

Standards-based Instruction

Age 0 to School Entry

Standards-based literacy instruction helps ensure that children enter kindergarten with the foundational skills needed to achieve reading and writing proficiency. Texas early learning and prekindergarten educators are provided with the following sets of guidelines:

- **Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines:** These guidelines were developed to move Texas forward in assisting instructional staff in understanding early childhood development and ensuring that all children have the high-quality early experiences needed for optimal development.
- **Texas Prekindergarten Guidelines (revised in 2008):** These guidelines integrate research-based teaching strategies and developmental research on how children learn most effectively. The guidelines are designed to help instructional staff deliver playful, well-planned, and purposeful instruction that will jump-start school success and influence students' growth throughout their lives.

The Standards-based Instruction component outlines the key elements of an effective language and pre-literacy curriculum that is aligned to state guidelines. It includes intentionally designed opportunities to develop vocabulary and receptive and expressive language. Early childhood sites are asked to provide parents and families with strategies and resources to support their children's language and pre-literacy development.

Standards-based Instruction *Action Steps*: Age 0 to School Entry

- SBI 1.** Provide all children access to developmentally appropriate language and pre-literacy instruction that is aligned to state guidelines.
- SBI 2.** Provide intentionally designed opportunities for children to develop vocabulary.
- SBI 3.** Provide intentionally designed opportunities for children to develop receptive language.
- SBI 4.** Provide intentionally designed opportunities for children to develop expressive language.
- SBI 5.** Provide parents with strategies and resources to support their children's language and pre-literacy development.

Standards-based Instruction: Age 0 to School Entry			
SBI 1. Provide all children access to developmentally appropriate language and pre-literacy instruction that is aligned to state guidelines.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The site/campus-based leadership team plans to:	Administrators and instructional staff begin to:	Developmentally appropriate language and pre-literacy instruction that is aligned to state guidelines is in place for all children. Administrators and instructional staff routinely :	Developmentally appropriate language and pre-literacy instruction that is aligned to state guidelines has been in place for all children for more than a year . Administrators and instructional staff continue to:
Provide the state guidelines to all instructional staff and set expectations for their use.	Use the state guidelines to plan and deliver instruction that supports language and pre-literacy development.	Use the state guidelines to plan and deliver instruction that supports language and pre-literacy development.	Use the state guidelines to plan and deliver instruction that supports language and pre-literacy development.
Create a process to observe, monitor, and support the use of the state guidelines, language and pre-literacy programs or curriculum, and additional resources.	Follow the process to observe, monitor, and support the use of the state guidelines, language and pre-literacy programs or curriculum, and additional resources.	Observe, monitor, and support the use of the state guidelines, language and pre-literacy programs or curriculum, and additional resources.	Observe, monitor, and support the use of the state guidelines, language and pre-literacy programs or curriculum, and additional resources. Evaluate the monitoring process and make changes as needed.
Identify language and pre-literacy programs or curriculum	Use the language and pre-literacy programs or curriculum	Use the language and pre-literacy programs or curriculum	Use the language and pre-literacy programs or curriculum

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SBI 1. Provide all children access to developmentally appropriate language and pre-literacy instruction that is aligned to state guidelines.			
that aligns with age-appropriate state guidelines.	that aligns with age-appropriate state guidelines.	that aligns with age-appropriate state guidelines.	that aligns with age-appropriate state guidelines. Evaluate the effectiveness of the language and pre-literacy programs or curriculum and make changes if needed.
Identify additional resources that address gaps in the language and pre-literacy programs or curriculum.	Use additional resources to address any gaps in the language and pre-literacy programs or curriculum.	Use additional resources to address any gaps in the language and pre-literacy programs or curriculum.	Use additional resources to address any gaps in the language and pre-literacy programs or curriculum. Evaluate the effectiveness of the additional resources and make changes if needed.
Review or develop the sequence and pacing of the language and pre-literacy programs or curriculum to support children in meeting targeted goals.	Follow the sequence and pacing of the language and pre-literacy programs or curriculum to support children in meeting targeted goals.	Use appropriate sequence and pacing of the language and pre-literacy programs or curriculum to support children in meeting targeted goals.	Use appropriate sequence and pacing of the language and pre-literacy programs or curriculum to support children in meeting targeted goals. Evaluate sequence and pacing and make changes if appropriate.
Assess needs for and plan professional development on the state guidelines, the	Provide and participate in professional development on planning instruction using	Reassess needs for, provide, and participate in professional development on planning	Reassess needs for, provide, and participate in professional development that is matched

