

Prekindergarten Guidelines: I. Social and Emotional Domain

A. Self Concept Skills

Central to understanding emotional development is the idea of self concept—an increasing level of conscious awareness of one’s feelings, thoughts, abilities, likes, and dislikes, as well as awareness of one’s body in space. Preschool children’s emerging ability to perceive these aspects of themselves at a conscious level distinguishes them from toddlers, who lack such awareness. Children begin to generate multiple answers to the question “Who am I?” which is an essential aspect of becoming competent in related areas such as self control and social/friendship skills.

<p>I.A.1. Child is aware of where own body is in space, respects personal boundaries.</p>	<p>TG1: 22, 25, 28, 34, 45, 46, 74, 76, 80, 94; TG2: 28, 46, 47, 100; TG3: 34, 46, 58, 100; TG4: 22, 24, 58, 61, 102, 103, 141, 145; TG5: 64, 94, 106, 136, 154; TG6: 22, 28, 39, 70, 87, 132, 135; TG7: 22, 26, 28, 34, 35, 58; TG8: 70, 94, 100; TG9: 27, 132, 137, 138, 143, 148, 149</p>
<p>I.A.2. Child shows self-awareness and demonstrates pride in age appropriate abilities and skills.</p>	<p>TG1: 61, 75, 79, 130, 133, 138, 154; TG2: 22, 47, 63, 118; TG3: 33, 123, 135, 141; TG4: 31, 46, 51; TG5: 61, 100; TG6: 109, 110, 132, 139; TG7: 39, 75, 99; TG8: 100, 118, 157; TG9: 22, 24, 47, 123, 131, 133, 137, 138, 149, 150; Adaptations for Young Learners: 166, 167</p>
<p>I.A.3. Child shows reasonable opinion of his own abilities and limitations.</p>	<p>TG1: 79, 133, 138; TG2: 22, 28, 34, 40, 46, 79, 118; TG3: 119, 123, 155; TG4: 28, 31, 47; TG5: 28, 61, 100; TG6: 39, 109, 110, 139, 141; TG7: 27, 31; TG8: 100, 118, 157; TG9: 22, 24, 58, 123, 131, 132, 133, 149, 150</p>
<p>I.A.4. Child shows initiative in independent situations and persists in attempting to solve problems.</p>	<p>TG1: 27, 31, 49, 132, 133, 136, 157; TG2: 62, 63, 69, 85, 87, 99, 111, 116; TG3: 71, 107, 136, 159; TG4: 22, 24, 25, 26, 27, 30, 31, 46, 67, 69, 110, 111, 132, 133, 137, 138, 139, 141, 143, 144, 145; TG5: 73, 76, 83, 84, 130; TG6: 39, 41, 69, 73, 80, 81, 85, 101, 102, 103, 104, 105, 107, 108, 109, 123, 132, 133, 135; TG7: 25, 71, 75, 84, 111, 145, 146, 147, 159; TG8: 27, 75, 149, 151, 153, 157; TG9: 41, 81, 85, 103, 108, 110, 114, 115, 119, 120, 121, 123, 151</p>

B. Self Regulation Skills

Preschool children feel safer and function more successfully in the classroom when rules and routines are consistently followed. A well organized classroom with well prepared activities helps children extend their attention span and build self-control and personal responsibility. As they encounter and overcome new and various social obstacles when playing with peers, guidance from teachers will enable them to learn

acceptable and unacceptable ways of dealing with social and emotional stress and/or excitement. Early experiences influence brain development, establishing the neural connections that provide the foundations for language, reasoning, problem solving, social skills, behavior and emotional health.

1. Behavior Control

<p>I.B.1.a. Child follows classroom rules and routines with occasional reminders from teacher.</p>	<p>TG1: 25, 26, 41, 45, 154; TG2: 43, 49, 61; TG3: 106, 118; TG4: 30, 34, 42, 48, 51; TG5: 14, 58; TG6: 28, 34, 48; TG7: 28, 94, 100, 118, 142; TG8: 40, 64, 100, 106, 112; TG9: 46, 137, 144, 145; Resources: Rebus Posters</p>
<p>I.B.1.b. Child takes care of and manages classroom materials.</p>	<p>TG1: 24, 25, 26, 27, 31, 33, 41, 45, 49, 51, 79, 99; TG2: 25, 37, 43, 153; TG3: 103, 105, 141; TG4: 34, 43, 156; TG5: 85, 121; TG6: 31, 37, 60; TG7: 61, 73, 79, 85, 111; TG8: 145, 151, 157; TG9: 141, 159; Resources: Rebus Posters</p>
<p>I.B.1.c. Child regulates his own behavior with occasional reminders or assistance from teacher.</p>	<p>TG1: 26, 27, 28, 41, 45; TG2: 22, 28, 34, 40, 46, 64, 94; TG3: 112, 118; TG4: 34, 42, 107, 108; TG5: 28, 58, 100; TG6: 31, 34, 45; TG7: 94, 118, 142, 154; TG8: 63, 141, 148; TG9: 28, 46, 131, 144, 145; Resources: Conscious Discipline™ Lessons</p>

2. Emotional Control

<p>I.B.2.a. Child begins to understand difference and connection between emotions/feelings and behaviors.</p>	<p>TG1: 58, 95, 100, 106, 112, 118, 130, 131, 142, 143, 144, 148, 149, 150, 153, 154, 155; TG2: 22, 28, 34, 40, 46, 100, 109, 130; TG3: 119, 120, 136; TG4: 22, 28, 29, 82, 100, 142; TG5: 40, 136; TG6: 22, 58, 70; TG7: 64, 76, 100, 118, 136; TG8: 118, 130, 131; TG9: 22, 40, 41, 45, 143</p>
<p>I.B.2.b. Child can communicate their basic emotions/feelings.</p>	<p>TG1: 22, 100, 112, 118, 130, 131, 136, 142, 144, 147, 148, 149, 150, 151, 154, 155; TG2: 58, 100, 106, 109, 154; TG3: 58, 76, 120, 136; TG4: 28, 30, 103, 104, 130; TG5: 28, 142; TG6: 94, 100, 154, 156, 157; TG7: 58, 64, 100, 106, 121, 136; TG8: 106, 130, 136, 159; TG9: 24, 45, 46, 94, 100, 106, 123, 130, 137, 143; Resources: Photo Activity Cards</p>
<p>I.B.2.c. Child is able to increase or decrease intensity of emotions more</p>	<p>TG1: 71, 94, 95, 100, 106, 112, 118, 130, 131, 136, 142, 150, 151; TG2: 22, 28, 30, 40, 46, 58, 94, 100, 106, 113, 136; TG3: 28, 64, 112, 136, 142; TG4: 22, 28, 29, 76, 101, 112, 118; TG5: 22, 28, 34,</p>

consistently, although adult guidance is sometimes necessary.	58, 82, 112, 154; TG6: 28, 40, 46, 64, 100, 112, 118, 130, 136, 142; TG7: 28, 46, 64, 82, 94, 112, 130, 136, 154; TG8: 58, 70, 82, 94, 100, 112, 154; TG9: 28, 34, 45, 64, 70, 76, 82, 94, 112, 118, 130, 136, 142, 143, 144, 145, 148, 154
3. Control of Attention	
I.B.3.a. Child sustains attention to personally chosen or routine (teacher directed) tasks until they are completed.	TG1: 25, 26, 27, 31, 33, 94, 105, 117; TG2: 37, 49, 61, 67; TG3: 87, 97, 99; TG4: 64, 75, 141, 148, 149, 150; TG5: 61, 85, 121, 145; TG6: 31, 37; TG8: 133, 145, 151, 157; TG9: 67, 73, 143, 145
I.B.3.b. Child remains focused on engaging group activities for about 20 minutes at a time.	TG1: 24, 32, 42; TG2: 35, 58, 62, 64; TG3: 80, 86, 99, 104; TG4: 32, 148, 150, 157; TG5: 111, 144, 156; TG6: 22, 58, 60, 99, 140; TG7: 66, 84, 94, 100, 118, 142, 154; TG8: 22, 64, 94, 112, 142; TG9: 26, 71, 149
C. Relationships with Others As preschool children enter school they start forming relationships with the adults and other children in their environment. Teachers can help children develop meaningful and rewarding relationships by offering them facilitative support. During this developmental period, children often begin to develop special friendships with particular peers which increase their feelings of comfort, pleasure, and confidence in their social world. These experiences also help build a sense of empathy and caring for others.	
I.C.1. Child uses positive communication or conversation skills to build relationships with others.	TG1: 22, 25, 28, 39, 40, 42, 47, 48, 51, 58, 64, 70, 76, 82, 106, 118, 136, 143; TG2: 47, 58, 82, 94, 101, 102, 149; TG3: 22, 34, 40, 58, 64, 82, 106, 118, 148; TG4: 25, 31, 37, 102, 107; TG5: 22, 76; TG6: 24, 51, 58, 63; TG7: 94, 100, 142, 154; TG8: 58, 64, 94, 106, 112, 130; TG9: 143, 147, 148, 150, 153; Resources: Conscious Discipline™ lessons
I.C.2. Child assumes various roles and responsibilities as part of a classroom community.	TG1: 22, 24, 26, 27, 28, 34, 37, 40, 41, 45, 58, 64, 69, 70, 94, 100, 112, 118, 136; TG2: 22, 28, 34, 40, 46, 58, 70, 82, 100, 105, 148; TG3: 40, 106, 111; TG4: 22, 24, 29, 30, 42, 46, 48, 107, 108, 155, 156, 157; TG5: 34, 40, 46, 100, 118; TG6: 70, 99, 112, 118, 159; TG7: 35, 40, 46, 58, 82, 105, 111; TG8: 28, 58, 118, 154; TG9: 94, 100, 106, 112, 118, 123, 152, 154, 159

<p>I.C.3. Child shows competence in initiating social interactions.</p>	<p>TG1: 28, 42, 46, 48, 63, 69, 70, 136, 142; TG2: 99, 101, 102; TG3: 28, 34, 40, 64, 94, 154; TG4: 45, 106, 154; TG5: 82, 94, 138, 142; TG6: 24, 34, 40, 118, 121, 123; TG7: 37, 94, 154; TG8: 76, 106, 112, 142; TG9: 34, 143, 152, 153, 156</p>
<p>I.C.4. Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal.</p>	<p>TG1: 24, 27, 37, 49, 68, 77, 79, 94, 97; TG2: 28, 34, 46, 99, 105, 120, 123; TG3: 71, 76, 82, 112, 115, 118, 121, 122, 123, 137; TG4: 22, 25, 31, 37, 40, 43, 49, 66, 70, 109, 115, 157; TG5: 34, 40, 41, 46, 60, 61, 64, 106, 118; TG6: 22, 28, 63, 64, 70, 76, 94, 99, 106, 110, 121, 123, 132, 136, 142, 148; TG7: 34, 39, 46, 63, 64, 70, 75, 81, 82, 100, 106, 112, 118, 148, 154, 159; TG8: 22, 45, 46, 64, 69, 70, 82, 130, 133, 137, 148, 151, 154, 159; TG9: 28, 33, 34, 37, 40, 64, 100, 130, 136, 142, 148, 153, 156</p>
<p>I.C.5. Child initiates problem-solving strategies and seeks adult help when necessary.</p>	<p>TG1: 27, 100, 106, 123, 131, 132, 133, 137, 142, 156, 157; TG2: 26, 31, 38, 62, 99, 100, 105, 113, 116, 144; TG3: 71, 106, 107, 111, 117, 153; TG4: 22, 24, 25, 26, 28, 41, 46, 47, 48, 109, 111, 132, 133, 136, 137, 138, 139, 144, 145, 154, 156, 157, 159; TG5: 22, 48, 51, 60, 61, 65, 73, 74, 109, 116; TG6: 29, 39, 69, 73, 79, 80, 81, 82, 85, 102, 103, 104, 105, 107, 108, 109, 119, 123, 132, 147; TG7: 25, 31, 37, 71, 75, 81, 84, 120, 147, 151, 159; TG8: 27, 63, 75, 80, 153, ; TG9: 28, 45, 81, 85, 103, 108, 110, 114, 115, 117, 120, 121, 151</p>
<p>I.C.6. Child demonstrates empathy and caring for others.</p>	<p>TG1: 76, 87, 94, 130, 142, 148, 154; TG2: 22, 28, 29, 34, 40, 46, 47, 58, 64, 70, 76, 94, 95, 101, 106, 112, 113, 118, 120, 142, 148, 154; TG3: 34, 58, 64, 70, 71, 76; TG4: 23, 29, 30, 40, 41, 45, 48, 70, 76, 111, 148, 156; TG5: 22, 34, 40, 46, 58, 70, 94, 112, 148; TG6: 22, 28, 58, 64, 70, 83, 84, 94, 100, 106, 112, 118, 130, 154; TG7: 22, 35, 40, 46, 58, 64, 70, 76, 100, 106, 111, 112, 118, 130, 136, 142, 148; TG8: 28, 34, 40, 46, 58, 63, 70, 82, 94, 95, 100, 106, 112, 113, 118, 130, 136, 137, 141, 142, 148, 154; TG9: 22, 28, 34, 40, 46, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 143, 144, 145, 147, 148, 154, 159; Resources: Conscious Discipline™ Lessons</p>
<p>I.C.7. Child interacts with a variety of playmates and may have preferred friends.</p>	<p>TG1: 46, 147; TG2: 94, 96, 100, 102, 103, 106, 107, 113, 119, 120, 123; TG3: 58, 71, 136, 142; TG4: 45, 106, 136; TG5: 76, 80, 83, 101, 142, 148; TG6: 118, 120, 122; TG7: 14, 45, 136; TG8: 64, 100, 136, 148; TG9: 82, 106, 142, 143, 144, 145, 148</p>

D. Social Awareness Skills

Preschool children still need adult support and guidance in learning how to operate socially with others. In addition to facilitating peer group and adult-child interaction, teachers can help to reinforce understanding of social situations with rich, socially relevant educational material and thought-provoking questions.

I.D.1. Child recognizes differences in physical characteristics of different people.

TG1: 38, 39, 44, 49, 82; **TG2:** 41, 99, 106, 132, 133; **TG3:** 35, 44, 155; **TG4:** 35, 41, 155; **TG5:** 101, 103, 143, 148; **TG6:** 82, 83, 84, 85; **TG7:** 51, 59; **TG8:** 136, 149; **TG9:** 133, 135, 145, 149, 150, 151

I.D.2. Child demonstrates an understanding that others have perspectives and feelings that are different from her own.

TG1: 108, 109, 110, 114, 115, 121; **TG2:** 24, 29, 37, 61, 76, 77, 85, 101, 158, 159; **TG3:** 23, 35, 47, 77, 83, 115, 118, 119, 120; **TG4:** 24, 30, 35, 40, 41, 59, 80, 101, 102, 103, 114, 115; **TG5:** 63, 72, 75, 103, 113, 157; **TG6:** 31, 38, 44, 82, 84, 85, 86, 97, 105, 139; **TG7:** 73, 79, 107, 121, 133, 149, 150, 152; **TG8:** 25, 26, 27, 87, 107, 108, 119, 121, 135, 157; **TG9:** 25, 59, 65, 66, 68, 72, 73, 80, 95, 96, 97, 139, 151; **Adaptations for Young Learners:** 158, 160, 161; **Resources:** Conscious Discipline™ Lessons

Prekindergarten Guidelines: II. Language and Communication Domain**A. Listening Comprehension Skills**

From birth, children begin learning by listening to the world around them. As their exposure increases, so does their understanding. Prekindergarten-age children are able to comprehend with increasing accuracy what they hear in conversations and in stories read aloud. Children demonstrate understanding through their questions, comments, and actions. According to state law, prekindergarten children who are English language learners can be in a classroom environment that is either English as a Second Language instruction or Bilingual. Children who are English language learners arrive at school with listening comprehension skills in their home language. These skills can be used to support the child’s development in English. Children who are English language learners listen purposefully to both English-speaking and Spanish-speaking teachers and peers to gather information about both their home language and their new language (English). (LEER MAS, 2001)

II.A.1. Child shows understanding by responding appropriately.

