



IgniteTable by Hatch™ and Texas Essential Knowledge and Skills (TEKS) Alignment to PreKindergarten Standards



TEKS		Texas Prekindergarten Guidelines (PK3 – up to 48 months)	IgniteTable
STUDENT EXPECTATION	PK3.I.	Social and Emotional Development Domain (PK3 – up to 48 months)	
GRADE LEVEL EXPECTATION	PK3.I.A.	Self-Concept	
INDICATOR	PK3.I.A.2.	Child can identify own physical attributes and indicate some likes and dislikes when prompted.	Self-Awareness/Identity: Creates a self-portrait Self-Awareness/Identity: Draws a personal interest in the world around them
INDICATOR	PK3.I.A.3.	Child begins to show awareness of own abilities.	
GRADE LEVEL EXPECTATION	PK3.I.B.	Self-Regulation	
INDICATOR	PK3.I.B.1.	Behavior Control	
INDICATOR	PK3.I.B.1.b.	Child takes care of and manages classroom materials with adult assistance.	All IgniteTable Activities
GRADE LEVEL EXPECTATION	PK3.I.B.	Self-Regulation	
INDICATOR	PK3.I.B.2.	Emotional Control	
INDICATOR	PK3.I.B.2.a.	Child recognizes and expresses a range of emotions.	Social Awareness/Understands Basic Feelings of Others: Describes the feelings of others based on physical characteristics Social Awareness/Understands Basic Feelings of Others: Describes the feelings of others based on the environment/situation Social Awareness/Understands Basic Feelings of Others: Predicts/identifies the causes of others' feelings
INDICATOR	PK3.I.B.2.c.	Child manages intensity of emotions with adult assistance.	All IgniteTable Activities
GRADE LEVEL EXPECTATION	PK3.I.C.	Relationships with Others	
INDICATOR	PK3.I.C.1.	Child forms positive relationships with adults and peers.	Relationship Skills/Engagement: Engages in prosocial behaviors with other children Relationship Skills/Engagement: Engages in joint play (e.g., coordinating goals, planning, and following rules) with more than one child at a time

			Relationship Skills/Engagement: Sustains interactions with at least two or more other children for increasing periods of time
INDICATOR	PK3.I.C.2.	Child assumes roles and responsibilities as part of the classroom community with adult assistance.	
INDICATOR	PK3.I.C.7.	Child interacts with peers and may have preferred friends.	<p>Relationship Skills/Participation: Demonstrates a willingness to participate in a group activity</p> <p>Relationship Skills/Participation: Demonstrates an ability to initiate positive peer interactions while working within a group</p> <p>Relationship Skills/Participation: Demonstrates an ability to sustain cooperative interactions within a group</p> <p>Relationship Skills/Engagement: Engages in prosocial behaviors with other children</p> <p>Relationship Skills/Engagement: Engages in joint play (e.g., coordinating goals, planning, and following rules) with more than one child at a time</p> <p>Relationship Skills/Engagement: Sustains interactions with at least two or more other children for increasing periods of time</p>
STUDENT EXPECTATION	PK3.II.	Emergent Literacy: Language and Communication Domain (PK3 – up to 48 months)	
GRADE LEVEL EXPECTATION	PK3.II.A.	Listening Comprehension	
INDICATOR	PK3.II.A.1.	Child responds to situations in ways that demonstrate an understanding of what has been communicated.	All IgniteTable Activities
INDICATOR	PK3.II.A.2.	Child shows understanding by following two-step verbal directions.	Self-Management/Follows Directions: Accurately follows two-step directions
GRADE LEVEL EXPECTATION	PK3.II.C.	Articulation	
INDICATOR	PK3.II.C.2.	Child begins to mimic intonation of language through songs and fingerplay.	
GRADE LEVEL EXPECTATION	PK3.II.D.	Vocabulary	
INDICATOR	PK3.II.D.1.	Child understands (receptive) and uses (expressive) expected words to label and describe common objects, people, places, actions, and events.	
INDICATOR	PK3.II.D.2.	Child understands (receptive) the instructional language of the classroom.	