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language and pre-literacy programs or curriculum, and additional resources.	the state guidelines, language and pre-literacy programs or curriculum, and additional resources.	instruction using the state guidelines, language and pre-literacy programs or curriculum, and additional resources.	to each instructional staff member’s individual needs.
Sample Evidence			
<p>Texas Prekindergarten Guidelines (revised in 2008)</p> <p>Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines</p> <p>Sequence and pacing of programs or curriculum</p> <p>Instructional staff lesson plans that</p> <ul style="list-style-type: none"> • follow pacing and sequence of programs or curriculum and • include learning objectives for the children <p>List of language and pre-literacy programs or curriculum and additional resources</p> <p>Timeline for observations, monitoring, and support</p> <p>Observation and feedback forms</p> <p>Professional development schedule</p> <p>Agendas, minutes, and sign-in sheets</p>			

Standards-based Instruction: Age 0 to School Entry			
SBI 2. Provide intentionally designed opportunities for children to develop vocabulary.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The site/campus-based leadership team plans to:	Administrators and instructional staff begin to:	Intentionally designed opportunities to develop vocabulary are in place . Administrators and instructional staff routinely :	Intentionally designed opportunities to develop vocabulary have been in place for more than a year . Administrators and instructional staff continue to:
Review state guidelines and language and pre-literacy programs or curriculum to identify opportunities to intentionally develop vocabulary.	Include intentionally designed opportunities for children to develop vocabulary in lesson plans and the classroom environment. Use state guidelines and language and pre-literacy programs or curriculum to develop lesson plans.	Develop and use lesson plans to provide intentionally designed opportunities for children to develop vocabulary. Make sure lesson plans are based on state guidelines and language and pre-literacy programs or curriculum. Adjust lesson plans and the classroom environment based on how children respond.	Develop and use lesson plans to provide intentionally designed opportunities for children to develop vocabulary. Make sure lesson plans are based on state guidelines and language and pre-literacy programs or curriculum. Adjust lesson plans and the classroom environment based on how children respond.
Support instructional staff in identifying and addressing children’s strengths and needs in vocabulary, based on observations and assessments.	Identify and address children’s strengths and needs in vocabulary through intentionally designed lessons and the classroom environment.	Identify and address children’s strengths and needs in vocabulary through intentionally designed lessons and the classroom environment.	Identify and address children’s strengths and needs in vocabulary through intentionally designed lessons and the classroom environment.

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SBI 2. Provide intentionally designed opportunities for children to develop vocabulary.			
Consider additional resources that can be used to enhance vocabulary development.	Plan how to use additional resources intentionally to enhance vocabulary development.	Use additional resources intentionally to enhance vocabulary development.	Use additional resources intentionally to enhance vocabulary development. Evaluate the effectiveness of the additional resources and make changes if needed.
Assess needs for and plan professional development on intentionally designing opportunities for children to develop vocabulary.	Provide professional development on intentionally designing opportunities for children to develop vocabulary.	Reassess needs for, provide, and participate in professional development on intentionally designing opportunities for children to develop vocabulary.	Reassess needs for, provide, and participate in professional development that is matched to each instructional staff member’s individual needs.
Sample Evidence			
Print-rich classroom environment that provides opportunities for children to develop vocabulary Texas Prekindergarten Guidelines (revised in 2008) Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines Instructional staff lesson plans Observation and feedback forms Assessment data List of language and pre-literacy programs or curriculum List of additional resources to provide vocabulary opportunities Professional development schedule Agendas, minutes, and sign-in sheets			

