health and hygiene.
3. Identifies good habits of nutrition and exercise.

VII. Social Studies

A. People, Past and Present

1. Identifies similarities and differences in characteristics of people.
2. Identifies similarities and differences in characteristics of families.
3. Organizes their life around events, time and routines.

B. Economics

1. Demonstrates that all people need food, clothing and shelter.
2. Participates in activities to help them become aware of what it means to be a consumer.
3. Discusses the roles and responsibilities of community workers.

C. Geography

1. Identifies and creates common features in her immediate environment.

D. Citizenship

1. Identifies flags of the United States and Texas.
2. Recites the Pledge of Allegiance to the United States flag and the state flag, and observes a moment of silence.
3. Engages in voting as a method for group decision-making.
4. Identifies similarities among people like himself and classmates as well as among himself and people from other cultures.

VIII. Fine Arts

A. Art

1. Uses a variety of art materials and activities for sensory experience and exploration.
2. Uses art as a form of creative self-expression and representation.
3. Demonstrates interest in and shows appreciation for the creative work of others.

B. Music

1. Participates in classroom music activities.
2. Responds to different musical styles through movement and play.

C. Dramatic Expression

1. Creates or recreates stories, moods or experiences through dramatic representations.

IX. Physical Development

A. Gross Motor

1. Demonstrates coordination and balance in isolation (may not yet coordinate consistently with a partner).
2. Coordinates sequence of movements to perform task.

B. Fine Motor

1. Shows control of tasks that require small-muscle strength and control.
2. Shows increasing control of tasks that require eye-hand coordination.

X. Technology Applications

A. Technology and Devices

1. Opens and navigates through software programs designed to enhance development of appropriate concepts.
2. Uses and names a variety of computer input devices, such as mouse, keyboard, voice/sound recorder, touch screen, CD-ROM.
3. Operates voice/sound recorders and touch screens.
4. Uses software applications to create and express own ideas.
5. Recognizes that information is accessible through the use of technology.

Speech and Language Section



Texas Prekindergarten Guidelines

Grid Category Abbreviations:

- I. Soc/Emo Social and Emotion Development
- II. Lan/Com Language and Communication
- III. Reading Emergent Literacy: Reading
- IV. Writing Emergent Literacy: Writing
- V. Math Mathematics
- VI. Science Science
- VII. SS Social Studies
- VIII. Fine Arts Fine Arts
- IX. Phy Dev Physical Development
- X. Tech Technology applications

IWB Tech

Interactive White Board Activity Technology Standards

Sequencing Cards								Page 19	
I. Soc/Emo	II. Lan/Com	III. Reading	IV. Writing	V. Math	VI. Science	VII. SS	VIII. Fine Arts	IX. Phy Dev	X. Tech
I.A.3	II.A.1	III.A.1		V.A.7				IX. B.1	<u>IWB Tech</u> X.A.1 X.A.2 X.A.3
I.A.4	II.A.2	III.A.3						IX.B.2	
I.B.1.a	II.A.3	III.D.1							
I.B.1.b	II.B.2	III.D.2							
I.B.1.c	II.B.3	III.D.3							
I.B.3.a	II.B.6								
I.B.3.b	II.C.1								
I.C.5	II.C.2								
	II.C.3								
	II.D.1								
	II.D.2								
	II.D.3								
	II.D.4								
	II.D.5								
	II.D.6								
	II.E.1.								
	II.E.2								
	II.E.3								
	II.E.4								
	II.E.7								
	II.E.8								

Down By the Pond, Memory Game								Page 27	
I. Soc/Emo	II. Lan/Com	III. Reading	IV. Writing	V. Math	VI. Science	VII. SS	VIII. Fine Arts	IX. Phy Dev	X. Tech
I.A.3 I.A.4 I.B.1a I.B.1.b I.B.1.c I.B.3.a I.B.3.b I.C.5	II.A.1 II.A.2 II.A.3 II.B.2 II.B.3 II.B.6 II.C.1 II.C.2 II.C.3 II.D.1 II.D.2 II.D.3 II.D.4 II.D.5 II.D.6 II.E.1. II.E.2 II.E.3 II.E.4 II.E.7 II.E.8	III.A.1 III.A.3 III.D.1 III.D.2 III.D.3						IX. B.1 IX.B.2	