TG1: 22, 23, 24, 25, 26, 28, 29, 30, 35, 36, 37, 41, 42, 43, 44, 45, 48, 49, 59, 60, 61, 62, 63, 64, 65, 69, 70, 71, 72, 73, 76, 77, 78, 79, 82, 84, 85, 96, 97, 98, 99, 102, 107, 108, 109, 111, 113, 118, 132,

	<p>137, 143, 144, 152, 155, 159; TG2: 22, 23, 24, 25, 28, 31, 34, 36, 37, 40, 41, 46, 58, 66, 72, 76, 77, 78, 83, 87, 94, 102, 107, 109, 113, 115, 130, 131, 135, 136, 137, 141, 143, 144, 149, 150, 155; TG3: 29, 33, 39, 68, 71, 72, 87, 111, 115, 120, 130, 137, 138, 142, 143, 149; TG4: 24, 29, 35, 41, 46, 65, 81, 95, 96, 101, 108, 119, 123, 130, 150, 157; TG5: 23, 33, 34, 35, 39, 42, 48, 67, 71, 75, 97, 99, 109, 114, 121, 131, 132, 133, 140, 141, 145, 148, 150, 155; TG6: 30, 31, 33, 39, 48, 58, 60, 63, 68, 69, 82, 84, 99, 100, 101, 107, 112, 117, 137, 141, 149, 153, 154; TG7: 25, 36, 46, 47, 51, 61, 64, 69, 71, 72, 74, 75, 83, 85, 87, 94, 95, 101, 102, 107, 110, 113, 118, 121, 132, 133, 135, 137, 138, 141, 142, 143, 144, 146, 147, 148, 150, 152, 154, 156; TG8: 22, 30, 36, 37, 39, 42, 43, 48, 65, 72, 75, 77, 78, 81, 82, 83, 85, 95, 97, 101, 103, 105, 107, 108, 111, 113, 114, 118, 120, 137, 138, 141, 143, 144, 145, 150, 153, 156, 158; TG9: 23, 24, 25, 29, 30, 32, 33, 35, 36, 39, 40, 45, 47, 51, 58, 59, 64, 65, 69, 71, 72, 74, 75, 77, 78, 83, 87, 95, 96, 98, 99, 100, 101, 102, 103, 105, 108, 113, 114, 118, 130, 135, 136, 142, 143, 148, 149, 153, 154, 155, 156</p>
<p>II.A.2. Child shows understanding by following two-step oral directions and usually follows three-step directions.</p> <p>ELL: Child follows one-step oral directions in second language.</p>	<p>TG1: 22, 24, 26, 27, 28, 31, 33, 35, 37, 39, 40, 41, 60, 61, 62, 69, 75, 78, 84, 85, 86, 87, 94, 97, 98, 99, 102, 103, 104, 105, 109, 111, 112, 116, 118, 121, 130, 152, 159; TG2: 22, 28, 31, 40, 46, 58, 70, 73, 80, 107, 108, 130, 135, 141, 150; TG3: 22, 28, 29, 34, 37, 49, 65, 70, 72, 73, 100, 108, 109, 118, 137, 148, 159; TG4: 22, 25, 26, 31, 39, 42, 46, 48, 50, 69, 82, 85, 94, 98, 121, 123, 130, 134, 135, 141, 142, 154; TG5: 27, 34, 36, 37, 39, 44, 45, 46, 63, 75, 80, 112, 117, 118, 136, 153, 154; TG6: 22, 25, 26, 31, 39, 42, 46, 48, 50, 69, 82, 85, 94, 98, 121, 123, 130, 134, 135, 141, 142, 154; TG7: 23, 33, 50, 59, 60, 62, 63, 67, 72, 73, 74, 75, 81, 86, 87, 97, 106, 107, 109, 112, 117, 118, 123, 133, 134, 135, 139, 140, 141, 146, 147, 153, 158, 159 ; TG8: 31, 39, 40, 45, 58, 86, 97, 99, 102, 112, 148, 153, 154, 156; TG9: 22, 26, 32, 34, 37, 40, 44, 63, 65, 69, 70, 75, 84, 98, 115, 135, 143, 147, 151;</p> <p>Adaptations For Young Learners: 12, 16, 17, 18, 19, 20, 21, 22, 25, 31, 54, 61, 71, 75, 79, 86, 103, 104, 108, 111, 114, 118, 120, 122, 129, 133, 139, 144, 160, 161, 162, 163, 169</p> <p>Welcome Guide: 8, 9, 19, 24, 27, 28, 29, 30, 31, 34, 38, 39, 41</p> <p>Resources: Interactive Software</p>
<p>II.A.3. Child shows understanding of the language being spoken by teachers and peers.</p>	<p>TG1: 24, 26, 30, 32, 37, 38, 42, 44, 50, 60, 62, 67, 74, 78, 80, 83, 84, 96, 98, 109, 110, 114, 116, 120, 122, 132, 134, 138, 144, 146, 150, 156, 158; TG2: 24, 30, 31, 32, 38, 42, 43, 47, 49, 50, 60, 62, 66, 68, 72, 74, 78, 80, 84, 85, 86, 98, 102, 104, 108, 110, 113, 114, 116, 119, 120, 122, 133,</p>

<p>ELL: Child beginning to show understanding of new language being spoken by teachers and peers.</p>	<p>134, 138, 140, 146, 152, 157, 158; TG3: 24, 30, 36, 38, 60, 62, 72, 80, 104, 110, 116, 120, 122, 134, 139, 157, 158; TG4: 25, 26, 30, 32, 44, 48, 50, 60, 62, 64, 68, 72, 74, 80, 96, 98, 103, 110, 114, 138, 156, 158; TG5: 25, 42, 50, 66, 68, 74, 84, 116, 122, 132, 144, 146, 157, 158; TG6: 26, 32, 37, 44, 48, 50, 60, 62, 66, 68, 72, 74, 78, 79, 80, 84, 85, 86, 96, 98, 102, 104, 108, 110, 114, 121, 122, 133, 138, 140, 144, 146, 150, 152, 157, 158; TG7: 26, 30, 32, 38, 44, 50, 62, 66, 68, 72, 74, 78, 79, 80, 85, 86, 98, 104, 116, 122, 134, 151, 158; TG8: 24, 26, 60, 72, 74, 78, 79, 80, 84, 85, 86, 98, 104, 108, 110, 115, 116, 121, 133, 138, 140, 145, 146, 151, 156, 158; TG9: 24, 26, 30, 31, 36, 42, 44, 49, 67, 85, 115, 116, 134, 145; Resources: Interactive Software; Listening CDs</p>
<p>B. Speaking (Conversation) Skills</p> <p>Prekindergarten children gain the ability to use language in a variety of settings and for a variety of reasons. They become increasingly able to describe wants and needs, carry on a conversation with others, and share information with both peers and adults. The skill to engage others in conversations involves asking questions, listening, and responding, as well as using verbal and nonverbal expressions. Children who are English language learners may require more time to respond and greater wait time, because they are learning and processing two languages at once. This is a normal part of second language acquisition. Children learning English should be encouraged and expected to demonstrate their speaking/communication skills in their home language as well as in English.</p>	
<p>II.B.1. Child is able to use language for different purposes.</p>	<p>TG1: 28, 38, 39, 40, 42, 43, 48, 49, 51, 62, 69, 75, 83, 95, 108, 109, 117, 119, 144, 145, 147, 152; TG2: 22, 23, 24, 25, 31, 65, 66, 71, 83, 94, 95, 99, 102, 109, 111, 113, 117, 120, 136, 137, 138, 144, 155; TG3: 94, 118, 120, 148, 156, 159; TG4: 23, 26, 27, 35, 65, 117; TG5: 35, 63, 66, 69, 72, 115, 123, 131, 151; TG6: 33, 63, 69, 83, 99, 103, 105, 120, 133, 139, 145, 153; TG7: 35, 36, 60, 61, 63, 65, 67, 70, 73, 75, 77, 81, 85, 95, 99, 102, 112, 118, 136, 142, 156; TG8: 61, 108, 113, 115, 120, 138, 155, 157, 158; TG9: 23, 29, 31, 33, 37, 40, 42, 45, 47, 49, 64, 65, 71, 76, 85, 86, 87, 98, 99, 109, 115, 117, 121, 123, 133, 135, 151, 153, 157</p>
<p>II.B.2. Child engages in conversations in appropriate ways.</p>	<p>TG1: 28, 34, 42, 45, 66, 105, 106, 117 ; TG2: 24; TG3: 58; TG4: 23, 150, 155; TG5: 22, 27, 28, 82, 94, 130; TG6: 23, 71, 155; TG7: 65, 77, 95, 121, 142; TG8: 102, 138, 144, 153; TG9: 132, 137, 138, 149, 153</p>
<p>II.B.3. Child provides appropriate</p>	<p>TG1: 24, 27, 30, 36, 37, 38, 39, 62, 63, 66, 96, 97, 107, 108, 113, 116, 119, 123, 132, 137, 143,</p>

information for various situations.	145, 151, 152, 156, 157, 159; TG2: 23, 29, 32, 59, 60, 66, 72, 83, 94, 96, 99, 102, 120, 131, 132, 133, 134, 141, 143, 149, 150; TG3: 33, 48, 95, 107, 122, 123, 138, 156; TG4: 23, 24, 27, 41, 46, 49, 72, 73, 75, 95, 97, 103, 109, 113, 115, 117, 123, 143, 151, 159; TG5: 33, 42, 49, 58, 59, 67, 69, 72, 102, 105, 114, 115, 120, 141, 156; TG6: 27, 29, 30, 33, 35, 36, 58, 60, 61, 64, 68, 69, 72, 79, 80, 81, 83, 94, 96, 99, 101, 102, 103, 105, 107, 111, 115, 117, 120, 139, 145, 156, 159; TG7: 25, 34, 36, 37, 41, 43, 46, 49, 51, 59, 60, 63, 70, 84, 85, 96, 101, 108, 110, 120, 121, 122, 123, 130, 132, 133, 135, 136, 138, 141, 144, 145, 147, 150, 151, 153; TG8: 24, 30, 36, 37, 43, 48, 60, 62, 63, 65, 66, 67, 70, 73, 78, 84, 95, 99, 105, 111, 119, 121, 131, 132, 133, 135, 137, 143, 144, 147, 150, 154, 159; TG9: 24, 25, 28, 29, 30, 31, 34, 35, 36, 39, 41, 48, 50, 58, 59, 60, 63, 65, 66, 67, 69, 70, 72, 74, 75, 79, 83, 94, 97, 99, 100, 101, 102, 106, 108, 109, 112, 114, 122, 123, 130, 135, 136, 141, 142, 143, 145, 146, 147, 148, 154, 155, 156, 157
II.B.4. Child demonstrates knowledge of verbal conversational rules.	TG1: 28, 42, 46, 48, 69, 106; TG2: 25, 27, 60, 65, 66; TG3: 33, 63, 74, 87, 100, 117, 152; TG4: 27, 41, 47, 65, 159; TG5: 27, 61, 143, 149; TG6: 23, 35, 71, 79, 85, 107; TG7: 25, 59, 71, 101, 141, 144; TG8: 41, 95, 107, 117, 121; TG9: 36, 77, 78
II.B.5. Child demonstrates knowledge of nonverbal conversational rules.	TG1: 46, 67, 70, 73, 75, 76, 83, 134, 144, 147; TG2: 34, 58, 70, 76; TG3: 22, 28, 34, 58, 64; TG4: 31; TG5: 112, 140; TG6: 131, 148, 155; TG7: 23, 24, 59, 77; TG8: 46, 65, 130, 133, 142; TG9: 143, 153
II.B.6. Child matches language to social contexts.	TG1: 42, 48, 69, 81, 94; TG2: 66, 71, 120, 138; TG3: 63, 74, 87, 94, 117, 152, 159; TG4: 31, 35, 117, 120; TG5: 35, 61, 143, 149; TG6: 23, 35, 107, 143; TG7: 12, 22, 65, 121; TG8: 76, 107, 115, 117; TG9: 22, 58, 94, 155

C. Speech Production Skills

Young children must learn to vocalize, pronounce, and discriminate among the sounds of the alphabet and words of language. Although some children in prekindergarten can accurately perceive the difference between similar-sounding words, they continue to acquire new sounds and may mispronounce words in their own speech. The ability to produce certain speech sounds such as /s/ and /r/ improves with age. Just as infants and toddlers develop control over the sounds of their first language, young children in ELL settings gradually learn to pronounce the sounds of the English language.

<p>II.C.1. Child’s speech is understood by both the teacher and other adults in the school.</p>	<p>TG2: 66, 96; TG3: 63, 94, 106, 113, 114, 115, 132, 150; TG4: 29, 35, 41, 47, 65, 143; TG5: 27, 29, 114; TG6: 23, 35; TG7: 29, 36, 60, 83, 96; TG8: 115, 121, 123, 154; TG9: 25, 51, 73</p>
<p>II.C.2. Child perceives differences between similar sounding words.</p>	<p>TG1: 59, 72, 73, 102, 104, 155; TG2: 64, 101, 132; TG3: 70, 94, 105, 114, 115, 132, 149, 150; TG4: 42, 71, 82; TG5: 24, 25, 29, 47, 107; TG6: 58, 153; TG7: 29, 36, 60, 83, 96; TG8: 37, 47, 121, 123, 154; TG9: 84, 147; Resources: Interactive Software</p>
<p>II.C.3. Child investigates and demonstrates growing understanding of the sounds and intonation of language.</p> <p>ELL: Child investigates and demonstrates growing understanding of the sounds and intonation of the English language (ELL).</p>	<p>TG1: 24; TG2: 44, 50, 101, 133; TG3: 108, 109; TG4: 74, 84; TG5: 38, 60, 132; TG6: 78; TG7: 29, 36, 60, 83, 96; TG8: 66, 67, 72; TG9: 84, 138, 149; Resources: Interactive Software; Listening CDs</p>
<p>D. Vocabulary Skills</p> <p>Children’s vocabulary acquisition is largely dependent upon interactions with adults. These may be occurring in one or more languages through talking about experiences, reading familiar stories, singing familiar songs, and playing word games. Prekindergarten children experience rapid growth in their understanding of words and word meanings. Vocabulary knowledge reflects children’s previous experiences and growing knowledge of the world around them and is one of the most important predictors of later reading achievement. As children learn through experiences, including play, they develop concepts, acquire new words, and increasingly refine their understanding of words they already know. English language learners may need extensive English vocabulary instruction. Children who are English language learners arrive at prekindergarten with a vocabulary knowledge base in their home language. This knowledge base should be used to develop vocabulary in the child’s second language. When introducing vocabulary to children who are English language learners, teachers should use a variety of approaches to teach important new words and use real-life objects or pictures when appropriate. The use of cognates and making cross-language connections can be helpful for vocabulary development. Exploring the sounds, meaning, grammatical function and the multiples uses of a word are strategies that are beneficial for increasing word knowledge among English language learners.</p>	
<p>II.D.1. Child uses a wide variety of words</p>	<p>TG1: 23, 24, 27, 29, 30, 32, 35, 38, 39, 41, 42, 43, 44, 45, 48, 49, 50, 51, 58, 59, 60, 61, 62, 63, 65,</p>

<p>to label and describe people, places, things, and actions.</p>	<p>66, 67, 68, 69, 71, 74, 75, 77, 78, 80, 81, 82, 85, 87, 95, 96, 97, 98, 99, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 113, 114, 115, 116, 117, 119, 120, 121, 122, 123, 129, 131, 132, 134, 135, 137, 138, 143, 144, 145, 146, 149, 150, 152, 155, 159; TG2: 22, 23, 24, 25, 27, 28, 29, 30, 34, 35, 40, 41, 42, 44, 45, 46, 47, 57, 58, 59, 62, 63, 65, 66, 71, 72, 77, 83, 84, 86, 95, 99, 101, 102, 107, 108, 113, 114, 117, 119, 123, 130, 131, 132, 133, 134, 138, 142, 143, 148, 149, 155; TG3: 23, 24, 25, 27, 30, 33, 34, 35, 36, 37, 41, 43, 47, 51, 58, 59, 60, 63, 65, 66, 68, 71, 76, 77, 79, 83, 84, 87, 93, 95, 96, 101, 102, 107, 113, 114, 119, 120, 129, 131, 135, 137, 141, 143, 144, 149; TG4: 24, 29, 35, 41, 45, 48, 58, 60, 61, 66, 68, 69, 71, 74, 77, 80, 83, 86, 94, 97, 102, 107, 109, 111, 114, 149; TG5: 23, 26, 29, 33, 37, 41, 42, 47, 48, 63, 65, 71, 72, 75, 77, 86, 87, 93, 95, 96, 99, 101, 105, 110, 113, 120, 122, 130, 131, 132, 143, 144, 145, 155, 158; TG6: 22, 23, 26, 27, 29, 30, 32, 33, 35, 36, 37, 38, 40, 41, 44, 47, 59, 60, 62, 63, 64, 65, 66, 69, 71, 72, 74, 75, 76, 77, 78, 79, 84, 93, 94, 95, 96, 101, 102, 105, 107, 108, 113, 114, 117, 119, 120, 121, 122, 130, 131, 137, 138, 143, 145, 149, 150, 151, 153, 155; TG7: 22, 23, 26, 29, 30, 35, 36, 41, 47, 48, 49, 59, 60, 61, 63, 65, 69, 71, 76, 77, 78, 79, 80, 81, 82, 83, 85, 93, 95, 99, 101, 102, 104, 113, 114, 119, 123, 131, 135, 136, 138, 141, 143, 145, 149, 150, 151, 155, 156; TG8: 22, 23, 25, 26, 27, 29, 30, 33, 35, 36, 41, 42, 45, 46, 47, 48, 49, 51, 59, 64, 65, 70, 71, 72, 73, 75, 76, 77, 78, 79, 82, 83, 84, 85, 95, 100, 101, 102, 106, 108, 109, 112, 113, 115, 118, 119, 129, 130, 131, 132, 137, 139, 141, 143, 144, 145, 146, 149, 155, 156, 157; TG9: 23, 24, 27, 28, 29, 34, 35, 36, 39, 40, 41, 42, 43, 46, 47, 48, 58, 59, 60, 63, 66, 67, 71, 72, 73, 75, 76, 77, 82, 83, 87, 93, 95, 96, 99, 101, 105, 107, 108, 109, 113, 114, 117, 119, 120, 123, 131, 137, 142, 145; Resources: Pocket Photos; Vocabulary Cards; Photo Activity Cards; Rebus Posters; Big and Small Books</p>
<p>II.D.2. Child demonstrates understanding of terms used in the instructional language of the classroom.</p>	<p>TG1: 22, 23, 24, 25, 27, 30, 34, 35, 36, 41, 50, 51, 64, 74, 80, 81, 82, 84, 85, 87, 95, 96, 97, 105, 134; TG2: 29, 32, 71, 149; TG3: 32, 68, 99, 115, 138; TG4: 23, 41, 59, 131; TG5: 65, 66, 86, 96, 107, 131, 134; TG6: 24, 26, 32, 33, 34, 36, 38, 39, 41, 44, 47, 48, 104, 105, 110, 121, 139; TG7: 58, 98, 104, 105, 111, 116, 122, 158; TG8: 44, 50, 62, 130, 149, 152, 158; TG9: 62, 147, 156; Resources: Vocabulary Cards; Rebus Posters; Big and Small Books</p>
<p>II.D.3. Child demonstrates understanding</p>	<p>TG1: 24, 25, 34, 59, 60, 61, 65, 66, 71, 72, 74, 76, 77, 78, 83, 84, 85, 95, 96, 97, 106, 107, 108, 113,</p>