INDICATOR	PK3.II.D.3.	Child shows a steady increase in understanding (receptive) and using (expressive) language learned from books, conversations, and play.	
GRADE LEVEL EXPECTATION	PK3.II.E.	Sentences and Structure	
INDICATOR	PK3.II.E.2.	Child begins to use regular plurals and regular past tense correctly.	
INDICATOR	PK3.II.E.4.	Child understands increasingly longer sentences that combine two ideas.	
STUDENT EXPECTATION	PK3.III.	Emergent Literacy: Reading Domain (PK3 – up to 48 months)	
GRADE LEVEL EXPECTATION	PK3.III.A.	Motivation to Read	
INDICATOR	PK3.III.A.1.	Child demonstrates an interest in pictures, text, and stories read aloud.	
GRADE LEVEL EXPECTATION	PK3.III.B.	Phonological Awareness	
INDICATOR	PK3.III.B.1.	Child recognizes when a word in a spoken sentence is changed.	
INDICATOR	PK3.III.B.2.	Child begins to distinguish differences between similar-sounding words.	
INDICATOR	PK3.III.B.3.	Child recognizes the individual words in a compound word.	
INDICATOR	PK3.III.B.5.	Child participates in oral syllabication activities.	
INDICATOR	PK3.III.B.6.	Child uses rhyming words through playful activities such as songs, nursery rhymes, and fingerplay.	
INDICATOR	PK3.III.B.8.	Child participates in onset-rime blending activities (in English only).	
GRADE LEVEL EXPECTATION	PK3.III.C.	Alphabet Knowledge	
INDICATOR	PK3.III.C.1.	Child shows awareness of letters by singing alphabet songs and recognizing some frequently encountered letters (e.g., first letter of name or letters in environmental print).	
GRADE LEVEL EXPECTATION	PK3.III.D.	Comprehension of Text	
INDICATOR	PK3.III.D.3.	Child asks and answers age-appropriate questions about a book.	
GRADE LEVEL EXPECTATION	PK3.III.E.	Concepts of Print	
INDICATOR	PK3.III.E.1.	Child can distinguish between pictures and print.	

INDICATOR	PK3.III.E.2.	Child handles books with increasing skill and imitates reading with awareness of directionality (e.g., imitates reading text across a page).	
INDICATOR	PK3.III.E.3.	Child begins to notice the basic features of print (e.g., repeating words, space between words, punctuation vs. letters).	
GRADE LEVEL EXPECTATION	PK3.IV.A.	Motivation to Write	
INDICATOR	PK3.IV.A.1.	Child engages in free-choice drawing and writing activities.	
GRADE LEVEL EXPECTATION	PK3.IV.C.	Conventions in Writing	
INDICATOR	PK3.IV.C.1.	Child attempts to write some letters of own name (usually beginning with the first letter).	
INDICATOR	PK3.IV.C.3.	Child begins to write using letter-like forms.	
INDICATOR	PK3.IV.C.4.	Child begins to show understanding of directionality (e.g., attempts to write top to bottom, left to right), but may still start at random places on a page.	
STUDENT EXPECTATION	PK3.V.	Mathematics Domain (PK3 – up to 48 months)	
GRADE LEVEL EXPECTATION	PK3.V.A.	Number Sense	
INDICATOR	PK3.V.A.1.	Child rote counts from 1 to 10.	
INDICATOR	PK3.V.A.2.	Child counts up to 5 objects with one-to-one correspondence.	
INDICATOR	PK3.V.A.3.	Child counts up to 5 items and demonstrates cardinality by communicating that the last number indicates how many items are in the set.	
INDICATOR	PK3.V.A.4.	Child instantly recognizes the quantity of up to 3 objects without counting (subitizes).	
INDICATOR	PK3.V.A.5.	Child recognizes numerals 0-5.	
INDICATOR	PK3.V.A.6.	Child represents quantities up to 5.	
GRADE LEVEL EXPECTATION	PK3.V.B.	Joining and Separating	
INDICATOR	PK3.V.B.1.	Child uses objects to demonstrate that adding one or more objects to a set will increase the number of objects in the set.	
INDICATOR	PK3.V.B.2.	Child uses objects to demonstrate that taking away one or more objects from a set will decrease the number of objects in the set.	