We're Goin' Fishing								Page 33	
I. Soc/Emo	II. Lan/Com	III. Reading	IV. Writing	V. Math	VI. Science	VII. SS	VIII. Fine Arts	IX. Phy Dev	X. Tech
I.A.3 I.A.4 I.B.1a I.B.1.b I.B.1.c I.B.3.a I.B.3.b I.C.5	II.A.1 II.A.2 II.A.3 II.B.2 II.B.3 II.B.6 II.C.1 II.C.2 II.C.3 II.D.1 II.D.2 II.D.3 II.D.4 II.D.5 II.D.6 II.E.1. II.E.2 II.E.3 II.E.4 II.E.7 II.E.8	III.A.1 III.A.3 III.D.1 III.D.2 III.D.3						IX. B.1 IX.B.2	

Catching Flies								Page 35	
I. Soc/Emo	II. Lan/Com	III. Reading	IV. Writing	V. Math	VI. Science	VII. SS	VIII. Fine Arts	IX. Phy Dev	X. Tech
I.A.1 I.A.4 I.2a I.B.1c I.B.3.a I.B.3.b I.C.1 I.D.2	II.A.1 II.A.2 II.A.3 II.B.1 II.B.2 II.B.3 II.C.1 II.C.3 II.D.2							IX.B.1 IX.B.2	

Jump, Frog, Jump! Craft Stick Puppets								Page 37	
I. Soc/Emo	II. Lan/Com	III. Reading	IV. Writing	V. Math	VI. Science	VII. SS	VIII. Fine Arts	IX. Phy Dev	X. Tech
I.A.1 I.A.2 I.A.3 I.A.4 I.B.1.a I.B.1.b I.B.1.c I.B.2.c I.B.3.a I.B.3.b I.C.5	II.A.1 II.A.2 II.A.3 II.B.1 II.B.2 II.B.3 II.B.4 II.B.5 II.B.6 II.C.1 II.C.2 II.C.3 II.D.1 II.D.2 II.D.3 II.D.4 II.D.6 II.E.1 II.E.2 II.E.3 II.E.4 II.E.5 II.E.7 II.E.8	III.A.1 III.A.2 III.A.3 III.D.1 III.D.3		V.C.1 V.C.2 V.C.3 V.C.4 V.C.5 V.C.6			VII.C.1	IX.B.1 IX.B.2	

Positional Concepts, Level A								Page 39	
I. Soc/Emo	II. Lan/Com	III. Reading	IV. Writing	V. Math	VI. Science	VII. SS	VIII. Fine Arts	IX. Phy Dev	X. Tech
I. A. 1 I.A.4 I.B.1.a I.B.1.b I.B.1.c I.B.3.a I.B.3.b I.C.5	II.A.1 II.A.2 II.A.3 II.B.1 II.B.2 II.B.3 II.B.4 II.C.1 II.C.3 II.D.2 II.D.3 II.D.4 II.D.5 II.D.6 II.E.8	III.A.1 III.D.2		V.C.3	VI.A.2			IX.B.1 IX.B.2	

Over, Under and Beside, Level B								Page 41	
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I.A.1 I.A.3 I.A.4 I.B.1.a I.B.1.b I.B.1.c I.B.3.a I.B.3.b I.C.5	II.A.1 II.A.2 II.A.3 II.B.1 II.B.2 II.B.3 II.B.4 II.C.1 II.C.2 II.C.3 II.D.2 II.D.3 II.D.4 II.D.5 II.D.6 II.E.7 II.E.8	III.A.1 III.A.3 III.D.2		V.C.3	VI.A.2			IX.B.1 IX.B.2	<u>IWB Tech</u> X.A.1 X.A.2 X.A.3

Which One is Different? Level A							Page 51		
I. Soc/Emo	II. Lan/Com	III. Reading	IV. Writing	V. Math	VI. Science	VII. SS	VIII. Fine Arts	IX. Phy Dev	X. Tech
I.A.1 I.A.4 I.B.1.a I.B.1.b I.B.1.c I.B.2.c I.B.3.a I.B.3.b I.C.1 I.C.5	II.A.1 II.A.2 II.A.3 II.A.1 II.B.2 II.B.3 II.B.4 II.B.5 II.C.1 II.C.2 II.C.3 II.D.1 II.D.2 II.D.3 II.D.4 II.D.5 II.D.6 II.E.6 II.E.7 II.E.8	III.A.1 III.D.2		V.E.1				IX.B.1 IX.B.2	