<p>in a variety of ways or knowing the meaning of 3,000 to 4,000 words*, many more than he or she uses.</p> <p>ELL: Child learning English as a second language may comprehend up to 1,000 words (ELL student will comprehend many more words than he or she uses.)</p>	<p>114, 137, 141, 149; TG2: 30, 41, 45, 87, 101, 119, 143; TG3: 23, 29, 33, 35, 39, 44, 71, 77, 99, 115, 119, 120, 131, 141, 143, 144, 149, 155; TG4: 35, 65, 66, 96, 107, 111, 131, 142, 149; TG5: 24, 35, 41, 47, 59, 64, 65, 72, 83, 96, 108, 113, 115, 137, 149; TG6: 34, 42, 48, 78, 80, 81, 83, 84, 95, 107, 131, 144, 149; TG7: 23, 26, 30, 35, 47, 59, 66, 71, 84, 101, 102, 105, 119, 132, 143, 144, 146, 149, 150, 152, 155; TG8: 22, 23, 64, 72, 78, 87, 119, 143, 149, 150; TG9: 23, 35, 36, 42, 59, 63, 75, 77, 78, 95; Adaptations for Young Learners: 118, 136; Resources: Vocabulary Cards; Pocket Photos, Photo Activity Cards; Rebus Posters; Big and Small Books</p>
<p>II.D.4. Child uses a large speaking vocabulary, adding several new words daily.</p>	<p>TG1: 27, 33, 43, 59, 65, 69, 71, 74, 84, 85, 86, 87, 94, 99, 107, 108, 109, 110, 111, 118, 120, 131, 137, 138, 149; TG2: 30, 65, 71, 77, 84, 95, 96, 107, 113, 131, 155; TG3: 34, 36, 37, 70, 77, 78, 83, 107, 114, 131, 137; TG4: 22, 23, 24, 65, 66, 68, 69, 72, 95, 97, 109, 149; TG5: 26, 41, 49, 60, 71, 77, 114, 119, 150, 156; TG6: 61, 64, 67, 69, 71, 75, 77, 79, 84, 101, 105, 119; TG7: 23, 51, 59, 60, 75, 85, 143; TG8: 33, 35, 42, 77, 83, 87, 131; TG9: 23, 29, 35, 41, 42, 47, 101, 112, 113, 119, 120; Resources: Vocabulary Cards; Photo Activity Cards; Rebus Posters; Big and Small Books</p>
<p>II.D.5 Child increases listening vocabulary.</p> <p>ELL: Child begins to develop and use vocabulary of object names and common phrases in English.</p>	<p>TG1: 22, 24, 25, 26, 30, 32, 37, 38, 42, 44, 45, 49, 50, 60, 62, 67, 72, 74, 78, 80, 83, 84, 96, 98, 114, 116, 120, 132, 134, 138, 144, 146, 150, 156, 158; TG2: 24, 30, 31, 32, 38, 42, 43, 47, 49, 50, 62, 66, 68, 72, 74, 78, 80, 83, 84, 85, 86, 98, 102, 104, 107, 108, 110, 113, 114, 116, 119, 120, 122, 133, 134, 138, 140, 146, 152, 158; TG3: 24, 30, 32, 44, 47, 50, 60, 61, 72, 74, 78, 103, 104, 122, 134, 140, 146, 152, 157, 158; TG4: 38, 44, 50, 60, 62, 66, 68, 74, 80, 86, 98, 110, 114, 120, 132, 133, 134, 138, 140, 144, 152, 156, 158; TG5: 26, 32, 36, 42, 44, 50, 62, 66, 72, 74, 84, 86, 98, 102, 110, 114, 116, 122, 132, 144, 146, 151, 157, 158; TG6: 26, 32, 37, 44, 48, 50, 60, 62, 66, 68, 72, 74, 78, 79, 80, 84, 85, 87, 96, 98, 102, 110, 114, 116, 122, 132, 144, 146, 151, 157, 158; TG7: 26, 30, 32, 38, 44, 50, 62, 66, 68, 72, 74, 78, 79, 80, 85, 86, 98, 104, 116, 122, 134, 138, 144, 145, 158; TG8: 24, 26, 38, 44, 50, 60, 62, 66, 67, 68, 74, 78, 79, 80, 84, 85, 86, 98, 104, 108, 110, 115, 116, 121, 122, 133, 134, 138, 140, 146, 151, 156, 158; TG9: 24, 26, 32, 36, 38, 42, 44, 48, 85, 110, 115, 116, 122, 134, 140, 145, 150, 152, 158; Resources: Music & Listening CDs; Rebus Posters, Big and Small Books, Interactive Software; Photo Activity Cards</p>

<p>II.D.6. Child uses category labels to understand how the words/objects relate to each other.</p>	<p>TG1: 28, 30, 37, 44, 45, 59, 60, 61, 65, 66, 71, 75, 81, 86, 87, 95, 98, 99, 101, 102, 103, 104, 107, 108, 109, 110, 111, 113, 114, 115, 116, 117, 119, 120, 122, 123, 134, 137, 141, 144, 150, 152; TG2: 23, 36, 41, 42, 44, 45, 47, 60, 62, 63, 71, 72, 73, 77, 80, 82, 86, 102, 107, 108, 114, 117, 119; TG3: 30, 33, 35, 44, 65, 66, 71, 77, 87, 102, 113, 114; TG4: 35, 48, 58, 59, 63, 65, 69, 74, 76, 77, 83, 95, 107, 108, 120, 121, 149; TG5: 24, 32, 35, 47, 48, 49, 60, 63, 71, 77, 96 101, 107, 120; TG6: 22, 30, 47, 59, 62, 63, 69, 71, 72, 74, 75, 76, 77, 78, 79, 84, 95, 99, 107, 113, 119, 121, 122, 131, 138, 151; TG7: 41, 42, 58, 59, 72, 75, 80, 95, 96, 99, 108, 114, 137, 141, 143, 155; TG8: 24, 26, 27, 29, 30, 33, 36, 39, 41, 42, 44, 45, 48, 59, 66, 79, 83, 84, 87, 96, 101, 102, 107, 108, 114, 119, 131, 132, 139, 141, 143, 144, 147, 149, 155 ; TG9: 38, 72, 73, 75, 78, 79, 84, 85, 102, 105, 107, 108, 114, 117, 118, 120, 150; Adaptations for Young Learners: 108, 109, 110, 111, 122, 148, 149; Resources: Vocabulary Cards; Pocket Photos; Photo Activity Cards;</p>
<p>E. Sentences and Structure Skills</p> <p>Effective communication requires that children use their knowledge of vocabulary, grammar, and sense of audience to convey meaning. Four-year-olds become increasingly adept at using language to express their needs and interests, to play and pretend, and to share ideas. Children’s use of invented words and the over generalization of language rules (for example, saying “foots” instead of “feet” or [Spanish] “yo no cabo” instead of “yo no quepo”) is a normal part of language acquisition. Sentence and grammatical complexity develops in young children with plenty of opportunity for rich conversation. It is important that time is spent in authentic speaking opportunities. Also, teachers can support English language development through more specific playful language-building activities.</p>	
<p>II.E.1. Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order.</p>	<p>TG1: 28, 95, 98, 113, 123, 149; TG2: 25, 58, 66, 79, 94, 99; TG3: 39, 131, 145, 155, 157; TG4: 41, 131, 143; TG5: 61, 67, 81, 85, 115; TG6: 59, 112, 113, 115, 117, 150, 151; TG7: 22, 25, 27; TG8: 35, 37, 101; TG9: 103</p>
<p>II.E.2. Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.</p>	<p>TG2: 25, 60, 65, 79; TG3: 39, 131, 145; TG4: 23, 29, 66, 119, 137, 155; TG5: 59, 60, 83, 98, 113, 137; TG6: 71, 77, 95; TG7: 51, 60, 95; TG8: 59, 77, 95, 101; TG9: 130, 136, 137, 142, 148, 152; Resource: Vocabulary Cards</p>

<p>II.E.3. Child uses sentences with more than one phrase.</p>	<p>TG1: 99, 106; TG2: 25, 65, 79, 96, 99; TG3: 95, 101, 111, 138; TG4: 24, 27, 111; TG5: 67, 73, 151; TG6: 112, 113, 114, 117; TG7: 65, 120, 145, 151; TG8: 24, 60, 113; TG9: 70, 82, 119</p>
<p>II.E.4. Child combines more than one idea using complex sentences.</p>	<p>TG2: 79; TG3: 68, 71; TG4: 23, 115, 143, 155, 156; TG5: 85, 115; TG6: 23, 60, 108, 112, 113, 114, 117, 151, 155; TG7: 51, 118, 121, 130, 142, 154; TG8: 77, 95, 113; TG9: 65, 74, 95, 106, 112, 118, 119</p>
<p>II.E.5. Child combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning.</p>	<p>TG2: 29, 84; TG3: 48; TG4: 25, 143, 155, 156; TG5: 61, 78, 99, 114, 150, 156; TG6: 95, 107, 145, 156; TG7: 51, 65, 84, 85, 102, 136, 148; TG8: 65, 72, 135, 138, 156; TG9: 29, 83, 95, 119, 130, 136, 140, 142, 148, 154</p>
<p>II.E.6. Child engages in various forms of nonverbal communication with those who do not speak her home language (ELL).</p>	<p>TG1: 24, 26, 32, 37, 38, 42, 44, 49, 50, 60, 62, 67, 72, 74, 78, 80, 83, 84, 86, 96, 98, 103, 109, 110, 114, 116, 120, 122, 132, 134, 138, 144, 146, 150, 156, 158; TG2: 24, 30, 31, 32, 38, 42, 43, 47, 49, 50, 60, 62, 66, 67, 68, 72, 74, 78, 80, 84, 85, 86, 98, 102, 108, 110, 113, 116, 119, 120, 122, 133, 134, 138, 140, 146; TG3: 24, 26, 30, 32, 42, 62, 68, 74, 80, 84, 86, 103, 104, 110, 116, 120, 121, 122, 134, 139, 140, 146, 152, 157, 158; TG4: 25, 26, 32, 37, 38, 44, 48, 60, 61, 62, 68, 72, 80, 86, 96, 97, 102, 103, 109, 114, 116, 120, 122, 132, 133, 134, 138, 140, 144, 146, 152, 156; TG5: 62, 42, 60, 68, 72, 74, 78, 80, 84, 86, 96, 98, 102, 103, 104, 108, 110, 114, 115, 116, 122, 132, 133, 134, 140, 144, 146, 150, 152, 157 ; TG6: 26, 32, 37, 42, 44, 48, 50, 60, 62, 66, 68, 72, 74, 78, 79, 80, 84, 85, 86, 96, 97, 98, 102, 104, 108, 110, 114, 122, 133, 138, 140, 144, 146, 150, 152, 158; TG7: 26, 30, 32, 38, 44, 50, 62, 66, 68, 72, 74, 78, 79, 80, 85, 86, 98, 104, 116, 122, 132, 134, 138, 140, 144, 145, 146, 151, 152, 158 ; TG8: 24, 26, 38, 44, 50, 60, 62, 66, 67, 68, 73, 74, 78, 80, 84, 85, 86, 98, 104, 108, 110, 115, 121, 133, 138, 140, 145, 146, 151, 156, 158; TG9: 31, 32, 36, 38, 42, 43, 44, 48, 49, 50, 61, 62, 66, 67, 72, 79, 85, 97, 98, 103, 104, 109, 110, 115, 116, 133, 134, 145, 150, 152, 158; Resources: Photo Activity Cards (Sign Language)</p>
<p>II.E.7. Child uses single words and simple phrases to communicate meaning in social situations (ELL).</p>	<p>TG1: 60; TG2: 25, 68, 79, 96; TG3: 50, 60, 62, 68, 96, 97, 98, 110, 133; TG4: 48, 85, 86, 96, 120, 156; TG5: 25, 31, 73, 74, 84, 103, 133, 145, 151; TG6: 67, 72, 79; TG7: 66, 72, 78, 79, 85, 86; TG8: 103, 108, 115, 133, 145; TG9: 49, 79, 84, 85, 133; Resource: Vocabulary Cards</p>

<p>II.E.8. Child attempts to use new vocabulary and grammar in speech (ELL).</p>	<p>TG1: 24, 42, 44, 50, 60, 62, 74, 78, 80, 83, 84, 87, 96, 114, 116, 120, 132, 134; TG2: 24, 26, 30, 31, 38, 42, 43, 49, 50, 67, 74, 78, 79, 86, 108, 109, 114, 120; TG3: 24, 30, 66, 96, 133, 139, 157; TG4: 25, 30, 37, 44, 60, 61, 66, 80, 85, 86, 97, 98, 103, 109, 114, 120, 132, 133, 134, 138; TG5: 31, 32, 42, 50, 73, 84, 96, 98, 108, 116, 132, 138, 157; TG6: 26, 37, 60, 66, 72, 74, 78, 79, 96, 97, 110, 114, 121, 133, 138, 157; TG7: 32, 66, 72, 78, 79, 85, 86, 144, 146; TG8: 24, 60, 67, 73, 85, 97, 104, 108, 115, 116, 121, 133, 138, 145, 151, 156; TG9: 24, 30, 31, 42, 43, 48, 49, 67, 73, 79, 85, 102, 103, 115, 133, 138, 139, 145, 151, 157; Resources: Photo Activity Cards; Vocabulary Cards</p>
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Prekindergarten Guidelines: III. Emergent Literacy-Reading Domain

A. Motivation to Read Skills
 To ensure that all children enter school ready to learn, early education efforts must encourage emergent literacy. When optimal conditions exist in a child’s environment, literacy develops naturally, and one of the goals of early education must be cultivating that optimal environment. Prekindergarten children benefit from classroom activities and environments that create an association between reading and feelings of pleasure and enjoyment, as well as learning and skill development. These early experiences will come to define their assumptions and expectations about becoming literate and influence their motivation to work toward learning to read and write. Children may have difficulty comprehending read alouds or listening to stories without any background support, particularly if they have limited experiences with the concepts included in the story or text. Children who are English language learners benefit from repetitive exposure to pictures and other media pertinent or associated with the content of stories read aloud in English. ELL children also will benefit from making connections to text in their home language for better comprehension when Bilingual strategies are used to facilitate comprehension during readings of English text. (LEER MAS, 2001)

<p>III.A.1. Child engages in pre-reading and reading-related activities during shared or interactive reading.</p>	<p>TG1: 29, 35, 41, 43, 59, 64, 77, 82, 83, 94, 95, 100, 101, 106, 107, 112, 118, 130, 131, 136, 142, 143, 148, 149, 153, 154, 155, 156 TG2: 22, 28, 34, 35, 39, 40, 41, 45, 46, 58, 59, 64, 65, 70, 76, 82, 83, 94, 95, 100, 101, 106, 107, 113, 118, 119, 120, 130, 131, 136, 137, 142, 143, 148, 153, 154, 155 TG3: 22, 23, 28, 34, 40, 41, 46, 47, 48, 58, 64, 65, 70, 76, 77, 82, 94, 95, 96, 100, 106, 107, 112, 113, 118, 119, 130, 142, 148, 149, 153, 154, 155, 156 TG4: 22, 23, 28, 29, 30, 35, 38, 40, 41, 46, 47, 58, 64, 67, 70, 76, 82, 94, 100, 101, 112, 118, 130,</p>
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	<p>136, 137, 142, 148, 154, 155</p> <p>TG5: 22, 28, 29, 34, 35, 40, 41, 46, 58, 64, 70, 71, 76, 77, 78, 82, 94, 95, 96, 100, 101, 106, 108, 112, 113, 118, 130, 131, 136, 142, 148, 154</p> <p>TG6: 22, 23, 28, 34, 35, 40, 46, 47, 58, 64, 70, 76, 77, 82, 83, 94, 95, 100, 106, 112, 115, 118, 119, 130, 131, 136, 137, 141, 142, 143, 154, 155, 159</p> <p>TG7: 22, 23, 28, 34, 36, 40, 41, 46, 49, 58, 64, 70, 71, 72, 76, 82, 94, 100, 106, 112, 118, 130, 131, 136, 137, 142, 148, 154</p> <p>TG8: 23, 25, 29, 35, 40, 41, 47, 58, 61, 65, 71, 73, 95, 97, 107, 119, 131, 135, 137, 141, 149, 155</p> <p>TG9: 23, 29, 35, 39, 41, 48, 70, 83, 103, 137, 138, 144, 149, 155</p> <p>Adaptations For Young Learners: 10, 14, 22, 36, 46, 58, 64, 76, 86, 90, 94, 100, 108, 112, 122, 126, 130, 144, 148, 154, 158, 166 Resources: Story Folders; Big and Small Books</p>
<p>III.A.2. Child self selects books and other written materials to engage in pre-reading behaviors.</p>	<p>TG1: 27, 37, 41, 42, 43, 47, 65, 77, 79, 95, 97, 101, 107, 143, 149, 157; TG2: 29, 31, 35, 59, 61, 65, 67, 72, 73, 137; TG3: 57, 95, 107, 118, 151; TG4: 25, 37, 43, 103, 121, 139; TG5: 109, 121; TG6: 35, 67, 72, 73, 77, 101, 114, 115, 133, 155, 157, 159; TG7: 23, 43, 73; TG8: 71, 93, 97, 119; TG9: 25, 31, 37, 43, 49, 79, 149; Resources: Big and Small Books; Story Folders; Interactive Software; Listening CDs</p>
<p>III.A.3. Child asks to be read to or asks the meaning of written text.</p>	<p>TG1: 29, 31, 35, 41, 107; TG2: 29, 72, 73; TG3: 65, 107; TG4: 119; TG5: 41, 71, 108, 114, 137; TG6: 25, 77, 83, 95, 101, 117, 131, 157, 159; TG7: 23, 72, 73, 79; TG8: 23, 27, 59, 73, 93, 101, 119, 132, 155; TG9: 48, 59, 77, 149; Adaptations for Young Learners: 118, 136; Resources: Big and Small Books; Interactive Software</p>
<p>B. Phonological Awareness Skills</p> <p>Phonological awareness is an auditory skill that involves an understanding of the sounds of spoken words. As this skill develops, children are able to detect and manipulate increasingly smaller units of sound. For example, children will generally be able to detect syllables before initial sounds in words, and will be able to blend sounds more easily than segment, and identify sound patterns before producing them. It includes being able to recognize individual words in a spoken sentence, blending and dividing words into syllables, beginning with compound words</p>	