GRADE LEVEL EXPECTATION	PK3.V.C.	Geometry and Spatial Sense	
INDICATOR	PK3.V.C.1.	Child names and describes common 2D shapes.	
INDICATOR	PK3.V.C.2.	Child attempts to create shapes using materials and/or manipulatives.	
INDICATOR	PK3.V.C.3.	Child begins to use language to describe position of objects.	
INDICATOR	PK3.V.C.4.	Child recognizes common shapes, regardless of size.	
GRADE LEVEL EXPECTATION	PK3.V.D.	Measurement	
INDICATOR	PK3.V.D.1.	Child understands that lengths of objects can vary and be compared.	
INDICATOR	PK3.V.D.2.	Child begins to recognize capacity based on how much space exists within an object.	
GRADE LEVEL EXPECTATION	PK3.V.E.	Classification and Patterns	
INDICATOR	PK3.V.E.1.	Child sorts objects that are the same and different.	
INDICATOR	PK3.V.E.3.	Child recognizes and duplicates patterns.	
STUDENT EXPECTATION	PK3.IX.	Physical Development Domain (PK3 – up to 48 months)	
GRADE LEVEL EXPECTATION	PK3.IX.B.	Fine Motor Development	
INDICATOR	PK3.IX.B.1.	Child experiments with a variety of fine motor tasks but may lack strength and control.	All IgniteTable Activities
INDICATOR	PK3.IX.B.2.	Child shows emerging proficiency in tasks requiring eye-hand coordination.	All IgniteTable Activities
TEKS		Texas Prekindergarten Guidelines (PK4 – up to 60 months)	
STUDENT EXPECTATION	PK4.I.	Social and Emotional Development Domain (PK4 – up to 60 months)	
GRADE LEVEL EXPECTATION	PK4.I.A.	Self-Concept	
INDICATOR	PK4.I.A.2.	Child shows self-awareness of physical attributes, personal preferences, and own abilities.	Self-Awareness/Identity: Creates a self-portrait Self-Awareness/Identity: Draws a personal interest in the world around them Self-Awareness/Identity: Engages in an appropriate self-care activity based on a given mood
INDICATOR	PK4.I.A.3.	Child shows reasonable opinion of his own abilities and limitations.	

GRADE LEVEL EXPECTATION	PK4.I.B.	Self-Regulation	
INDICATOR	PK4.I.B.1.	Behavior Control	
INDICATOR	PK4.I.B.1.b.	Child takes care of and manages classroom materials.	All IgniteTable Activities
GRADE LEVEL EXPECTATION	PK4.I.B.	Self-Regulation	
INDICATOR	PK4.I.B.2.	Emotional Control	
INDICATOR	PK4.I.B.2.a.	Child begins to understand the connection between emotions and behaviors.	<p>Social Awareness/Understands Basic Feelings of Others: Describes the feelings of others based on physical characteristics</p> <p>Social Awareness/Understands Basic Feelings of Others: Describes the feelings of others based on the environment/situation</p> <p>Social Awareness/Understands Basic Feelings of Others: Predicts/identifies the causes of others' feelings</p>
INDICATOR	PK4.I.B.2.b.	Child uses verbal and nonverbal communication to communicate basic emotions and feelings.	All IgniteTable Activities
INDICATOR	PK4.I.B.2.c.	Child is able to manage intensity of emotions more consistently, although adult guidance is sometimes necessary.	All IgniteTable Activities
GRADE LEVEL EXPECTATION	PK4.I.C.	Relationships with Others	
INDICATOR	PK4.I.C.2.	Child assumes various roles and responsibilities as part of the classroom community.	
INDICATOR	PK4.I.C.3.	Child shows competence in initiating social interactions.	Relationship Skills/Participation: Demonstrates an ability to initiate positive peer interactions while working within a group
INDICATOR	PK4.I.C.4.	Child increasingly interacts with peers during cooperative play scenarios that share a common plan and goal.	<p>Unstructured Play/Collaborative Building: Uses digital materials (e.g., shapes) and imagination to build collaboratively</p> <p>Unstructured Play/Collaborative Building: Uses digital materials (e.g., magnets) and imagination to build collaboratively</p> <p>Unstructured Play/Collaborative Building: Uses digital materials (e.g., blocks) and imagination to build collaboratively</p> <p>Relationship Skills/Participation: Demonstrates a willingness to participate in a group activity</p>