Which One is Different? Level B							Page 53		
I. Soc/Emo	II. Lan/Com	III. Reading	IV. Writing	V. Math	VI. Science	VII. SS	VIII. Fine Arts	IX. Phy Dev	X. Tech
I.A.1 I.A.4 I.B.1.a I.B.1.b I.B.1.c I.B.2.c I.B.3.a I.B.3.b I.C.1 I.C.5	II.A.1 II.A.2 II.A.3 II.A.1 II.B.2 II.B.3 II.B.4 II.B.5 II.C.1 II.C.2 II.C.3 II.D.1 II.D.2 II.D.3 II.D.4 II.D.5 II.D.6 II.E.6 II.E.7 II.E.8	III.A.1 III.D.2		V.E.1				IX.B.1 IX.B.2	<u>IWB Tech</u> X.A.1 X.A.2 X.A.3

Who, What and Where?								Page 57	
I. Soc/Emo	II. Lan/Com	III. Reading	IV. Writing	V. Math	VI. Science	VII. SS	VIII. Fine Arts	IX. Phy Dev	X. Tech
I.A.1 I.A.4 I.B.1.a I.B.1.b I.B.1.c I.B.2.c I.B.3.a I.B.3.b I.C.1 I.C.5	II.A.1 II.A.2 II.A.3 II.A.1 II.B.2 II.B.3 II.B.4 II.B.5 II.C.1 II.C.2 II.C.3 II.D.1 II.D.2 II.D.3 II.D.4 II.D.5 II.D.6 II.E.1 II.E.6 II.E.7 II.E.8	III.A.1 III.A.2 III.A.3 III.D.2 III.D.3						IX.B.1 IX.B.2	<u>IWB Tech</u> X.A.1 X.A.2 X.A.3

Field Trip								Page 61	
I. Soc/Emo	II. Lan/Com	III. Reading	IV. Writing	V. Math	VI. Science	VII. SS	VIII. Fine Arts	IX. Phy Dev	X. Tech
I.A.1 I.A.2 I.A.3 I.A.4 I.B.1.a I.B.1.b I.B.1.c I.B.2.a I.B.2.b I.B.2.c I.B.3.a I.B.3.b I.C.1 I.C.3 I.C.5	II.A.1 II.A.2 II.A.3 II.B.1 II.B.2 II.B.3 II.B.4 II.B.5 II.B.6 II.C.1 II.C.2 II.C.3 II.D.1 II.D.2 II.D.3 II.D.4 II.D.5 II.D.6 II.E.1 II.E.2 II.E.3 II.E.4 II.E.5 II.E.6 II.E.7 II.E.8			V.C.3 V.E.1	VI.A.1 VI.B.1 VI.B.3 VI.D.1			IX.A.1 IX.A.2 IX.B.1	

Color Matching Flowers, Level B								Page 73	
I. Soc/Emo	II. Lan/Com	III. Reading	IV. Writing	V. Math	VI. Science	VII. SS	VIII. Fine Arts	IX. Phy Dev	X. Tech
I.A.2 I.A.3 I.A.4 I.B.1.a. I.B.1.b I.B.1.c I.B.3.a I.B.3.b I.C.1 I.C.3 I.C.5	II.A.1 II.A.2 II.A.3 II.B.1 II.B.2 II.B.3 II.B.4 II.B.5 II.B.6 II.C.1 II.C.2 II.C.3 II.D.2 II.D.3 II.D.4 II.D.5 II.D.6 II.D.7 II.D.8	III.A.1		V.E.1				IX.B.1 IX.B.2	IWB Tech X.A.1 X.A.2 X.A.3