which, because each syllable has meaning connected to, it is easier for children to work with, adding and taking those meaningful units, recognizing and producing rhyming words, identifying words that sound the same at the beginning, and for some children, blending words at the phoneme or single sound level. It is important to remember that acquiring letter knowledge (e.g., letter-sound correspondence) and phonological awareness work together, with skill development in one area reinforcing development in the other. Phonological awareness represents a crucial step toward understanding that letters or groups of letters can represent phonemes or sounds (the alphabetic principle). Because phonological awareness begins before children have learned a set of letter-sound correspondences, encouraging phonological awareness does not require print, however, once letter knowledge develops, children can benefit from the inclusion of letters in phonological activities. This understanding is highly predictive of success in beginning reading. Some basic proficiency in English may be prerequisite to the development of phonological awareness in English for second-language learners; however, a child’s home language can help support the development of phonological awareness in English. Research demonstrates that phonological awareness in English and Spanish are highly related; therefore, children in Bilingual/ESL instruction will be taught phonological awareness skills in tandem with their primary language while simultaneously developing English language skills. Working with individual sounds in words is the highest level of phonological awareness. Although some prekindergarten children may be able to work with sounds at this level, it is not appropriate to expect all children to be able to achieve this level of sensitivity to the sounds in language (such as “c” “a” “t” = cat). The above PA Continuum represents the most current research in Phonological Awareness states about how children learn language sounds. Another representation is the Phonological Awareness Continuum found in the Texas Spanish Reading Academy, LEER MAS, and the Texas Center for Reading and Language Arts.

<p>III.B.1. Sentence segmenting for Concept of Word. Child separates a normally spoken four-word sentence into individual words.</p>	<p>TG1: 70, 76, 130, 136, 148, 154; TG2: 22, 28, 34, 40, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 132, 136, 142, 148, 154; TG3: 28, 34, 40, 46, 58, 64, 70, 76, 82, 96, 100, 106, 112, 130, 142, 148, 154; TG6: 67; TG7: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118; TG8: 66</p>
<p>III.B.2. Child combines words to make a compound word.</p>	<p>TG1: 70, 84, 85, 87; TG2: 21, 35, 36, 114; TG3: 78; TG4: 47, 143; TG5: 40, 96; TG6: 66, 77, 83, 84, 138; TG7: 47, 48, 102, 130, 149; TG8: 47, 107, 113, 114, 119, 132, 138; TG9: 21, 66, 67, 84, 155; Resources: Compound Word Cards; Interactive Software</p>
<p>III.B.3. Child deletes a word from a compound word.</p>	<p>TG2: 21; TG3: 64, 138; TG4: 47, 143; TG5: 100; TG6: 67; TG7: 149; TG8: 47, 107, 108, 113, 114, 119, 132, 138; TG9: 66, 67, 84; Resources: Compound Word Cards</p>

<p>III.B.4. Syllables Child blends syllables into words.</p>	<p>TG1: 34, 40; TG2: 60; TG3: 21, 22, 28, 29, 34, 40, 42, 46, 48, 70, 82, 100, 130, 154; TG4: 143; TG5: 40, 96; TG6: 66, 77, 83, 84, 96, 138; TG7: 46, 47, 48, 102, 130, 149, 159; TG8: 51, 66, 96, 132; TG9: 21, 73, 83; Resources: Interactive Software; Vocabulary Cards</p>
<p>III.B.5. Syllables Child can segment a syllable from a word.</p>	<p>TG3: 64, 66, 100, 130, 154; TG5: 100; TG6: 67; TG7: 149; TG8: 47, 107, 108, 113, 114, 119, 132, 138; TG9: 66, 67, 84; Resources: Interactive Software; Vocabulary Cards</p>
<p>III.B.6. Onset-rime Child can recognize rhyming words.</p>	<p>TG1: 72, 73, 102, 155; TG2: 46, 51, 64, 66, 101, 132, 133, 138, 139, 144, 149, 150, 151; TG3: 41, 47, 70, 94, 108, 109; TG4: 24, 36, 71, 83, 84, 137; TG5: 22, 23, 24, 25, 28, 30, 31, 34, 35, 40, 42, 43, 46, 47, 48, 57, 58, 64, 70, 76, 82, 84, 94, 96, 97, 100, 106, 112, 118, 130, 132, 136, 138, 139, 142, 144, 145, 148, 154 ; TG6: 108, 113, 149, 150, 151; TG7: 29, 36, 83, 96; TG8: 21,30, 36, 37, 42, 45, 81, 83, 120, 121, 144; TG9: 21, 48, 51, 59, 60, 138, 139, 153; Adaptations for Young Learners: 64, 82; Resources: Nursery Rhyme/Cuentos infantiles Flip Book; Music CDs; <i>Book "Body Talk in Rhyme"</i>; Interactive Software</p>
<p>III.B.7. Onset-rime-alliteration Child can produce a word that begins with the same sound as a given pair of words.</p>	<p>TG2: 45, 111, 137; TG3: 58, 59, 76, 105, 106, 112, 118, 132, 133, 136, 137, 142, 144, 150, 151; TG4: 21, 24, 36, 42, 72, 73, 76, 78, 84; TG5: 36; TG6: 22, 28, 34, 40, 46, 57, 58, 60, 64, 70, 76, 78, 82, 94, 100, 106, 130, 136, 142, 148, 149, 150, 151, 153, 154; TG7: 21, 48,57; TG8: 37, 123; TG9: 21; Adaptations for Young Learners: Resources: Interactive Software; Vocabulary Cards</p>
<p>III.B.8. Onset-rime Child blends onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with and without pictorial support.</p>	<p>TG7: 21, 36, 57, 78; TG8: 21; TG9: 21; Resources: Interactive Software; Pocket Photos; Photo Activity Cards; Vocabulary Cards</p>
<p>III.B.9. Phoneme Child recognizes and blends spoken phonemes into one-syllable words with pictorial support.</p>	<p>TG7: 22, 28, 34, 36, 40, 46, 58, 64, 70, 76, 78, 82, 94, 100, 106, 112, 118; TG9: 21; Resources: Interactive Software; Pocket Photos; Photo Activity Cards</p>

C. Alphabet Knowledge Skills

Letter knowledge is an essential component of learning to read and write. Young children learn best when information is presented in context and when educators provide opportunities for children to create experiences that make the material meaningful. Rote practice (or the “skill and drill” method) can result in frustration and negative attitudes toward learning. Knowing how letters function in writing and how these letters connect to the sounds children hear in words is crucial to children’s success in reading. Combined with phonological awareness, letter knowledge is the key to children understanding the alphabetic principle. Children will use this sound/letter connection to begin to identify printed words, such as their names and other familiar words.

III.C.1. Child names at least 20 upper and at least 20 lower case letters.

TG1: 25, 30, 31, 34, 35, 36, 37, 39, 42, 48, 50, 51, 57, 60, 61, 66, 67, 84, 86, 96, 97, 102, 114, 121, 130, 132, 133, 136, 138, 139, 142, 148, 150, 154, 155; **TG2:** 22, 24, 25, 28, 34, 36, 37, 40, 41, 42, 45, 46, 47, 48, 49, 59, 60, 61, 64, 67, 70, 72, 73, 76, 77, 78, 82, 94, 96, 97, 100, 102, 103, 106, 108, 109, 112, 114, 115, 116, 118, 119, 120, 121, 129, 130, 133, 136, 138, 139, 142, 143, 144, 145, 148, 149, 150, 154 ; **TG3:** 21, 24, 28, 30, 34, 40, 42, 43, 46, 48, 49, 57, 60, 64, 66, 72, 76, 82, 84, 94, 97, 100, 102, 103, 105, 108, 109, 112, 115, 118, 120, 121, 130, 132, 136, 138, 145, 148, 150, 154 ; **TG4:** 22, 25, 28, 29, 33, 34, 39, 40, 42, 46, 57, 58, 60, 67, 76, 77, 79, 82, 84, 93, 94, 96, 100, 101, 102, 106, 108, 112, 114, 115, 118, 120, 129, 130, 132, 139, 142 , 150, 151, 154, 156; **TG5:** 21, 22, 24, 25, 28, 29, 30, 34, 36, 37, 40, 43, 46, 48, 49, 50, 58, 61, 64, 66, 67, 70, 76, 78, 79, 82, 94, 97, 99, 100, 103, 106, 109, 112, 118, 129, 130, 133, 136, 139, 142, 145, 148, 149, 151, 154; **TG6:** 22, 24, 25, 28, 31, 33, 34, 37, 40, 46, 49, 58, 64, 66, 70, 76, 78, 79, 82, 94, 97, 100, 106, 116, 117, 118, 120, 121, 130, 132, 136, 142, 145, 148, 150, 154, 155 ; **TG7:** 21, 22, 24, 27, 28, 30, 34, 36, 40, 42, 46, 47, 49, 58, 61, 64, 67, 70, 71, 75, 76, 79, 82, 94, 96, 97, 100, 101, 106, 107, 109, 112, 113, 118, 129, 130, 132, 138, 148, 149, 150, 151, 155; **TG8:** 21, 22, 23, 24, 25, 29, 30, 31, 34, 35, 36, 40, 41, 41, 42, 43, 46, 47, 60, 61, 64, 66, 67, 70, 72, 73, 78, 79, 82, 94, 96, 97, 101, 102, 106, 108, 109, 112, 114, 118, 130, 131, 133, 136, 139, 142, 143, 145, 148, 149, 150, 151, 154, 155; **TG9:** 22, 24, 25, 28, 31, 34, 40, 46, 48, 49, 57, 58, 59, 60, 61, 70, 76, 82, 94, 96, 100, 106, 112, 118, 119, 130, 136, 138, 142, 148, 154; **Resources:** Interactive Software; Alphabet Letter Cards; Alphabet Wall Cards; *Books* "A to Z P's and Q's," "Going Down Frog Street A to Z"

<p>III.C.2. Child recognizes at least 20 letter sounds.</p>	<p>TG2: 45, 148; TG3: 67, 76, 132, 133, 150, 151; TG4: 22, 24, 28, 34, 40, 46, 57, 58, 64, 70, 71, 76, 77, 78, 82, 84, 93, 94, 100, 101, 106, 107, 112, 118, 129, 130, 136, 142, 154; TG5: 21, 84; TG6: 22, 28, 29, 33, 34, 35, 47, 60, 78, 150, 155; TG8: 22, 28, 29, 34, 35, 36, 40, 41, 42, 46, 47, 60, 143; TG9: 31, 60; Resource: Interactive Software</p>
<p>III.C.3. Child produces the correct sounds for at least 20 letters.</p>	<p>TG4: 94, 100, 148; TG5: 21; TG6: 23, 150; TG8: 22, 34, 35, 36, 40, 41, 42, 46, 47, 64, 66, 70, 76, 82, 94, 102, 106, 112, 118, 136, 142, 148, 154 ; TG9: 22, 28, 31, 34, 40, 46; Resources: Alphabet Letter Cards; <i>Book</i> "A to Z P's and Q's," "Going Down Frog Street A to Z"</p>
<p>D. Comprehension of Text Read-Aloud Skills</p> <p>Frequent book reading relates strongly to school readiness: children who are read to on a regular basis have a higher likelihood of acquiring age-appropriate language skills. Exposure to many kinds of books, both fiction and information books, helps prekindergarten children become familiar with the language of books and story forms. Children develop concepts of story structures, character actions, and knowledge about informational text structure which influences how they understand, interpret, and link what they already know to new information. As children become readers, this understanding of how stories work facilitates their reading comprehension which is the end goal of reading. Reading books in English with ELL children will increase their knowledge of English language and vocabulary. In classrooms with children who are learning English, it is also critical that children read literature in their home language, whenever possible. Concepts of story structure, character actions, and informational text can be learned through both home language text as well as English texts.</p>	
<p>III.D.1. Child retells or re-enacts a story after it is read aloud.</p>	<p>TG1: 49, 59, 65, 71, 73, 75, 77, 83, 107, 111, 113, 115, 137, 139, 150, 151; TG2: 33, 39, 43, 79, 95, 101, 107, 121, 138, 139, 151, 157; TG3: 26, 27, 29, 31, 73, 111, 121, 137, 139, 145, 146, 157, 159; TG4: 25, 26, 31, 49, 66, 67, 85, 113, 133, 139, 145, 149, 151, 155, 157; TG5: 29, 31, 48, 49, 50, 55, 59, 60, 61, 65, 73, 78, 79, 83, 84, 85, 101, 102, 104, 109, 111, 113, 115, 121, 141, 144, 145, 151, 152; TG6: 30, 43, 59, 67, 73, 131, 143, 155, 157; TG7: 24, 25, 29, 31, 77, 113, 119, 121, 135, 145, 151, 157; TG8: 23, 25, 31, 47, 49, 65, 67, 71, 77, 101, 103, 115, 143, 145, 151 ; TG9: 25, 31, 67, 79, 80, 131, 150, 155, 157; Resources: Big and Small Books; Story Folders</p>
<p>III.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and</p>	<p>TG1: 23, 29, 35, 42, 43, 47, 59, 71, 77, 95, 101, 108, 113, 114, 119, 120, 131, 137, 143; TG2: 29, 47, 59, 71, 77, 95, 111, 131, 132, 133, 143, 147, 159; TG3: 30, 31, 35, 36, 37, 43, 59, 66, 67, 71, 75, 77, 79, 83, 101, 107, 113, 138, 147, 151; TG4: 23, 27, 35, 47, 50, 66, 67, 79, 99, 111, 121, 131,</p>

contrasting.	133, 139, 155, 157; TG5: 23, 29, 35, 47, 59, 61, 62, 65, 71, 72, 77, 78, 79, 83, 87, 95, 99, 101, 108, 113, 114, 119, 131, 135, 137, 141, 144, 149, 152, 153; TG6: 23, 43, 59, 65, 66, 71, 73, 77, 79, 83, 95, 96, 101, 107, 111, 113, 119, 131, 132, 138, 143, 151; TG7: 35, 47, 71, 73, 77, 83, 101, 107, 113, 114, 119, 131, 137, 138, 155; TG8: 23, 29, 35, 37, 41, 47, 65, 71, 77, 83, 84, 107, 108, 113, 114, 120, 132, 137, 139, 143, 149, 155; TG9: 23, 30, 41, 43, 47, 72, 73, 101, 113, 137
III.D.3. Child asks and responds to questions relevant to the text read aloud.	TG1: 23, 29, 35, 41, 43, 47, 59, 65, 71, 75, 77, 79, 95, 101, 107, 113, 115, 131, 137, 139, 143, 149, 150, 155, 157; TG2: 23, 27, 29, 31, 33, 35, 41, 59, 61, 65, 67, 71, 83, 95, 99, 101, 107, 109, 113, 115, 119, 121, 143, 155, 157; TG3: 23, 35, 41, 43, 47, 59, 65, 67, 71, 73, 75, 77, 79, 83, 87, 95, 101, 107, 113, 119, 131, 137, 138, 140, 141, 143, 144, 145, 149, 155; TG4: 23, 25, 29, 30, 35, 36, 37, 41, 43, 47, 49, 50, 59, 65, 66, 67, 79, 83, 99, 101, 111, 119, 121, 131, 133, 139, 143, 144, 149, 155, 157; TG5: 23, 29, 31, 41, 47, 48, 49, 59, 60, 61, 65, 71, 73, 75, 77, 79, 83, 85, 95, 97, 101, 107, 108, 109, 113, 115, 119, 120, 131, 133, 137, 138, 140, 143, 149, 150, 151, 152, 155, 156, 157, 158; TG6: 23, 29, 41, 43, 47, 65, 66, 71, 73, 77, 79, 95, 107, 108, 119, 131, 133, 137, 138, 149, 151, 157; TG7: 29, 31, 35, 41, 43, 47, 59, 65, 67, 83, 84, 95, 107, 109, 113, 119, 131, 132, 133, 137, 138, 143, 144, 145, 149, 155; TG8: 23, 29, 35, 38, 41, 43, 49, 59, 65, 71, 77, 83, 85, 101, 107, 113, 119, 137, 141, 143, 149, 155, 157; TG9: 23, 25, 29, 35, 36, 37, 41, 45, 47, 59, 65, 71, 77, 81, 83, 87, 95, 101, 107, 119, 131, 137, 143, 144, 155; Resources: Big and Small Books; Story Folders
III.D.4. Child will predict what might happen next in a text based on the cover, title, or illustrations.	TG1: 16, 17, 20, 23, 26, 27, 29, 35, 41, 42, 43, 45, 47, 49, 52, 53, 59, 65, 71, 73, 75, 77, 83, 85, 86, 87, 88, 89, 93, 94, 95, 96, 99, 101, 102, 107, 108, 111, 113, 114, 115, 118, 119, 120, 124, 125, 131, 136, 137, 139, 142, 143, 145, 149, 153, 154, 155, 156, 157 TG2: 16, 17, 20, 22, 23, 24, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 37, 39, 40, 41, 43, 45, 46, 47, 48, 51, 52, 53, 55, 56, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 81, 82, 83, 87, 88, 89, 93, 94, 99, 100, 101, 105, 106, 107, 109, 111, 112, 113, 115, 117, 119, 120, 121, 122, 123, 124, 125, 130, 131, 135, 136, 137, 138, 141, 142, 143, 147, 148, 149, 151, 153, 154, 155, 157, 159 TG3: 17, 22, 23, 26, 28, 30, 31, 34, 35, 36, 37, 38, 40, 41, 43, 45, 46, 48, 52, 53, 57, 58, 59, 62, 64, 65, 66, 67, 68, 69, 70, 71, 73, 74, 75, 76, 77, 78, 79, 80, 82, 83, 84, 86, 87, 88, 89, 94, 95, 96, 98, 99, 100, 101, 102, 104, 106, 107, 108, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 130, 131, 132, 133, 135, 136, 137, 138, 139, 141, 142, 143, 144, 145, 146, 147, 148,