			Relationship Skills/Participation: Demonstrates an ability to initiate positive peer interactions while working within a group Relationship Skills/Participation: Demonstrates an ability to sustain cooperative interactions within a group
INDICATOR	PK4.I.C.7.	Child interacts with peers and has preferred friends.	All IgniteTable Activities
STUDENT EXPECTATION	PK4.II.	Emergent Literacy: Language and Communication Domain (PK4 – up to 60 months)	
GRADE LEVEL EXPECTATION	PK4.II.A.	Listening Comprehension	
INDICATOR	PK4.II.A.1.	Child shows understanding by responding appropriately to what has been communicated by adults and peers.	All IgniteTable Activities
INDICATOR	PK4.II.A.2.	Child shows understanding by following three-step verbal directions.	Self-Management/Follows Directions: Correctly attends to three-step directions
GRADE LEVEL EXPECTATION	PK4.II.D.	Vocabulary	
INDICATOR	PK4.II.D.1.	Child understands (receptive) and uses (expressive) a wide variety of words to label, describe and make connections among objects, people, places, actions, and events.	
INDICATOR	PK4.II.D.2.	Child understands (receptive) and uses (expressive) the instructional language of the classroom.	
INDICATOR	PK4.II.D.3.	Child consistently understands (receptive) and uses (expressive) new vocabulary acquired through books, conversations, and play.	
GRADE LEVEL EXPECTATION	PK4.II.E.	Sentences and Structure	
INDICATOR	PK4.II.E.2.	Child correctly uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.	
INDICATOR	PK4.II.E.3.	Child uses sentences that combine multiple phrases or ideas.	
INDICATOR	PK4.II.E.4.	Child uses sentences that provide many details, remains on topic, and clearly communicates intended meaning.	
GRADE LEVEL EXPECTATION	PK4.III.A.	Motivation to Read	
INDICATOR	PK4.III.A.3.	Child recognizes that all print carries meaning and serves as a means for communication.	
GRADE LEVEL EXPECTATION	PK4.III.B.	Phonological Awareness	
INDICATOR	PK4.III.B.1.	Child identifies the individual words in a spoken sentence.	
INDICATOR	PK4.III.B.2.	Child distinguishes differences between similar-sounding words.	

INDICATOR	PK4.III.B.3.	Child uses two familiar base words to form a compound word with pictorial or gestural supports.	
INDICATOR	PK4.III.B.4.	Child manipulates compound words with pictorial or gestural support.	
INDICATOR	PK4.III.B.5.	Child begins to blend and segment syllables in multisyllabic words.	
INDICATOR	PK4.III.B.6.	Child identifies rhyming words.	
INDICATOR	PK4.III.B.8.	Child identifies a familiar one-syllable word that is segmented by onset and rime (in English only).	
INDICATOR	PK4.III.B.9.	Child blends and segments one-syllable words by phonemes with visual or gestural support.	
GRADE LEVEL EXPECTATION	PK4.III.C.	Alphabet Knowledge	
INDICATOR	PK4.III.C.1.	Child recognizes and names at least 20 letters (upper- or lower-case letters).	
INDICATOR	PK4.III.C.2.	Child recognizes at least 20 distinct letter-sound correspondences.	
INDICATOR	PK4.III.C.3.	Child produces at least 20 distinct letter-sound correspondences.	
GRADE LEVEL EXPECTATION	PK4.III.D.	Comprehension of Text	
INDICATOR	PK4.III.D.2.	Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.	
INDICATOR	PK4.III.D.3.	Child asks and responds to questions relevant to the text read aloud.	
GRADE LEVEL EXPECTATION	PK4.III.E.	Concepts of Print	
INDICATOR	PK4.III.E.1.	Child can distinguish between elements of print including letters, words, and pictures.	
INDICATOR	PK4.III.E.2.	Child holds books right side up and demonstrates understanding of print directionality (e.g., knows where a book starts and ends, turns pages, points to words left to right, top to bottom, with correct sweeping).	
INDICATOR	PK4.III.E.3.	Child can identify some conventional features of print that communicate meaning including end punctuation and case.	
GRADE LEVEL EXPECTATION	PK4.IV.A.	Motivation to Write	
INDICATOR	PK4.IV.A.2.	Child independently draws and writes for many purposes to communicate ideas, using a variety of writing tools.	