Standards-based Instruction: Age 0 to School Entry			
SBI 3. Provide intentionally designed opportunities for children to develop receptive language.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The site/campus-based leadership team plans to:	Administrators and instructional staff begin to:	Intentionally designed opportunities to develop receptive language are in place . Administrators and instructional staff routinely :	Intentionally designed opportunities to develop receptive language have been in place for more than a year . Administrators and instructional staff continue to:
Review state guidelines and language and pre-literacy programs or curriculum to identify opportunities to intentionally develop receptive language (listening and reading).	Include intentionally designed opportunities for children to develop receptive language (listening and reading) in lesson plans and the classroom environment. Use state guidelines and language and pre-literacy programs or curriculum to develop lesson plans.	Develop and use lesson plans to provide intentionally designed opportunities for children to develop receptive language (listening and reading). Make sure lesson plans are based on state guidelines and language and pre-literacy programs or curriculum. Adjust lesson plans and the classroom environment based on how children respond.	Develop and use lesson plans to provide intentionally designed opportunities for children to develop receptive language (listening and reading). Make sure lesson plans are based on state guidelines and language and pre-literacy programs or curriculum. Adjust lesson plans and the classroom environment based on how children respond.
Support instructional staff in identifying and addressing children’s strengths and needs	Identify and address children’s strengths and needs in receptive language through intentionally	Identify and address children’s strengths and needs in receptive language through intentionally	Identify and address children’s strengths and needs in receptive language through intentionally

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SBI 3. Provide intentionally designed opportunities for children to develop receptive language.			
in receptive language based on observations and assessments.	designed lessons and the classroom environment.	designed lessons and the classroom environment.	designed lessons and the classroom environment.
Consider additional resources that can be used to enhance receptive language.	Plan how to use additional resources intentionally to enhance receptive language.	Use additional resources intentionally to enhance receptive language.	Use additional resources intentionally to enhance receptive language. Evaluate the effectiveness of the additional resources and make changes if needed.
Assess needs for and plan professional development on intentionally designing opportunities for children to develop receptive language.	Provide professional development on intentionally designing opportunities for children to develop receptive language.	Reassess needs for, provide, and participate in professional development on intentionally designing opportunities for children to develop receptive language.	Reassess needs for, provide, and participate in professional development that is matched to each instructional staff member’s individual needs.
Sample Evidence			
Print-rich classroom environment that provides opportunities for children to develop receptive language Texas Prekindergarten Guidelines (revised in 2008) (Listening Comprehension Skills, p. 50) Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines (Listening and Understanding, p.51) Instructional staff lesson plans Observation and feedback forms			

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SBI 3. Provide intentionally designed opportunities for children to develop receptive language.

Assessment data

List of language and pre-literacy programs or curriculum and additional resources

Professional development schedule

Agendas, minutes, sign-in sheets

Standards-based Instruction: Age 0 to School Entry			
SBI 4. Provide intentionally designed opportunities for children to develop expressive language.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The site/campus-based leadership team plans to:	Administrators and instructional staff begin to:	Intentionally designed opportunities to develop expressive language are in place . Administrators and instructional staff routinely :	Intentionally designed opportunities to develop expressive language have been in place for more than a year . Administrators and instructional staff continue to:
Review state guidelines and language and pre-literacy programs or curriculum to identify opportunities to intentionally develop expressive language (speaking and writing).	Include intentionally designed opportunities for children to develop expressive language (speaking and writing) in lesson plans and classroom environment. Use state guidelines and language and pre-literacy programs or curriculum to develop lesson plans.	Develop and use lesson plans to provide intentionally designed opportunities for children to develop expressive language (speaking and writing). Make sure lesson plans are based on state guidelines and language and pre-literacy programs or curriculum. Adjust lesson plans and the classroom environment based on how children respond.	Develop and use lesson plans to provide intentionally designed opportunities for children to develop expressive language (speaking and writing). Make sure lesson plans are based on state guidelines and language and pre-literacy programs or curriculum. Adjust lesson plans and the classroom environment based on how children respond.
Support instructional staff in identifying and addressing children’s strengths and needs	Identify and address children’s strengths and needs in expressive language through	Identify and address children’s strengths and needs in expressive language through	Identify and address children’s strengths and needs in expressive language through