	<p>149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159</p> <p>TG4: 16, 17, 22, 23, 24, 25, 26, 27, 28, 30, 32, 34, 35, 36, 37, 38, 40, 41, 43, 44, 45, 46, 49, 50, 52, 53, 58, 59, 60, 62, 65, 66, 67, 68, 69, 70, 71, 74, 75, 76, 77, 79, 83, 88, 89, 92, 94, 95, 99, 100, 101, 106, 107, 111, 112, 113, 118, 119, 120, 121, 124, 125, 129, 130, 131, 133, 136, 137, 139, 142, 143, 144, 145, 148, 149, 150, 151, 154, 156, 157, 159</p> <p>TG5: 16, 17, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159</p> <p>TG6: 21, 22, 23, 28, 29, 32, 34, 35, 37, 40, 41, 43, 44, 45, 46, 47, 51, 57, 58, 59, 62, 63, 64, 65, 67, 70, 71, 72, 73, 76, 77, 79, 80, 82, 83, 84, 86, 87, 93, 94, 95, 96, 97, 98, 100, 101, 102, 104, 106, 107, 111, 112, 113, 114, 115, 116, 118, 119, 128, 130, 132, 133, 134, 135, 136, 137, 138, 140, 142, 143, 144, 148, 149, 151, 154, 155, 157, 158, 159</p> <p>TG7: 22, 23, 24, 25, 26, 28, 29, 31, 32, 34, 39, 40, 41, 42, 43, 44, 46, 47, 48, 57, 58, 59, 62, 64, 65, 66, 67, 69, 70, 71, 72, 73, 74, 76, 77, 79, 82, 94, 95, 99, 100, 101, 104, 106, 107, 109, 112, 114, 118, 119, 121, 122, 130, 131, 133, 135, 136, 142, 143, 145, 148, 149, 150, 151, 152, 154, 155, 157</p> <p>TG8: 22, 23, 25, 26, 27, 28, 29, 34, 35, 37, 38, 40, 41, 42, 43, 46, 47, 49, 57, 58, 64, 65, 68, 70, 71, 73, 76, 77, 80, 81, 82, 83, 84, 93, 94, 95, 97, 100, 101, 102, 103, 104, 105, 106, 108, 112, 113, 114, 118, 119, 120, 130, 131, 132, 134, 136, 138, 139, 142, 145, 148, 149, 151, 154, 155, 157, 158</p> <p>TG9: 22, 25, 26, 28, 29, 30, 31, 33, 34, 35, 36, 37, 40, 41, 43, 45, 46, 47, 48, 49, 51, 58, 59, 60, 64, 65, 66, 70, 73, 74, 76, 77, 80, 82, 83, 93, 94, 95, 98, 99, 100, 102, 103, 104, 105, 106, 107, 112, 113, 118, 119, 121, 130, 131, 136, 137, 139, 142, 143, 144, 145, 146, 148, 149, 154, 155, 158</p> <p>Adaptations For Young Learners: 10, 14, 18, 22, 28, 32, 34, 36, 40, 42, 46, 50, 54, 58, 64, 68, 72, 76, 82, 86, 90, 91, 94, 100, 104, 108, 112, 118, 122, 126, 130, 136, 140, 144, 148, 154, 158, 162, 166</p> <p>Welcome Guide: 6, 10, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 24, 25, 26, 29, 31, 35, 37, 38, 52, 57, 58, 67, 70, 73, 74</p> <p>Resources: Big and Small Books; Story Folders</p>
E. Print Concepts	
III.E.1. Child can distinguish between	TG1: 21, 35, 41, 51, 65, 71, 93, 95, 99, 119, 151, 153

<p>elements of print including letters, words, and pictures.</p>	<p>TG2: 31, 56, 57, 67, 72, 82 TG3: 57, 156 TG4: 72, 95, 103, 119, 120, 121, 129, 159 TG5: 41, 57, 59, 71, 78, 93, 96, 108, 121, 132, 137, 155, 156 TG6: 21, 23, 25, 29, 35, 47, 72, 77, 83, 93, 113, 114, 115, 117, 120, 129, 155, 156, 157, 159 TG7: 23, 57, 72, 121 TG8: 35, 37, 61, 73, 93, 97, 103, 115, 121, 145, 147, 151, 155, 157 TG9: 25, 48, 49, 57, 71, 73, 93, 129, 149 Adaptations For Young Learners: 10, 14, 22, 36, 42, 46, 58, 64, 76, 82, 86, 90, 94, 100, 108, 112, 122, 126, 130, 144, 148, 154, 158, 166 Welcome Guide: 11, 12, 13, 22, 24, 25, 33, 34, 35, 37, 39, 52, 53, 54, 55, 60, 62, 66, 67, 68, 69, 70 Resources: Alphabet Wall Cards; Alphabet Letter Cards; Vocabulary Cards; Photo Activity Cards; Big and Small Books</p>
<p>III.E.2. Child demonstrates understanding of print directionality including left to right and top to bottom.</p>	<p>TG1: 29, 35, 41, 43, 59, 64, 77, 82, 83, 94, 95, 100, 101, 106, 107, 112, 118, 130, 131, 136, 142, 143, 148, 149, 153, 154, 155, 156 TG2: 22, 28, 34, 35, 39, 40, 41, 45, 46, 58, 59, 64, 65, 70, 76, 82, 83, 94, 95, 100, 101, 106, 107, 113, 118, 119, 120, 130, 131, 136, 137, 142, 143, 148, 153, 154, 155 TG3: 22, 23, 28, 34, 40, 41, 46, 47, 48, 58, 64, 65, 70, 76, 77, 82, 94, 95, 96, 100, 106, 107, 112, 113, 118, 119, 130, 142, 148, 149, 153, 154, 155, 156 TG4: 22, 23, 28, 29, 30, 35, 38, 40, 41, 46, 47, 58, 64, 67, 70, 76, 82, 94, 100, 101, 112, 118, 130, 136, 137, 142, 148, 154, 155 TG5: 22, 28, 29, 34, 35, 40, 41, 46, 58, 64, 70, 71, 76, 77, 78, 82, 94, 95, 96, 100, 101, 106, 108, 112, 113, 118, 130, 131, 136, 142, 148, 154 TG6: 22, 23, 28, 34, 35, 40, 46, 47, 58, 64, 70, 76, 77, 82, 83, 94, 95, 100, 106, 112, 115, 118, 119, 130, 131, 136, 137, 141, 142, 143, 154, 155, 159 TG7: 22, 23, 28, 34, 36, 40, 41, 46, 49, 58, 64, 70, 71, 72, 76, 82, 94, 100, 106, 112, 118, 130, 131, 136, 137, 142, 148, 154 TG8: 23, 25, 29, 35, 40, 41, 47, 58, 61, 65, 71, 73, 95, 97, 107, 119, 131, 135, 137, 141, 149, 155 TG9: 23, 29, 35, 39, 41, 48, 70, 83, 103, 137, 138, 144, 149, 155 Adaptations For Young Learners: 10, 14, 22, 36, 46, 58, 64, 76, 86, 90, 94, 100, 108, 112, 122, 126, 130, 144, 148, 154, 158, 166 Resources: Story Folders; Big and Small Books; Rebus Posters</p>

<p>III.E.3. Child can Identify some conventional features of print that communicate meaning including end punctuation and case.</p>	<p>TG1: 31, 35, 43, 45, 49, 97, 109, 117, 119, 123, 138, 139, 145, 147, 150, 151, 156 TG2: 21, 25, 30, 31, 37, 49, 56, 61, 67, 73, 79, 83, 85, 93, 97, 103, 109, 139, 145, 151, 157 TG3: 25, 42, 43, 49, 59, 61, 67, 73, 75, 79, 85, 93, 96, 97, 133, 139, 156, 157 TG4: 25, 31, 34, 49, 57, 61, 70, 73, 79, 85, 97, 103, 109, 115, 153, 159 TG5: 21, 31, 43, 49, 79, 85, 95, 101, 109, 115, 131, 132, 134, 135, 139, 144, 151, 156, 157 TG6: 31, 35, 37, 61, 67, 79, 92, 107, 109, 112, 113, 114, 115, 119, 120, 121, 128, 129, 132, 139, 145, 155, 156, 157 TG7: 25, 30, 31, 37, 45, 51, 57, 67, 73, 85, 95, 97, 103, 115, 121, 129, 131, 133, 145, 151 TG8: 21, 22, 24, 25, 28, 30, 31, 34, 36, 37, 40, 42, 43, 46, 48, 57, 60, 61, 64, 66, 67, 70, 73, 76, 78, 85, 93, 94, 97, 99, 100, 103, 106, 109, 112, 115, 118, 120, 121, 130, 133, 135, 136, 142, 145, 147, 148, 151, 154, 157 TG9: 25, 28, 29, 30, 34, 37, 39, 40, 46, 49, 57, 61, 64, 67, 70, 71, 73, 76, 77, 79, 82, 85, 94, 100, 103, 106, 109, 111, 112, 115, 117, 118, 123, 129, 130, 135, 136, 141, 142, 147, 148, 153, 154, 155, 159 Welcome Guide: 24, 25, 26, 28, 39, 52, 60, 62, 66, 67, 68, 69, 70; Resources: Big and Small Books</p>
<p>Prekindergarten Guidelines: IV. Emergent Literacy-Writing Domain</p>	
<p>A. Motivation to Write Skills As children watch adults write for many purposes, they develop the understanding that print conveys meaning. Initially, children engage in drawing as a way to communicate. This is the earliest stage of writing. Young children sketch lines and scribble “notes” in an attempt to imitate adults’ writing behaviors and begin to make connections between print and spoken words. With this understanding of the function and meaning of print comes the motivation to use print in the same manner. All efforts to convey meaning in the form of scribbles, letter-like forms, or strings of letters should be celebrated. Children also engage in using print to convey their meanings in different situations and for different purposes. As children interact with each other in play, they make lists, take orders, label and leave notes to convey what has occurred during their play. Children may also begin to write personal stories and/or write based on "mentor" texts.</p>	
<p>IV.A.1. Child intentionally uses marks to record language and verbally shares the meaning behind the marks.</p>	<p>TG1: 49, 85, 115, 117, 139, 143, 145, 151; TG2: 25, 31, 37, 43, 79, 81, 85, 103, 145; TG3: 25, 73, 85, 93; TG4: 61; TG5: 67, 69, 133, 134, 135, 139; TG6: 97, 115, 139; TG7: 31, 37, 51, 73, 85, 97, 103; TG8: 57, 103, 109, 115, 121, 145, 151, 157; TG9: 25, 49, 61, 73, 79, 103, 109, 115, 131, 145, 147</p>

<p>IV.A.2. Child independently writes to communicate their ideas for a variety of purposes such as telling personal stories, writing notes and letters, making signs and/or making lists.</p>	<p>TG1: 115, 133, 139, 145, 151; TG2: 25, 31, 37, 43, 57, 67, 81, 83, 85, 93, 97, 103, 139, 145; TG3: 43, 59, 61, 73, 85, 97, 105, 121, 139, 145; TG4: 25, 57, 61, 67, 73, 79; TG5: 31, 43, 49, 75, 79, 85, 109, 134, 135, 139, 151; TG6: 37, 45, 57, 61, 97, 121, 139, 141, 156; TG7: 31, 49, 103, 115, 151; TG8: 37, 43, 57, 85, 97, 103, 109, 115, 121, 133, 139, 145, 147, 151, 157; TG9: 25, 33, 61, 73, 79, 85, 115, 145; Resource: Interactive Software</p>
<p>B. Writing as a Process As young children understand that marks convey meaning (what they think, they can say; and what they say, they can write), it is important to model that writing is not simply about a product. Writing is a thought process that moves from thinking of an idea to a well-developed idea or piece of writing, in which the young author is proud to share. Interacting with children to compose a piece of writing over a series of days using modeled, shared and/or interactive writing exposes children to this process of prewriting/brainstorming, writing/drafting, revising (what the writing sounds like), editing (what the writing looks like), and publishing/sharing in a way that Prekindergarten children understand. Children’s ability to engage in each of the stages of the writing process develops over time. During these sessions, the teacher negotiates the language and the process with the children and does most or all of the recording/writing depending on the length of the piece. Taking a piece of writing from the thought stage to the sharing stage also motivates children to write more and helps them see and understand the power of using print to convey meaning.</p>	
<p>IV.B.1. Discusses and contributes ideas for drafts composed in whole/small group writing activities.</p>	<p>TG1: 50, 51, 97, 123, 159; TG2: 25, 43, 49, 67, 97, 108, 115, 121, 139, 145; TG3: 45, 73, 97, 105, 118, 121, 139, 145 ; TG4: 73; TG5: 37, 43, 49, 85, 109, 133, 151; TG6: 61, 97, 115, 121, 144, 145, 152, 153, 157; TG7: 31, 75, 79, 97, 103, 151; TG8: 22, 25, 31, 34, 37, 40, 43, 46, 58, 61, 64, 67, 70, 73, 82, 85, 94, 97, 100, 106, 109, 112, 118, 121, 130, 133, 136, 139, 142, 145, 148, 154, 157; TG9: 22, 28, 31, 34, 40, 43, 46, 49, 58, 61, 64, 65, 70, 76, 79, 82, 85, 94, 100, 106, 112, 116, 117, 118, 119, 130, 136, 142, 148, 154</p>
<p>IV.B.2. Interacts and provides suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts.</p>	<p>TG1: 23, 26, 29, 33, 44, 50, 58, 59, 60, 65, 66, 73, 78, 79, 95, 96, 101, 107, 108, 110, 114, 131, 136, 137, 139, 149, 157 TG2: 17, 22, 23, 24, 29, 30, 31, 35, 37, 39, 40, 41, 42, 45, 46, 47, 61, 65, 67, 77, 79, 83, 84, 95, 100, 106, 107, 109, 113, 114, 119, 137, 138, 142, 154, 155 TG3: 23, 31, 34, 36, 39, 43, 47, 66, 67, 70, 71, 76, 77, 79, 83, 107, 113, 114, 115, 118, 131, 141, 143, 144, 151 TG4: 25, 35, 37, 41, 43, 58, 65, 69, 72, 77, 79, 111, 117, 120, 133, 157</p>