GRADE LEVEL EXPECTATION	PK4.IV.C.	Conventions in Writing	
INDICATOR	PK4.IV.C.2.	Child progresses from using scribbles and mock letters to forming letters and letter strings as a way to communicate.	
INDICATOR	PK4.IV.C.3.	Child begins to write familiar words using letter-sound correspondences, often using letters associated with beginning and/or ending sounds to write words.	
INDICATOR	PK4.IV.C.4.	Child uses appropriate directionality when writing (e.g., top to bottom, left to right).	
STUDENT EXPECTATION	PK4.V.	Mathematics Domain (PK4 – up to 60 months)	
GRADE LEVEL EXPECTATION	PK4.V.A.	Number Sense	
INDICATOR	PK4.V.A.1.	Child rote counts from 1 to 30.	
INDICATOR	PK4.V.A.2.	Child counts up to 10 objects with one-to-one correspondence.	
INDICATOR	PK4.V.A.3.	Child counts up to 10 items and demonstrates cardinality by communicating that the last number indicates how many items are in the set.	
INDICATOR	PK4.V.A.4.	Child instantly recognizes the quantity of up to 6 objects without counting (subitizes).	
INDICATOR	PK4.V.A.5.	Child recognizes numerals 0-10.	
INDICATOR	PK4.V.A.6.	Child represents quantities up to 10.	
INDICATOR	PK4.V.A.7.	Child begins to understand that numbers 0-10 can be composed and decomposed in various ways to represent a quantity.	
GRADE LEVEL EXPECTATION	PK4.V.B.	Joining and Separating	
INDICATOR	PK4.V.B.1.	Child uses objects, pictorial models, and/or a verbal word problem to represent adding up to 5 objects.	
INDICATOR	PK4.V.B.2.	Child uses objects, pictorial models, and/or a verbal word problem to represent subtracting objects from a set of 5.	
GRADE LEVEL EXPECTATION	PK4.V.C.	Geometry and Spatial Sense	
INDICATOR	PK4.V.C.1.	Child names and describes common 2D shapes and names at least 1 solid 3D shape.	
INDICATOR	PK4.V.C.2.	Child creates shapes using materials and/or manipulatives.	
INDICATOR	PK4.V.C.3.	Child demonstrates use of position words.	
INDICATOR	PK4.V.C.4.	Child recognizes common shapes, regardless of orientation and size.	

GRADE LEVEL EXPECTATION	PK4.V.D.	Measurement	
INDICATOR	PK4.V.D.1.	Child recognizes and compares heights or lengths of people or objects.	
INDICATOR	PK4.V.D.2.	Child recognizes and compares capacity based on how much space exists within an object.	
GRADE LEVEL EXPECTATION	PK4.V.E.	Classification and Patterns	
INDICATOR	PK4.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.	
INDICATOR	PK4.V.E.3.	Child recognizes, duplicates, extends, and creates patterns.	
STUDENT EXPECTATION	PK4.VI.	Science Domain (PK4 – up to 60 months)	
GRADE LEVEL EXPECTATION	PK4.VI.A.	Physical Science	
INDICATOR	PK4.VI.A.1.	Child observes, investigates, describes, and discusses characteristics of common objects.	
INDICATOR	PK4.VI.A.2.	Child observes, investigates, describes, and discusses position and motion of objects.	
INDICATOR	PK4.VI.A.3.	Child uses simple scientific tools to learn about objects.	
INDICATOR	PK4.VI.A.4.	Child observes, investigates, describes, and discusses sources of energy including light, heat, and electricity.	
GRADE LEVEL EXPECTATION	PK4.VI.B.	Life Science	
INDICATOR	PK4.VI.B.3.	Child observes, investigates, describes, and discusses the relationship of organisms in their environments.	
GRADE LEVEL EXPECTATION	PK4.VI.C.	Earth and Space Science	
INDICATOR	PK4.VI.C.2.	Child identifies, observes, describes, and discusses objects in the sky.	
INDICATOR	PK4.VI.C.3.	Child observes and describes what happens during changes in the earth and sky.	
INDICATOR	PK4.VI.C.4.	Child demonstrates an understanding of the importance of caring for our environment and our planet.	
STUDENT EXPECTATION	PK4.VII.	Social Studies Domain (PK4 – up to 60 months)	
GRADE LEVEL EXPECTATION	PK4.VII.A.	People Past and Present	
INDICATOR	PK4.VII.A.1.	Child identifies similarities and differences between himself, classmates, and other people through specific characteristics and cultural influences.	<p>Social Awareness/Acceptance of Others: Demonstrates an understanding of diverse people</p> <p>Social Awareness/Acceptance of Others: Explores different types of communities by building a neighborhood</p> <p>Social Awareness/Acceptance of Others: Explores ways to make communities inclusive</p>