Flies, Frogs and Lily Pads								Page 75	
I. Soc/Emo	II. Lan/Com	III. Reading	IV. Writing	V. Math	VI. Science	VII. SS	VIII. Fine Arts	IX. Phy Dev	X. Tech
I.A.2 I.A.3 I.A.4 I.B.1.a. I.B.1.b I.B.1.c I.B.3.a I.B.3.b I.C.1 I.C.3 I.C.5	II.A.1 II.A.2 II.A.3 II.B.1 II.B.2 II.B.3 II.B.4 II.B.5 II.B.6 II.C.1 II.C.2 II.C.3 II.D.2 II.D.3 II.D.4 II.D.5 II.D.6 II.D.7 II.D.8	III.A.1		V.E.1				IX.B.1 IX.B.2	

Shapes on a Turtle								Page 79	
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I.A.2 I.A.3 I.A.4 I.B.1.a. I.B.1.b I.B.1.c I.B.3.a I.B.3.b I.C.1 I.C.3 I.C.5	II.A.1 II.A.2 II.A.3 II.B.1 II.B.2 II.B.3 II.B.4 II.B.5 II.B.6 II.C.1 II.C.2 II.C.3 II.D.2 II.D.3 II.D.4 II.D.5 II.D.6 II.D.7 II.D.8	III.A.1		V.C.1				IX.B.1	<u>IWB Tech</u> X.A.1 X.A.2 X.A.3

Snake and Shapes								Page 89	
I. Soc/Emo	II. Lan/Com	III. Reading	IV. Writing	V. Math	VI. Science	VII. SS	VIII. Fine Arts	IX. Phy Dev	X. Tech
I.A.2 I.A.3 I.A.4 I.B.1.a. I.B.1.b I.B.1.c I.B.3.a I.B.3.b I.C.1 I.C.3 I.C.5	II.A.1 II.A.2 II.A.3 II.B.1 II.B.2 II.B.3 II.B.4 II.B.5 II.B.6 II.C.1 II.C.2 II.C.3 II.D.2 II.D.3 II.D.4 II.D.5 II.D.6 II.D.7 II.D.8	III.A.A		V.C.1 V.C.3 V.C.4				IX.B.1 IX.B.2	<u>IWB Tech</u> X.A.1 X.A.2 X.A.3

Flower Patterning								Page 91	
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I.A.1 I.A.2 I.A.3 I.A.4 I.B.1.a I.B.1.b I.B.1.c I.B.2.c I.B.3.a I.B.3.b I.C.1 I.C.3 I.C.5	II.A.1 II.A.2 II.A.3 II.B.1 II.B.6 II.C.1 II.C.3 II.D.2 II.D.5 II.D.6			V.E.2 V.E.3				IX.B.1 IX.B.2	IWB Tech X.A.1 X.A.2 X.A.3

Frogs and Lily Pads								Page 97	
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I.A.1 I.A.2 I.A.3 I.A.4 I.B.1.a I.B.1.b I.B.1.c I.B.2.c I.B.3.a I.B.3.b I.C.1 I.C.3 I.C.5	II.A.1 II.A.2 II.A.3 II.B.1 II.B.6 II.C.1 II.C.3 II.D.2 II.D.5 II.D.6			V.E.2 V.E.3				IX.B.1 IX.B.2	IWB Tech X.A.1 X.A.2 X.A.3

Counting Objects From Jump, Frog, Jump , Level A								Page 101	
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I.A.1 I.A.2 I.A.3 I.A.4 I.B.1.a I.B.1.b I.B.1.c I.B.2.c I.B.3.a I.B.3.b I.C.1 I.C.3 I.C.5	II.A.1 II.A.2 II.A.3 II.B.1 II.B.6 II.C.1 II.C.3 II.D.2 II.D.5 II.D.6			V.A.1 V.A.2 V.A.3 V.A.4. V.A.5 V.A.6 V.A.8				IX.B.1 IX.B.2	

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I.A.1	II.A.1			V.A.1				IX.B.1	
I.A.2	II.A.2			V.A.2				IX.B.2	
I.A.3	II.A.3			V.A.3					
I.A.4	II.B.1			V.A.4.					
I.B.1.a	II.B.6			V.A.5					
I.B.1.b	II.C.1			V.A.6					
I.B.1.c	II.C.3			V.A.8					
I.B.2.c	II.D.2								
I.B.3.a	II.D.5								
I.B.3.b	II.D.6								
I.C.1									
I.C.3									
I.C.5									

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Socialization Section



- I. Soc/Emo Social and Emotion Development
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 - III. Reading Emergent Literacy: Reading
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