	<p>TG5: 23, 29, 33, 41, 42, 63, 66, 71, 73, 75, 77, 95, 97, 105, 109, 113, 114, 115, 119, 131, 133, 143, 150, 155</p> <p>TG6: 23, 25, 26, 35, 36, 37, 40, 41, 44, 59, 60, 65, 66, 73, 79, 84, 95, 96, 97, 101, 102, 107, 119, 120, 133, 137, 143, 149, 150, 151, 155</p> <p>TG7: 25, 29, 35, 41, 43, 47, 48, 51, 60, 62, 63, 65, 67, 69, 72, 73, 75, 77, 78, 79, 95, 102, 107, 109, 113, 131</p> <p>TG8: 35, 36, 42, 43, 45, 47, 48, 51, 61, 65, 71, 72, 77, 84, 85, 87, 95, 97, 101, 112, 113, 119, 131, 139, 144, 155, 157</p> <p>TG9: 24, 25, 27, 29, 35, 40, 42, 47, 48, 58, 59, 65, 71, 73, 83, 95, 96, 99, 101, 103, 107, 112, 113, 119, 142, 151</p> <p>Adaptations For Young Learners: 17, 18, 28, 32, 35, 40, 50, 54, 68, 72, 82, 90, 100, 104, 118, 120, 136, 140, 162</p>
<p>IV.B.3. Shares and celebrates class-made writing products.</p>	<p>TG1: 21, 23, 25, 26, 29, 31, 32, 33, 38, 39, 41, 43, 44, 45, 50, 51, 58, 59, 63, 65, 68, 69, 71, 75, 79, 82, 92, 93, 96, 97, 98, 99, 103, 107, 108, 109, 110, 111, 114, 115, 116, 117, 119, 120, 121, 122, 123, 128, 133, 134, 135, 137, 140, 141, 145, 147, 154, 155, 156, 157, 159</p> <p>TG2: 23, 24, 25, 35, 39, 41, 42, 45, 47, 59, 60, 61, 63, 65, 66, 71, 77, 81, 85, 98, 99, 102, 104, 107, 108, 109, 111, 113, 114, 117, 119, 120, 121, 131, 134, 138, 140, 142, 143, 145, 146, 147, 152, 155, 158, 159</p> <p>TG3: 26, 30, 33, 35, 36, 37, 41, 47, 49, 58, 59, 60, 61, 66, 69, 72, 74, 75, 76, 77, 78, 81, 83, 84, 86, 87, 96, 102, 107, 111, 113, 114, 117, 119, 120, 140, 141, 143, 144, 146, 147, 148, 153</p> <p>TG4: 20, 26, 27, 33, 35, 41, 44, 45, 47, 58, 59, 60, 61, 63, 69, 72, 73, 74, 75, 77, 80, 82, 97, 99, 103, 104, 109, 114, 115, 131, 132, 137, 142, 147, 153, 155</p> <p>TG5: 23, 24, 29, 33, 35, 37, 41, 42, 47, 59, 63, 65, 67, 68, 71, 72, 74, 75, 77, 78, 83, 85, 87, 95, 97, 98, 99, 101, 105, 108, 113, 115, 122, 133, 141, 143, 144, 149, 153, 155, 156, 157, 159</p> <p>TG6: 20, 23, 26, 27, 33, 35, 36, 37, 39, 41, 46, 49, 50, 57, 59, 60, 61, 63, 64, 65, 66, 67, 69, 71, 77, 83, 87, 95, 96, 98, 99, 101, 102, 103, 104, 105, 107, 108, 109, 110, 111, 113, 114, 117, 119, 120, 121, 122, 131, 132, 137, 138, 139, 142, 143, 145, 147, 149, 150, 155, 159</p> <p>TG7: 20, 21, 25, 29, 34, 35, 36, 39, 41, 47, 48, 57, 60, 63, 65, 66, 67, 69, 71, 77, 78, 79, 83, 85, 95, 96, 97, 101, 106, 107, 108, 113, 114, 119, 120, 121, 131, 132, 135, 136, 140, 151, 155</p> <p>TG8: 21, 23, 25, 29, 31, 33, 35, 36, 39, 40, 41, 45, 47, 48, 51, 61, 65, 71, 72, 77, 83, 84, 95, 101, 107, 108, 109, 112, 113, 114, 119, 120, 121, 131, 132, 135, 137, 143, 144, 147, 149, 155, 156,</p>

	<p>157, 159</p> <p>TG9: 23, 24, 26, 27, 30, 35, 40, 41, 42, 43, 48, 50, 58, 59, 61, 63, 66, 67, 71, 72, 73, 74, 77, 79, 83, 95, 96, 99, 102, 103, 105, 107, 109, 111, 115, 121, 128, 133, 137, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 151, 154</p> <p>Adaptations For Young Learners: 12, 16, 17, 20, 21, 25, 34, 38, 39, 43, 50, 58, 64, 90, 100, 140, 141, 157, 160</p> <p>Welcome Guide: 25, 26, 27, 28</p>
<p>C. Conventions in Writing</p> <p>Just as children learn to talk by talking, children learn concepts about print through interacting with print. To children, it may appear that writing is simply talk that has been written down. However, there are rules that apply to writing that do not apply to speaking. These specific rules that govern how to record thoughts in writing must be learned so children can become more proficient at conveying their thoughts and actions.</p>	
<p>IV.C.1. Child writes own name (first name or frequent nickname) using the letters in proper sequence.</p>	<p>TG1: 159; TG2: 49, 97, 115, 121, 145; TG3: 21, 31, 67, 97; TG4: 117; TG5: 81, 135; TG6: 37, 117, 157; TG7: 30, 31, 37, 51, 80; TG8: 31; TG9: 25, 31, 37, 43; Adaptations for Young Learners: 72;</p> <p>Resource: Interactive Software</p>
<p>IV.C.2. Child moves from scribbles (Stage 1) to some letter-sound correspondence using beginning and ending sounds (Stage 11) when writing.</p>	<p>TG1: 31, 32, 35, 40, 42, 43, 58, 61, 64, 82, 94, 98, 100, 106, 109, 112, 115, 117, 118, 119, 120, 123, 130, 136, 137, 142, 143, 145, 147, 148, 150, 151, 153, 154, 155, 156 ; TG2: 22, 23, 24, 25, 28, 29, 30, 33, 34, 35, 36, 40, 42, 43, 44, 46, 59, 60, 65, 67, 71, 72, 79, 83, 84, 85, 93, 96, 100, 102, 107, 109, 112, 114, 119, 130, 142, 154, 156, 157; TG3: 24, 29, 30, 35, 36, 41, 42, 43, 49, 75, 86, 96, 100, 114, 123, 138, 143, 152, 156, 157; TG4: 49, 58, 69, 70, 73, 81, 95, 94, 97, 100, 103, 109, 142, 148, 153, 154, 159 ; TG5: 29, 30, 31, 38, 46, 58, 59, 64, 67, 70, 82, 94, 100, 101, 106, 115, 116, 118, 130, 131, 132, 134, 135, 136, 142, 144, 146, 148, 152, 153, 154, 156, 157; TG6: 22, 23, 28, 34, 35, 40, 45, 46, 57, 67, 74, 98, 112, 113, 114, 115, 119, 120, 121, 132, 133, 139, 145, 155, 156, 157; TG7: 24, 25, 36, 37, 50, 77, 78, 97, 109, 121, 129, 130, 132, 145, 148, 154, 155 ; TG8: 24, 25, 26, 29, 30, 33, 35, 36, 41, 42, 48, 57, 60, 66, 72, 78, 84, 93, 99, 103, 109, 113, 115, 120, 135 ; TG9: 23, 29, 30, 39, 42, 48, 57, 58, 60, 64, 66, 67, 76, 77, 94, 98, 100, 102, 103, 106, 109, 112, 118, 123, 130, 131, 136, 137, 142, 148, 154, 155</p>

<p>IV.C.3. Child uses appropriate directionality when writing (top to bottom; left to right).</p>	<p>TG3: 96, 97, 102, 132, 136, 137, 142, 144, 150 TG4: 21, 22, 24, 28, 34, 36, 40, 42, 46, 57, 58, 64, 70, 71, 72, 76, 78, 82, 84, 94, 100, 101, 106, 107, 112, 118, 129, 130, 142, 148 TG5: 21, 22, 24 TG6: 22, 23, 28, 29, 33, 46, 47, 60, 78, 150 TG7: 48 TG8: 22, 28, 29, 34, 36, 41, 42, 46, 58, 60, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 135, 136, 142, 148, 154 TG9: 22, 28, 31, 34, 40, 46, 60 Adaptations For Young Learners: 46, 64, 82 Welcome Guide: 11, 13, 22, 25, 33, 37, 52, 53, 54, 55, 61, 62, 68, 69 Resource: Rebus Poster</p>
<p>IV.C.4. Child begins to experiment with punctuation when writing.</p>	<p>TG1: 48,71, 119, 120, 156; TG2: 25, 30, 66, 94, 100, 106, 112, 136, 148; TG3: 42, 48, 130; TG4: 23, 29, 66, 131, 137, 143, 155; TG5: 59, 83, 113, 137, 138; TG6: 30, 112; TG7: 60, 95, 108; TG9: 153, 155</p>
<p>Prekindergarten Guidelines: V. Mathematics Domain</p>	
<p>A. Counting Skills Prekindergarten-aged children show basic counting readiness and counting by using nonverbal and verbal means.</p>	
<p>V.A.1. Child knows that objects, or parts of an object, can be counted.</p>	<p>TG1: 30, 36, 67, 98; TG2: 26, 27, 33, 34, 64, 99; TG3: 110, 111, 159; TG4: 81; TG5: 26, 27, 32, 33, 39, 44, 45, 50, 51; TG6: 62, 68, 69, 80, 81, 135; TG7: 23, 44 ; TG8: 26, 27, 50, 134, 135, 146, 147, 152, 153; Adaptations for Young Learners: 128, 129, 132, 133, 156, 157; Resources: Math Manipulatives; <i>Books</i> "Five Huge Dinosaurs," "Five Silly Monkeys," "The Numeral Dance," "Three Bears' Rap"</p>
<p>V.A.2. Child uses words to rote count from 1 to 30.</p>	<p>TG1: 104, 105; TG2: 38, 39, 50, 51; TG3: 116, 117; TG4: 32, 81, 122, 123, 152; TG5: 116, 17; TG6: 135; TG7: 38, 39; TG8: 50, 51; TG9: 152, 158</p>
<p>V.A.3. Child counts 1-10 items, with one count per item.</p>	<p>TG1: 31, 34, 35, 61, 62, 63, 87, 153; TG2: 22, 24, 26, 27, 28, 29, 34, 38, 39, 40, 44, 45, 46, 60, 70, 81, 85, 99, 105, 109, 109, 112, 118, 135; TG3: 37, 42, 116, 117; TG4: 81, 97, 104, 123, 134, 140,</p>

	141, 146, 147, 158, 159; TG5: 38, 39, 61, 116, 117, 133; TG6: 30, 37, 42, 74, 102, 104, 105, 116, 117, 123, 134, 135, 140, 141, 153, ; TG7: 32, 44, 45, 50, 51, 110, 116, 122, 123, 153; TG8: 109, 111, 134, 140, ; TG9: 38, 39, 105, 117, 132, 141, 147; Adaptations for Young Learners: 128,129,132,133, 138, 146,147,150, 151; Resources: Math Manipulatives
V.A.4. Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted.	TG1: 63, 104, 105; TG2: 26, 50, 51 ; TG3: 104, 105, 122, 123; TG5: 38, 39, 86; TG6: 135, 152; TG7: 38, 51; TG9: 38, 152, 153, 158; Adaptations for Young Learners: 128, 129, 132, 133, 138, 146, 147, 150, 151; Resources: Math Manipulatives
V.A.5. Child counts up to 10 items, and demonstrates that the last count indicates how many items were counted.	TG1: 63, 153; TG2: 26, 27, 38, 39, 68, 104, 105, 108, 13, 135; TG3: 32, 44, 98, 99, 104, 105, 110, 111, 122, 123; TG4: 98, 116, 117, 134, 135, 140, 141, 146, 147, 152, 153, 158, 159; TG5: 44, 81, 87, 97, 110, 111; TG6: 62, 68, 69, 80, 81, 86, 134, 135, 141, 146, 147, 152, 153, 158, 159; TG7: 32, 32, 38, 44, 45, 51, 116, 153; TG8: 26, 27, 32, 33, 38, 39, 44, 45, 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 98, 99, 104, 105, 111, 116, 117, 119, 122, 123, 133, 140, 141, 147, 159; TG9: 27, 98, 99, 104, 105, 110, 111, 117, 135, 140, 141, 146, 147, 153; Resources: Math Manipulatives
V.A.6. Child demonstrates understanding that when counting, the items can be chosen in any order.	TG2: 44, 152, 153; TG3: 98; TG5: 50, 104, 105; TG6: 44, 45; TG7: 109; TG9: 110, 111, 122, 123; Resources: Math Manipulatives
V.A.7. Child uses the verbal ordinal terms.	TG1: 26, 86; TG3: 98, 99, 104, 134, 135, 140, 145, 146, 152, 153, 158; TG4: 26, 38, 39; TG5: 68, 80, 86, 87, 134, 135, 140, 141, 146, 147, 152, 153, 158, 159; TG7: 74; TG8: 104, 105, 110; TG9: 110
V.A.8. Child verbally identifies, without counting, the number of objects from 1 to 5.	TG1: 98; TG2: 32, 33, 140, 141 ; TG3: 122, 123, 140; TG5: 44, 50, 98, 99, 104, 105, 110, 111, 122; TG6: 110, 134, 135, 140; TG7: 80, 81, 98; TG8: 29, 32, 33, 38, 39, 44, 45, 62, 63, 68, 69, 74, 75, 80, 81, 14; TG9: 124, 138; Adaptations for Young Learners: 124; Resources: Math Manipulatives
V.A.9. Child recognizes one-digit numerals, 0-9.	TG1: 116, 117; TG2: 46, 47, 50, 51; TG3: 116, 129, 158, 159; TG4: 32, 110, 111, 116, 117, 122, 152, 153; TG5: 68, 134, 135, 140, 141, 146, 152, 158, 159; TG6: 132, 134, 135, 140, 141, 146, 147, 152, 153, 158, 159; TG7: 32, 38, 39, 41, 44, 50, 62, 68, 69, 74, 80, 81; TG8: 32, 104, 117, 134, 135,

	141; TG9: 98, 99, 104, 109, 116, 153; Adaptations for Young Learners: 128, 129, 132, 133, 138, 142, 146, 147, 150, 151; Resources: Interactive Software; <i>Book</i> "The Numeral Dance"
B. Adding To/Taking Away Skills Prekindergarten children use informal and formal strategies to make a collection larger or smaller. This includes teacher showing (modeling) children a mathematical behavior and asking the children to do the same.	
V.B.1. Child uses concrete models, creates pictorial model, and shares a verbal word problem for adding up to 5 objects.	TG4: 50, 51; TG5: 86, 87, 98, 99, 110, 111, 122, 123; TG6: 112; TG8: 26, 27, 33, 44, 45, 51, 62, 63, 69, 74, 75, 86, 87, 98, 104, 105, 110, 111, 116, 117, 122, 134, 135, 140, 141, 146, 152, 153, 158; TG9: 105, 111, 117, 129, 134; Adaptations for Young Learners: 124, 156, 157; Resources: Math Manipulatives
V.B.2. Child uses concrete models, creates pictorial models, and shares a verbal word problem for subtracting 1-5 objects from a set.	TG4: 51, 51; TG5: 98, 99; TG7: 153; TG8: 38, 39, 68, 69, 80, 81, 86, 87, 98, 110, 116, 117, 134, 135, 140, 141, 158; TG9: 104, 105, 129; Adaptations for Young Learners: 156, 157; Resources: Math Manipulatives; <i>Book</i> "Five Silly Monkeys"
V.B.3. Child uses informal strategies to separate up to 10 items equally.	TG4: 135, 135; TG8: 122, 123, 152, 153; TG9: 116; Resources: Math Manipulatives
C. Geometry and Spatial Sense Skills Prekindergarten children recognize, describe, and name attributes of shapes.	
V.C.1. Child names common shapes.	TG1: 38, 39, 50, 75, 80, 98, 116; TG2: 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 98, 104, 105, 116, 129, 137, 139; TG3: 99, 102; TG4: 62, 63, 68, 69, 74, 80, 81, 86, 99; TG5: 65, 69, 105; TG6: 23, 24, 25, 26, 27, 29, 30, 31, 32, 33, 34, 35, 38, 39, 40, 42, 43, 44, 45, 50, 98, 103, 104, 145, 152; TG7: 61, 62, 96, 99, 105, 147; TG8: 71, 105, 110, 153; TG9: 26, 27, 32, 33, 39, 44, 50, 51; Adaptations for Young Learners: 100, 101, 103, 113, 164, 165; Resources: Math Manipulatives, Shape Books
V.C.2. Child creates shapes.	TG1: 50, 51, 69, 80, 81; TG2: 63, 68, 69, 74, 75, 80, 81, 86, 87, 99, 104, 105, 116, 117, 122, 137, 139; TG3: 38, 39; TG4: 62, 63, 68, 69, 74, 75, 80; TG6: 26, 31, 32, 38, 39, 42, 44, 45, 50, 105, 146,

	147; TG7: 97, 99, 109; TG8: 105, 110; TG9: 26, 27, 32, 33, 38, 39, 44, 45, 50, 51 Resources: Math Manipulatives
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.).	TG1: 34, 45, 58, 62, 63, 67, 68, 69, 74, 75, 76, 77, 80, 81, 122, 134, 141, 146; TG2: 21, 63, 74, 86, 87, 110, 111, 116; TG3: 38, 39, 86, 99, 102, 104, 110, 111, 134, 146; TG4: 38, 39, 44, 62, 80, 104, 117; TG5: 62, 68, 74, 75, 80, 105, 116, 117, 134, 135, 140, 141, 146, 147, 152, 153; TG6: 26, 27, 39, 46, 47, 48, 49, 50, 51, 105, 154; TG7: 26, 32, 34, 35, 36, 58, 60, 61, 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 98, 105, 134, 135, 140, 141, 146, 147, 152, 158, 159; TG8: 105, 111, 117; TG9: 26, 39, 44, 50, 122, 123; Adaptations for Young Learners: 114, 115; Adaptations for Young Learners: 75, 164, 165; Resources: Math Manipulatives; Parachute
V.C.4. Child slides, flips, and turns shapes to demonstrate that the shapes remain the same.	TG1: 146; TG2: 32, 62, 74, 80, 116, 117, 122; TG3: 39; TG4: 62, 63; TG6: 98, 103, 105, 110, 111; TG7: 86, 87; TG9: 26, 27, 44, 51; Resources: Math Manipulatives
D. Measurement Skills Prekindergarten children verbally describe or demonstrate attributes of persons or objects, such as length, area, capacity, or weight.	
V.D.1. Child recognizes and compares heights or lengths of people or objects.	TG1: 39, 79, 116, 134, 135, 140, 141, 146, 147, 152, 153; TG2: 43, 63, 75, 111; TG3: 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 37, 38, 42, 43, 44, 45, 47, 48, 65, 69, 78, 79, 80, 81, 87, 99, 103, 110, 111, 112, 135, 144, 147; TG4: 33, 73, 104, 115, 144, 145; TG5: 26, 32, 33, 62, 63, 69, 74, 75, 78, 81, 122, 129, 145, 158, 159; TG6: 38, 68, 69, 80, 81, 86, 87, 110; TG7: 93, 153, 159; TG8: 39, 49, 57, 71, 74, 78, 79, 85, 105, 114, 134, 140, 141, 155, 158; TG9: 44, 49, 87, 98, 133, 134, 135, 140, 147; Resources: Math Manipulatives
V.D.2. Child recognizes how much can be placed within an object.	TG1: 141, 146, 147; TG2: 39; TG3: 27, 33, 38, 39, 44, 45, 80, 81, 116, 117; TG4: 86, 87, 138, 144, 145, 159; TG5: 32, 33, 81, 153; TG6: 62, 63; TG7: 157; TG8: 45, 71; TG9: 117, 140, 141; Adaptations for Young Learners: 169
V.D.3. Child informally recognizes and compares weights of objects or people.	TG1: 152; TG3: 62, 54, 68, 69, 74, 75; TG5: 69, 129; TG6: 74; 93; TG8: 78, 74; TG9: 37, 133, 140; Adaptations for Young Learners: 106, 110, 168, 169; Resource: Interactive Software