GRADE LEVEL EXPECTATION	PK4.VII.B.	Economics	
INDICATOR	PK4.VII.B.1.	Child demonstrates an understanding that all people need food, clothing, and shelter.	Social Awareness/Understands Basic Needs of Others: Identifies the basic needs of others Social Awareness/Understands Basic Needs of Others: Demonstrates meeting the basic needs of others
INDICATOR	PK4.VII.B.2.	Child demonstrates an understanding of what it means to be a consumer.	Responsible Decision-Making /Economics: Engages in pretend-play scenarios related to spending Responsible Decision-Making /Economics: Engages in pretend-play scenarios related to saving Responsible Decision-Making /Economics: Engages in pretend-play scenarios related to giving
INDICATOR	PK4.VII.B.3.	Child discusses the roles and responsibilities of family, school, and community helpers.	
GRADE LEVEL EXPECTATION	PK4.VIII.A.	Art	
INDICATOR	PK4.VIII.A.1.	Child uses a variety of art materials for sensory experiences and exploration.	
INDICATOR	PK4.VIII.A.2.	Child uses art as a form of creative self-expression and representation.	
STUDENT EXPECTATION	PK4.VIII.	Fine Arts Domain (PK4 – up to 60 months)	
GRADE LEVEL EXPECTATION	PK4.VIII.B.	Music	
INDICATOR	PK4.VIII.B.1.	Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms.	
STUDENT EXPECTATION	PK4.IX.	Physical Development Domain (PK4 – up to 60 months)	
GRADE LEVEL EXPECTATION	PK4.IX.B.	Fine Motor Development	
INDICATOR	PK4.IX.B.1.	Child shows control of tasks that require small-muscle strength and control.	All IgniteTable Activities
INDICATOR	PK4.IX.B.2.	Child shows increasing control of tasks that require eye-hand coordination.	All IgniteTable Activities
GRADE LEVEL EXPECTATION	PK4.IX.C.	Personal Safety and Health	
INDICATOR	PK4.IX.C.1.	Child practices good habits of personal safety.	Self-Awareness/Understands Own Basic Needs: Identifies their own basic needs Self-Awareness/Understands Own Basic Needs: Demonstrates meeting their own basic needs Self-Awareness/Understands Own Basic Needs: Takes responsibility for meeting their own basic needs

INDICATOR	PK4.IX.C.2.	Child practices good habits of personal health and hygiene.	<p>Self-Awareness/Understands Own Basic Needs: Identifies their own basic needs</p> <p>Self-Awareness/Understands Own Basic Needs: Demonstrates meeting their own basic needs</p> <p>Self-Awareness/Understands Own Basic Needs: Takes responsibility for meeting their own basic needs</p>
INDICATOR	PK4.IX.C.3.	Child identifies good habits of nutrition and exercise.	<p>Self-Awareness/Understands Own Basic Needs: Identifies their own basic needs</p> <p>Self-Awareness/Understands Own Basic Needs: Demonstrates meeting their own basic needs</p> <p>Self-Awareness/Understands Own Basic Needs: Takes responsibility for meeting their own basic needs</p>