Standards-based Instruction: Age 0 to School Entry			
SBI 4. Provide intentionally designed opportunities for children to develop expressive language.			
in expressive language based on observations and assessments.	intentionally designed lessons and the classroom environment.	intentionally designed lessons and the classroom environment.	intentionally designed lessons and the classroom environment.
Consider additional resources that can be used to enhance expressive language.	Plan how to use additional resources intentionally to enhance expressive language.	Use additional resources intentionally to enhance expressive language.	Use additional resources that enhance expressive language in intentionally designed lessons. Evaluate the effectiveness of the additional resources and make changes if needed.
Assess needs for and plan professional development on intentionally designing opportunities for children to develop expressive language.	Provide professional development on intentionally designing opportunities for children to develop expressive language.	Reassess needs for, provide, and participate in professional development on intentionally designing opportunities for children to develop expressive language.	Reassess needs for, provide, and participate in professional development that is matched to each instructional staff member’s individual needs.
Sample Evidence			
Print-rich classroom environment that provides opportunities for children to develop expressive language Texas Prekindergarten Guidelines (revised in 2008) (Listening Comprehension Skills, p. 50) Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines (Listening and Understanding, p.51) Instructional staff lesson plans Observation and feedback forms Assessment data List of language and pre-literacy programs or curriculum and additional resources			

Standards-based Instruction: Age 0 to School Entry

SBI 4. Provide intentionally designed opportunities for children to develop expressive language.

Professional development schedule

Agendas, minutes, and sign-in sheets

Standards-based Instruction: Age 0 to School Entry			
SBI 5. Provide parents with strategies and resources to support their children’s language and pre-literacy development.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The site/campus-based leadership team plans to:	Administrators and instructional staff begin to:	The practice of providing parents and families with strategies and resources to support their children’s language and pre-literacy development is in place . Administrators and the instructional staff routinely :	The practice of providing parents and families with strategies and resources to support their children’s language and pre-literacy development has been in place for more than a year . Administrators and instructional staff continue to:
Use state guidelines to identify strategies that can help parents and families develop their children’s language and pre-literacy skills at home.	Plan and provide training for parents and families on strategies that can help them develop their children’s language and pre-literacy skills at home.	Provide training for parents and families on strategies that can help them develop their children’s language and pre-literacy skills at home.	Provide training for parents and families on strategies that can help them develop their children’s language and pre-literacy skills at home. Collaborate with parents and families in identifying needs for support and/or additional trainings.
Identify resources that can help parents and families develop language and pre-literacy skills at home.	Plan and provide training on resources that can help parents and families develop language and pre-literacy skills at home.	Provide training for parents and families on resources that can help develop language and pre-literacy skills at home.	Provide training for parents and families on resources that can help develop language and pre-literacy skills at home.

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SBI 5. Provide parents with strategies and resources to support their children’s language and pre-literacy development.			
			Collaborate with parents and families in identifying needs for support, additional training, and/or resources.
Identify well-qualified individuals to provide trainings that are accessible to all parents and families, including those with limited English and/or literacy skills.	Schedule and promote trainings that are accessible to all parents and families, including those with limited English and/or literacy skills.	Ensure trainings are provided by well-qualified individuals and are accessible to all parents and families, including those with limited English and/or literacy skills.	Ensure trainings are provided by well-qualified individuals and are accessible to all parents and families, including those with limited English and/or literacy skills.
Sample Evidence			
Feedback from parents and families on training events and resources Schedule of parent and family literacy events and training opportunities List of resources for home use List of language and pre-literacy strategies for home use Agendas and sign-in sheets from literacy and training events Documentation of materials provided to parents and families			