<p>V.D.4. Child uses language to describe concepts associated with the passing of time.</p>	<p>TG1: 30, 31, 33, 86, 87, 141, 158, 159; TG2: 23; TG3: 50, 51, 86, 87, 158; TG4: 44, 60, 61, 66, 67, 80, 87, 98, 99, 104, 105, 110, 111, 114, 115, 116, 117, 120, 121, 122, 133, 151, 157; TG5: 158; TG6: 123; TG7: 115, 146, 147, 157; TG8: 131, 132, 133; TG9: 33, 42, 48, 49, 50, 51, 60, 61, 62, 66, 67, 72, 74, 75, 78, 79, 111, 115, 133, 139, 146, 152, 153, 158, 159; Adaptations for Young Learners: 120, 121, 160</p>
<p>E. Classification and Patterns Skills Prekindergarten children sort and classify objects using one or more attributes. They begin to use attributes of objects to duplicate and create patterns. (Typically referred to as algebraic thinking such as described in NCTM focal points.) With formal instruction, they will participate in creating and using real/pictorial graphs.</p>	
<p>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.</p>	<p>TG1: 32, 33, 35, 36, 38, 39, 44, 45, 63, 81, 109, 110, 111, 114, 115, 116, 122, 123, 135, 140, 141, 145, 146, 147, 159; TG2: 44, 51, 59, 63, 67, 71, 74, 97, 98, 99, 103, 104, 105, 108, 110, 111, 116, 122, 129, 134, 135, 140, 141, 146, 147, 151, 152, 153, 156, 158, 159; TG3: 22, 24, 25, 26, 27, 29, 31, 32, 33, 35, 44, 74, 75, 87, 109, 123; TG4: 27, 61, 62, 68, 77, 81, 83, 110, 111, 115, 134, 135, 139, 151, 153; TG5: 22, 24, 25, 26, 27, 29, 30, 31, 32, 36, 37, 42, 45, 48, 49, 51, 65, 68, 69, 74, 75, 101, 103, 114, 120, 159; TG6: 26, 32, 33, 37, 50, 59, 60, 61, 69, 73, 74, 75, 98, 99, 104, 108, 110, 116, 117, 122, 123, 145, 147, 152; TG7: 39, 44, 45, 50, 99, 104, 105, 110, 111, 114, 116, 122, 123, 147, 151; TG8: 27, 33, 44, 63, 71, 96, 102, 103, 111, 134, 139, 147, 153, ; TG9: 31, 32, 39, 49, 72, 73, 87, 97, 99, 102, 103, 105, 108, 109, 110, 114, 123, 129, 151, 159; Resources: Math Manipulatives; Interactive Software</p>
<p>V.E.2. Child collects data and organizes it in a graphic representation.</p>	<p>TG1: 110, 111, 115; TG2: 66, 104, 108, 146, 147, ; TG3: 26; TG4: 26, 68, 74, 140, 141; TG5: 45, 63, 80, 81, 86, 104, 110, 111, 116, 117, 129, 147; TG6: 27, 45, 86, 116, 117, 122, 123, 134, 135, 158, 159; TG7: 98, 104, 105, 110, 111, 116, 117, 122, 123; TG8: 43, 45, 57, 122, 123, 135, 146, 152, 153, 158, 159; TG9: 74, 75, 98, 104, 105, 110, 116, 122, 123, 140, 141, 146, 147, 153; Adaptations for Young Learners: 84, 96, 124, 125</p>

V.E.3. Child recognizes and creates patterns.

TG1: 122; **TG2:** 50, 51; **TG3:** 45, 46, 50, 51, 99, 129, 134, 135, 140, 141, 146, 147, 152, 153, 158, 159; **TG4:** 21, 26, 27, 32, 33, 38, 39, 44, 45, 50, 81, 93, 98, 99, 100, 142, 158, 159; **TG5:** 86, 87, 122, 123; **TG6:** 45, 99, 111; **TG7:** 26, 27, 32, 33, 38, 39, 42, 43, 44, 50, 51, 68, 111; **TG8:** 50, 51, 134, 135, 159; **TG9:** 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 110, 134, 135, 141; **Adaptations for Young Learners:** 66, 67, 70, 71, 74, 75, 78, 79, 120, 125, 139; **Resources:** Math Manipulatives; Interactive Software

Prekindergarten Guidelines: VI. Science Domain

A. Physical Science Skills

Prekindergarten children learn to explore properties of materials, positions, and motion of objects through investigations which allow them to notice the attributes of each of these. These explorations using the five senses continue as children use attributes to classify and sort objects, make observations and predictions, problem-solve, compare, and question. Children learn about sources of energy by investigating and discussing light, heat, electricity, and magnetism. This builds early understanding of life science, physical science, earth science and chemistry. Processes such as observing and recording data, posing questions, predicting, investigating and drawing conclusions can provide experiences to support literacy, math and sciences.

<p>VI.A.1. Child observes, verbally describes, and investigates properties and characteristics of common objects.</p>	<p>TG1: 32, 33, 36, 38, 39, 42, 45, 50, 51, 61, 75, 80, 81, 96, 97, 98, 99, 103, 104, 105, 107, 109, 110, 111, 114, 116, 117, 120, 121, 122, 123, 132, 134, 135, 140, 141, 152, 153, 156, 157, 158, 159; TG2: 31, 39, 59, 62, 63, 75, 87, 98, 99, 103, 110, 111, 117, 119, 123, 134, 135, 140, 141, 151, 152, 153, 158, 159; TG3: 24, 25, 60, 61, 63, 68, 69, 73, 74, 75, 79, 80, 81, 103, 104, 114, 117, 141; TG4: 33, 44, 45, 59, 63, 86, 87, 105, 133, 137, 138, 139, 141, 147, 153, ; TG5: 25, 27, 32, 39, 44, 45, 62, 63, 67, 68, 69, 79, 81, 87, 117, 123, 153, 159; TG6: 27, 29, 33, 36, 39, 51, 60, 61, 62, 63, 65, 69, 72, 73, 75, 85, 86, 87, 102, 104, 108, 109, 111, 123, 137, 147, ; TG7: 45, 69, 101, 105, 115, 117, 135, 139, 141, 145, 147, 157; TG8: 32, 32, 38, 45, 59, 73, 75, 147, 153; TG9: 22, 26, 27, 31, 39, 42, 43, 63, 69, 73, 85, 87, 99, 117, 122, 123, 139; Resources: Photo Activity Cards</p>
<p>VI.A.2. Child investigates and verbally describes position and motion of objects.</p>	<p>TG1: 50, 51, 61, 62, 63, 67, 68, 69, 74, 75, 80, 81, 103, 105, 121, 122, 132, 133, 141, 158; TG2: 31, 62, 63, 75, 110, 111, 116, 122, 151; TG3: 61, 69, 73, 74, 78, 79, 80, 81, 114, 115, 117, 122, 134, 135, 152, 153; TG4: 63, 133, 147; TG5: 27, 45, 67, 68, 69, 123; TG6: 27, 50, 61, 65, 70, 71, 72, 73, 74, 75, 80, 87, 111; TG7: 26, 46, 47, 62, 68, 69, 86, 87, 103, 104, 115, 117, 133, 134, 135, 136, 140, 141, 142, 143, 144, 145, 146, 147, 152, 159; TG8: 31, 38, 39, 153; TG9: 69, 73, 87</p>
<p>VI.A.3. Child uses simple measuring devices to learn about objects.</p>	<p>TG1: 135, 140, 141, 158; TG2: 75; TG3: 32, 50, 51, 62, 103; TG5: 32, 63, ; TG6: 62, 63, 80, 81, 85, 86, 87, ; TG7: 117, 134, 135, 140, 141; TG8: 39; TG9: 140</p>

<p>VI.A.4. Child investigates and verbally describes sources of energy including light, heat, and electricity.</p>	<p>TG3: 78, 79, 80, 81, 84, 101, 102, 103, 113, 123, 139; TG5: 63, 81, 106; TG6: 87, 147; TG7: 105, 119, 123, 151; TG8: 39, 113, 145, 157; TG9: 63, 68, 83, 86, 87, 97, 104, 113, 114; Resources: Photo Activity Cards</p>
<p>B. Life Sciences Skills Prekindergarten children are naturally curious about the characteristics of organisms. Children understand differences in living and non-living things.</p>	
<p>VI.B.1. Child identifies and verbally describes the characteristics of organisms.</p>	<p>TG1: 58, 60, 61, 63, 64, 66, 67, 68, 79, 82, 87, 95, 96, 102, 110, 113, 114, 115, 119, 120, 121, 135, 137, 140, 141, 159; TG2: 41, 42, 44, 45, 87, 97, 107, 110, 111, 136, 140, 141, 143; TG3: 24, 29, 32, 33, 36, 37, 39, 44, 45, 48, 59, 60, 62, 63, 65, 69, 71, 72, 135, 143, 147, 149, 151; TG4: 59, 60, 82, 87, 105; TG5: 77, 99, 105, 135, 141, 143, 149, 150, 159; TG6: 81; TG7: 23, 24, 25, 26, 27, 30, 42, 45, 76, 77, 78, 79, 81, 83, 156, 157; TG8: 24, 25, 27, 29, 30, 35, 36, 37, 41, 42, 47, 48, 49, 51, 58, 59, 60, 61, 63, 65, 66, 70, 71, 72, 73, 75, 76, 77, 78, 79, 81, 82, 83, 95, 96, 97, 99, 100, 101, 102, 105, 106, 107, 108, 109, 112, 113, 114, 115, 118, 119, 120, 123, 130, 131, 133, 137, 138, 139, 144, 145, 146, 147, 150, 151, 153, 157, 159; TG9: 75, 79, 95, 96, 97, 99, 101, 102, 103, 105, 139; Adaptations for Young Learners: 118, 140, 144, 145, 162, 163; Resources: Photo Activity Cards; <i>Books</i> "Animal Lives," "Farm Animals," "How Do Animals Use Their Ears?," "How Do Animals Use Their Mouths?," "How Do Animal Use Their Eyes?," "Edie's Backyard Bugs"</p>
<p>VI.B.2. Child verbally describes life cycles of organisms.</p>	<p>TG3: 135; TG4: 60; TG5: 105; TG8: 33, 57, 117, 131, 132, 133, 135, 145; TG9:21, 35, 40, 42, 46, 47, 48, 49, 50, 51, 153; Resources: Interactive Software; Photo Activity Cards; <i>Book</i> "Animal Lives"; Sequence Cards</p>
<p>VI.B.3. Child recognizes, observes, and discusses the relationship of organisms to their environments.</p>	<p>TG1: 96, 102, 120, 135; TG2: 77, 78, 79, 81, 86; TG3: 23, 38, 39, 62, 65, 71, 72; TG4: 82, 87; TG5: 71, 135; TG6: 81; TG7: 155, 156, 157; TG8: 33, 35, 48, 60, 63, 66, 72, 77, 95, 100, 101, 107, 109, 114, 116, 117, 119, 141, 147, 150; TG9: 75, 101, 102, 103, 105; Resources: Photo Activity Cards; <i>Books</i> "Animal Lives," "Farm Animals," "How Do Animals Use Their Ears?," "How Do Animals Use Their Mouths?," "How Do Animal Use Their Eyes?," "Edie's Backyard Bugs," "Nature's Giants"</p>

C. Earth and Space Science Skills	
Prekindergarten children are enthusiastic learners about earth and space. They are intrigued by their local environment.	
VI.C.1. Child identifies, compares, discusses earth materials, and their properties and uses.	TG1: 33, 99, 105; TG2: 141, 158, 159; TG3: 60, 61, 62, 63, 64, 65, 66, 68, 69, 71, 72, 73, 74, 77, 78, 79, 80, 81, 118, ; TG4: 86, 87, 147, ; TG6: 42, 45, 71, 77, 80; TG7: 137, 139, 141; TG9: 73, 96, 97, 99, 117; Resources: Science Manipulatives, Photo Activity Cards
VI.C.2. Child identifies, observes, and discusses objects in the sky.	TG3: 77, 83, 84, 85, 87; TG5: 38, 41, 131, 133; TG6: 45; TG7: 149, 150, 151, 152, 153; TG9: 62, 63, 65, 68, 69, 80, 85, 86; Adaptations for Young Learners: 93, 130, 158, 161; Resources: Photo Activity Cards
VI.C.3. Child observes and describes what happens during changes in the earth and sky.	TG1: 141; TG3: 60, 61, 78, 80, 81, 86,, 87; TG6: 23; TG7: 59, 130, 131, 132, 135, 136, 137, 138, 139, 141, 142, 148, 150, 152, 153, 156; TG9: 62, 63, 71, 72, 73, 75, 76, 77, 78, 79, 80, 81, 83, 84, 85, 86, 117 ; Adaptations for Young Learners: 93, 158, 161
VI.C.4. Child demonstrates the importance of caring for our environment and our planet.	TG2: 147; TG3: 20; TG7: 137, 138, 13; TG9: 102, 106, 107, 108, 111, 112, 113, 114, 115, 117, 118, 119, 123; Resources: Photo Activity Cards
Prekindergarten Guidelines: VII. Social Studies Domain	
A. People Past and Present Skills	
Prekindergarten children are aware of time and begin to organize their lives around it. Four-year-old children learn to depend on events and routines that occur in a regular and predictable order. They begin to understand past events and how these events relate to present and future activities, demonstrating evidence of their growing understanding of time, change, and continuity.	
VII.A.1. Child identifies similarities among people like himself and classmates as well as among himself and people from other cultures.	TG1: 38, 39, 44, 45, 48, 58, 61, 64, 68, 82, 101, 107, 110, 114, 115, 143; TG2: 61, 84, 96, 98, 99, 156; TG4: 23; TG5: 39; TG7: 95; TG9: 27, 66, 156; Adaptations for Young Learners: 130,131; Resources: Photo Activity Cards

<p>VII.A.2. The child identifies similarities between himself and classmates and other children inclusive of cultural influences.</p>	<p>TG1: 114; TG2: 26, 29, 35, 38, 44, 96, 144, 156; TG3: 28, 95; TG4: 78, 104, 108, 109, 115; TG5: 42, 47; TG7: 131, 137; TG8: 109, 122; TG9: 33; Adaptations for Young Learners: 130, 131; Resources: "Cultural Rhymes/ Rimas culturales" flip book</p>
<p>VII.A.3. Child connects their life to events, time, and routines.</p>	<p>TG1: 30, 31, 33, 87; TG4: 98, 104, 110, 114, 115, 116, 117, 120, 121, 122, 151; TG6: 61; TG9: 24, 33, 42, 60, 64, 66, 67, 74, 75, 78, 79, 111, 115, 129, 132, 133, 137, 152, 158, 15; Adaptations for Young Learners: 160,161, 166, 167; Resources: Interactive Software; Rebus Posters</p>
<p>B. Economic Skills In prekindergarten, children learn about the world in their community. They explore the roles and relationships of consumers and producers, and become aware that people produce services as well as goods. Children learn that their community benefits from many different people working in many different ways.</p>	
<p>VII.B.1. Child demonstrates that all people need food, clothing, family care and money.</p>	<p>TG1: 131; TG2: 30, 33, 84, 85; TG3: 131; TG4: 57, 75, 83; TG5: 119, 121, 123; TG6: 22, 65; TG7: 71; TG8: 33; Adaptations for Young Learners: 68, 69, 71; Resources: Interactive Software; <i>Book</i> "Homes For Everyone;" <i>Developmental Storybook</i> "The Three Little Pigs/Los tres cerditos;" Photo Activity Cards</p>
<p>VII.B.2. Child participates in activities using pretend money and trade items.</p>	<p>TG2: 33, 35; TG3: 131; TG4: 72, 75, 85; TG5: 119, 121, 123; TG6: 65; TG7: 71; TG8: 35; TG9: 107; Resources: Math Manipulatives; Photo Activity Cards</p>
<p>VII.B.3. Child discusses the roles and responsibilities of community workers.</p>	<p>TG1: 23, 28, 35, 42, 43, 47, 48, 49, 51, 63, 158; TG2: 33, 130, 131, 132, 133, 134, 135, 137, 138, 146, 147, 149, 153, 155, 156, 157, 159; TG3: 117; TG4: 75, 77, 113, 114, 115, 116; TG5: 51, 119, 120, 121, 123; TG6: 65, 67, 137; TG8: 33, 60; TG9: 27, 102, 108, 147; Resources: Photo Activity Cards; <i>Book</i> "Neighborhood Helpers"</p>

C. Geography Skills

Prekindergarten children begin to think about geography using location and direction. Children use direction to locate their relative position in space and to locate their home and school in their community.

