


Central Texas'16 Selected Pre-K Guidelines:
Competencies Indicative of School Readiness

Central Texas Selected <i>Social Emotional Domain</i> Competencies	
I.B.1.c	Child regulates her own behavior and follows classroom rules and routines with occasional reminders or assistance from teacher.
 I.B.3.a	Child sustains attention to personally chosen or routine tasks until they are completed.
I.C.4	Child increasingly interacts and communicates with peers to initiate and maintain social interactions and pretend play scenarios).
I.D.2	Child demonstrates some understanding that others have perspectives and feelings that are different from her own.
Central Texas Selected <i>Language and Communication Domain</i> Competencies	
II.B.1.	Child is able to use language for different purposes.
II.D.1	Child uses a variety of words to label and describe people, places, things, and actions.
II.E.5	Child combines sentences that include detail, stick to the topic, and clearly communicate intended meaning.
Central Texas Selected <i>Emergent Literacy Domain</i> Competencies	
III.B.6	Child distinguishes rhyming words and begins to rhyme.
III.C.1	Child names a majority (more than 14) of upper case and lower case letters.
III.C.3	Child produces correct sounds for at least 10 letters.
III.D.2	Child retells or re-enacts a story after it is read aloud.
IV.B.1	Child independently uses letters or symbols to make words or parts of words (including own name.)
Central Texas Selected <i>Mathematics Domain</i> Competencies	
V.A.5	Child counts up to 10 items and demonstrates that the last count indicates how many were counted.
V.C.1	Child names and describes common shapes and identifies these shapes in their environment.
V.C.3	Child demonstrates use of location and selected positional words (such as: over, under above, on, beside, next to, between, in front of, near, far, first, second, next, last).
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V.A.5	Child counts up to 10 items and demonstrates that the last count indicates how many were counted.
V.C.1	Child names and describes common shapes and identifies these shapes in their environment.
V.C.3	Child demonstrates use of location and selected positional words (such as: over, under above, on, beside, next to, between, in front of, near, far, first, second, next, last).
V.E.1	Child sorts objects into groups and uses language to describe how the groups are similar or different.

Central Texas'16 Selected Pre-K Guidelines:
Competencies Indicative of School Readiness

Central Texas Selected <i>Social Emotional Domain</i> Competencies	
I.B.1.c	Child regulates her own behavior and follows classroom rules and routines with occasional reminders or assistance from teacher.
I.B.3.a	Child sustains attention to personally chosen or routine tasks until they are completed.
I.C.4	Child increasingly interacts and communicates with peers to initiate and maintain social interactions and pretend play scenarios).
I.D.2	Child demonstrates some understanding that others have perspectives and feelings that are different from her own.
Central Texas Selected <i>Language and Communication Domain</i> Competencies	
II.B.1.	Child is able to use language for different purposes.
II.D.1	Child uses a variety of words to label and describe people, places, things, and actions.
II.E.5	Child combines sentences that include detail, stick to the topic, and clearly communicate intended meaning.
Central Texas Selected <i>Emergent Literacy Domain</i> Competencies	
III.B.6	Child distinguishes rhyming words and begins to rhyme.
III.C.1	Child names a majority (more than 14) of upper case and lower case letters.
III.C.3	Child produces correct sounds for at least 10 letters.
III.D.2	Child retells or re-enacts a story after it is read aloud.
IV.B.1	Child independently uses letters or symbols to make words or parts of words (including own name.)
Central Texas Selected <i>Mathematics Domain</i> Competencies	
V.A.5	Child counts up to 10 items and demonstrates that the last count indicates how many were counted.
V.C.1	Child names and describes common shapes and identifies these shapes in their environment.
V.C.3	Child demonstrates use of location and selected positional words (such as: over, under above, on, beside, next to, between, in front of, near, far, first, second, next, last).
V.E.1	Child sorts objects into groups and uses language to describe how the groups are similar or different.