VII.C.1. Child identifies and creates common features in the natural environment.	TG1: 32, 33, 45; TG2: 32, 68; TG3: 81, 96, 101, 102, 103, 104, 105, 106, 107, 108, 109, 113, 119; TG4: 49; TG5: 135; TG6: 45, 65, 75, 83, 95, 97, 101, 122; TG7: 66, 67; TG9: 141, 156; Resources: Photo Activity Cards; <i>Book "Nature's Giants"</i>
VII.C.2. Child explores geography tools and resources such as maps and globes.	TG2: 29; TG3: 65, 143; TG5: 47, 150; TG7: 29, 66, 137; TG8: 84; TG9: 29, 62, 141 Resources: Photo Activity Cards

D. Citizenship Skills

The child begins to understand important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity.

VII.D.1. Child identifies flags of the United States and Texas.	TG1: 35; TG3: 63; TG5: 153; TG9: 66, 144; Adaptations for Young Learners: 28, 29; Resource: Rebus Poster "Pledge to the Flag"
VII.D.2. Child recites the Pledge of Allegiance to the United States flag and the state flag and observes a moment of silence*.	TG1: 34, 35; TG2: 35; TG3: 63; TG5: 153; TG9: 66, 144; Adaptations for Young Learners: 28,29; Resource: Rebus Poster "Pledge to the Flag"
VII.D.3. Child engages in voting as a method for group decision-making.	TG1: 28; TG3: 134, 156; TG4: 74, 78, 132; TG5: 78, 80, 86, 102; TG7: 120, 149; TG8: 150, 156; TG9: 84

Prekindergarten Guidelines: VIII. Fine Arts Domain

A. Art Skills

Children explore a wide variety of materials and make discoveries about color, shape, and texture through art experiences. They learn to express what they know and begin to recognize how others express themselves through art. They also begin to gain control of fine-motor

muscles and practice hand-eye coordination.	
VIII.A.1. Child uses a variety of art materials and activities for sensory experience and exploration.	TG1: 45, 79, 85, 87, 103, 105, 109, 117, 121, 145, 159; TG2: 69, 75, 121; TG3: 97; TG4: 74, 87 ; TG5: 39, 63, 69, 147; TG6: 25, 37, 43, 51, 69, 75, 136, 139, 141, 145, 147, 151; TG7: 31, 39, 85, 99, 135, 151; TG8: 37; TG9: 61, 109, 115, 117, 135
VIII.A.2. Child uses art as a form of creative self-expression and representation.	TG1: 25, 27, 31, 37, 43, 51, 61, 67, 69, 79, 109, 115, 133, 139, 143, 145, 147, 151, 153; TG2: 25, 27, 37, 43, 61, 63, 67, 69, 73, 75, 81, 85, 87, 95, 97, 103, 109, 121, 133, 139, 147, 151, 157, 159; TG3: 27, 37, 39, 45, 49, 61, 67, 77, 79, 85, 97, 103, 105, 145, 151, 153, 157; TG4: 31, 33, 45, 49, 61, 63, 73, 75, 85, 97, 103, 109, 153, 157; TG5: 43, 51, 67, 73, 79, 81, 85, 111, 115, 121, 133, 147, 151, 157; TG6: 25, 27, 43, 49, 51, 57, 67, 93, 99, 103, 109, 115, 133, 135, 139, 141, 143, 145, 147, 157; TG7: 25, 37, 49, 51, 63, 81, 85, 97, 109, 111, 115, 117, 121, 123, 133, 139, 151, 153; TG8: 27, 45, 49, 61, 68, 79, 81, 99, 115, 133, 151, 157; TG9: 27, 37, 39, 61, 67, 68, 69, 73, 79, 81, 85, 97, 103, 109, 110, 115, 121, 129, 133, 135, 137, 139, 141, 145, 151, 157, 159
VIII.A.3. Child demonstrates interest in and shows appreciation for the creative work of others.	TG1: 61, 143; TG2: 71, 147; TG3: 83, 153; TG5: 43; TG6: 137, 138, 141, 143, 144, 147, 159; TG8: 59, 71; TG9: 95, 139, 50, 151; Adaptations for Young Learners: 140, 141
B. Music Skills	
Four-year-old children express themselves through singing and movement, and by playing simple instruments. Like art, music is a form of experiencing, learning, and communicating with others. Children learn to experiment with music concepts, volume, tempo, and sound. They begin to appreciate different types of music.	
VIII.B.1. Child participates in classroom music activities including singing and playing musical instruments.	TG1: 22, 26,28, 34, 36, 39, 40, 44, 46, 47, 58, 62, 64, 70, 76, 82, 86, 97, 98, 100, 103, 112, 118, 134, 136, 138, 142, 146, 148, 152, 154, 158; TG2: 22, 26, 28, 34, 40, 42, 46, 51, 58, 64, 70, 76, 78, 81, 82, 94, 98, 99, 100, 106, 110, 112, 114, 118, 130, 135, 136, 142, 148, 154; TG3: 22, 28, 34, 40, 46, 58, 60, 63, 64, 70, 76, 78, 106, 112, 117, 118, 130, 141, 142, 148, 154; TG4: 22, 28, 31, 39, 40, 51, 58, 64, 70, 76, 77, 78, 80, 81, 82, 94, 98, 106, 112, 118, 122, 123, 130, 135, 136, 140, 142, 148, 150, 152, 154, 158; TG5: 28, 34, 39, 40, 46, 64, 70, 76, 82, 94, 100, 110, 112, 118, 130, 136, 138,

	<p>142, 144, 146, 148, 152; TG6: 28, 32, 34, 36, 38, 40, 46, 47, 51, 58, 62, 63, 64, 66, 68, 70, 74, 76, 78, 82, 94, 98, 100, 106, 112, 118, 122, 130, 136, 140, 142, 146, 148, 150, 154; TG7: 22, 26, 28, 30, 32, 34, 37, 40, 46, 48, 58, 59, 60, 62, 64, 68, 70, 73, 75, 76, 78, 80, 82, 83, 87, 94, 98, 100, 102, 106, 110, 112, 114, 116, 118, 120, 130, 136, 142, 148, 149, 154, 155, 158; TG8: 22, 23, 24, 25, 26, 27, 28, 32, 34, 40, 44, 46, 47, 48, 49, 58, 60, 62, 64, 68, 70, 74, 75, 76, 82, 84, 86, 94, 96, 98, 101, 102, 103, 106, 109, 110, 116, 118, 119, 120, 121, 122, 136, 137, 138, 139, 142, 145, 146, 148, 150, 151, 152, 154, 155, 156; TG9: 22, 25, 28, 30, 34, 36, 40, 44, 46, 51, 58, 60, 65, 66, 68, 75, 76, 82, 94, 96, 98, 100, 104, 106, 110, 112, 116, 118, 120, 130, 136, 138, 142, 146, 148, 154, 156;</p> <p>Resources: Music & Listening CDs, <i>Story Folder "Itsy Bitsy Spider/La arana chiquitita"</i></p>
<p>VIII.B.2. Child responds to different musical styles through movement and play.</p>	<p>TG1: 28, 39, 40, 47, 58, 64, 103, 118, 136, 142, 148; TG2: 47, 51, 117, 118, 142, 148; TG3: 40, 49, 51, 58, 64, 76, 82, 94, 106, 118, 142, 148, 154; TG4: 22, 82, 123, 130, 135, 142; TG5: 22, 34, 37, 46, 82, 130, 136, 139, 142, 147; TG6: 22, 34, 40, 46, 64, 94, 100, 106, 130, 133, 135, 136, 142; TG7: 40, 42, 46, 48, 49, 61, 70, 76, 82, 94, 100, 118, 136, 142, 148, 154; TG8: 28, 40, 46, 94, 100, 112, 148; TG9: 34, 70, 76, 82, 94, 112, 118, 142, 148, 154; Resources: Music & Listening CDs</p>
<p>C. Dramatic Expression Skills</p> <p>Creative drama in prekindergarten involves young children in expressive and spontaneous productions. Children demonstrate their unique interpretation of music, songs, and stories through movement and dramatic experiences. These experiences contribute to children’s ability to communicate more effectively and engage in cooperative activity with others.</p>	
<p>VIII.C.1. Child creates or recreates stories, moods, or experiences through dramatic representations.</p>	<p>TG1: 43, 46, 49, 69, 73, 75, 77, 83, 106, 111, 112; TG2: 25, 45, 81, 117, 138; TG3: 41, 62, 111, 112, 115, 121, 122, 123, 137, 153, 159; TG4: 30, 31, 37, 43, 49, 66, 69, 79, 109, 113, 115, 121, 133, 157, ; TG5: 29, 34, 41, 46, 50, 60, 61, 64, 84, 85, 87, 102, 104, 111, 141; TG6: 59, 64, 76, 103, 131, 136, 148; TG7: 24, 43, 85, 87, 94, 102, 106, 111, 113, 121, 130, 132, 153, 156, 157, 158, 159; TG8: 25, 28, 30, 31, 32, 33, 34, 40, 62, 64, 65, 66, 67, 69, 70, 76, 80, 94, 101, 103, 110, 116, 118, 133, 136, 137, 151, 156; TG9: 22, 28, 31, 34, 48, 51, 58, 65, 77, 83, 85, 95, 104, 121, 157; Resources: Story Folders</p>

Prekindergarten Guidelines: IX. Physical Domain

A. Gross Motor Development Skills

Children explore their physical space and understand how their bodies function in space through active movement experiences. Large-motor skills are developed first, followed by stability (turning, twisting, balancing, dodging) and manipulative (throwing, catching, kicking, striking) motor skills. Gross motor development requires thought and deliberate movement. Four-year-old children develop greater control of gross-motor manipulative movements that involve giving force to objects and receiving force from objects.

IX.A.1. Child demonstrates coordination and balance in isolation (may not yet coordinate consistently with a partner).

TG1: 34, 38, 45, 64, 78, 79, 82, 121, 135, 158; **TG2:** 50, 51, 69, 79, 100, 101, 111, 112, 117, 135, 150, 151; **TG3:** 22, 48, 51, 63, 141, 152, 153; **TG4:** 33, 34, 58, 95, 97, 102, 103, 105, 131, 136, 154; **TG5:** 22, 39, 45, 157, 159; **TG6:** 40, 49, 51, 63, 64, 67, 70, 132, 133, 148; **TG7:** 22, 26, 28, 29, 33, 34, 35, 59, 70, 100, 105, 112, 117, 118, 130, 140, 141; **TG8:** 31, 38, 39, 51, 58, 69, 70, 76, 85, 94, 96, 100, 111, 136, 137, 142, 143, 154; **TG9:** 44, 123, 135, 140

IX.A.2. Child coordinates sequence of movements to perform tasks.

TG1: 46, 72, 73, 78, 79, 82, 87, 104, 112, 121, 135, 158; **TG2:** 44, 69, 117, 135, 150, 151; **TG3:** 130, 133, 134, 135, 136, 142, 147, 148, 152, 153; **TG4:** 32, 33, 94, 96, 97, 102, 103, 105, 123, 150, 151, 152; **TG5:** 94, 100, 148, 157, 159; **TG6:** 28, 33, 51, 63, 67, 70, 76, 100, 123, 130, 132, 133, 135, 140, 148; **TG7:** 22, 23, 26, 28, 29, 33, 34, 35, 39, 40, 41, 42, 43, 49, 61, 62, 63, 69, 76, 77, 78, 79, 81, 82, 83, 86, 87, 100, 106, 108, 117, 130, 134, 135, 142, 151, 154, 157, 159; **TG8:** 39, 40, 45, 46, 50, 51, 58, 64, 69, 70, 76, 85, 87, 94, 100, 111, 130, 133, 136, 137, 141, 142, 143, 148, 150, 152; **TG9:** 22, 40, 58, 60, 65, 68, 70, 82, 84, 85, 86, 94, 95, 112, 118, 135, 142, 143, 155; **Resources:** Rebus Posters

B. Fine Motor Development Skills

Fine-motor manipulative movements involve object-handling activities that emphasize motor control, precision, and accuracy of movement. Cutting with scissors, manipulating modeling dough and drawing are the foundational skills needed for the demands of handwriting and other small-motor skills in later school years. Fine motor activities can be easily integrated into each learning center and help to strengthen the small muscles of hands in preparation for writing.

<p>IX.B.1. Child shows increasing control of tasks that require small-muscle strength and control.</p>	<p>TG1: 25, 27, 37, 39, 50, 51, 67, 68, 69, 75, 79, 81, 87, 105, 115, 117, 121,135, 155, 156, 157, 159; TG2: 39, 45, 51, 73, 74, 81, 83, 85, 86, 101, 103, 105, 115, 123, 133, 145; TG3: 25, 27, 87, 103, 139; TG4: 27, 31, 33, 34, 67, 69, 73, 74, 75, 99, 123, 135; TG5: 27, 33, 39, 45, 111, 139, 153, 157; TG6: 27, 31, 38, 39, 50, 51, 61, 62, 73, 75, 82, 99, 103, 105, 108, 109, 111, 141, 143, 144, 145, 153; TG7: 23, 27, 31, 34, 35, 39, 43, 67, 79, 97, 99, 103, 111, 115, 135, 139, 140, 141, 145; TG8: 49, 51, 61, 67, 100, 102, 133, 135, 139, 142, 145; TG9: 37, 40, 43, 45, 49, 61, 81, 96, 97, 103, 104, 105, 111, 117, 118, 121, 136</p>
<p>IX.B.2. Child shows increasing control of tasks that require eye-hand coordination.</p>	<p>TG1: 25, 37, 46, 50, 51, 64, 69, 70, 80, 81, 94, 99, 115, 117, 121, 122, 123; TG2: 31, 45, 85, 103, 105, 12; TG3: 45, 121, 135, 153; TG4: 33, 43, 63, 67, 69, 75, 81, 99, 123, 135, 153; TG5: 51, 105, 147, 157; TG6: 28, 43, 49, 62, 99, 103, 105, 109, 111, 121, 136, 141; TG7: 31, 39, 63, 75, 79, 115, 123, 139, 145, 157; TG8: 51, 61, 67, 69, 97, 99, 112, 154;; TG9: 33, 40, 61, 81, 82, 97, 111, 121, 136</p>
<p>C. Personal Safety and Health Skills</p>	
<p>Prekindergarten children demonstrate an understanding of health and safety issues as it relates to their daily routines and activities. Children learn to make healthy choices in nutrition and understand the Importance of well-being through exercise and rest.</p>	
<p>IX.C.1. Child practices good habits of personal safety.</p>	<p>TG1: 28, 40, 45, 63, 81, 99, 102, 110; TG2: 33, 82, 130, 131, 132, 133, 135, 136, 141, 149, 154, 155 ; TG3: 84, 85, 114; TG4: 24, 34, 35, 36, 39, 48, 49, 51, 100, 113, 117, 137, 141; TG5: 28, 51, 120, 147; TG6: 37, 45, 63, 65; TG7: 33, 51, 95, 96, 99; TG8: 39, 63, 99, 105, 111, 159; TG9: 63; Resources: Rebus Posters</p>
<p>IX.C.2 Child practices good habits of personal health and hygiene.</p>	<p>TG1: 26, 27, 81, 86, 87, 111; TG2: 136, 137, 141; TG4: 36, 101, 102, 112, 113, 114, 115, 118, 119, 120, 123, 146, 147; TG5: 28, 30, 32, 33, 120; Resources: Rebus Posters</p>
<p>IX.C.3. Child identifies good habits of nutrition and exercise.</p>	<p>TG1: 82; TG2: 111; TG4: 60, 61, 64, 69, 71, 72, 75, 76, 77, 78, 81, 83, 84, 85, 94, 95, 96, 97, 99, 102, 105; TG5: 75, 105; TG7: 39; TG9: 135; Resources: Photo Activity Cards; Rebus Posters; <i>Books</i> "Our Muscles," "Our Senses"</p>

Prekindergarten Guidelines: X. Technology Applications Domain

A. Technology and Devices Skills

Children learn how technology can enhance our lives. Technology includes computers, voice/sound recorders, televisions, digital cameras, personal digital assistants, and MP3 devices or iPODs. Surrounded by technology, children can benefit from becoming aware of and interacting with voice/sound recorders and other technology that may be available. They develop techniques for handling and controlling various devices, becoming increasingly confident and independent users of age-appropriate technologies.

<p>X.A.1. Child opens and navigates through software programs.</p>	<p>TG1: 57, 93, 129; TG2: 21, 57, 93, 129; TG3: 21, 57, 93, 129; TG4: 21, 57, 93, 129; TG5: 21, 57, 93, 129; TG6: 21, 57, 93, 129; TG7: 21, 57, 93, 129; TG8: 21, 57, 93, 129; TG9: 21, 57, 93, 129; Resources: Interactive Software</p>
<p>X.A.2. Child uses, operates, and names a variety of digital tools.</p>	<p>TG1: 57, 93, 129; TG2: 21, 57, 93, 129; TG3: 21, 57, 93, 129; TG4: 21, 57, 93, 129; TG5: 21, 57, 93, 129; TG6: 21, 57, 93, 129; TG7: 21, 57, 93, 129; TG8: 21, 57, 93, 129; TG9: 21, 57, 93, 129; Resources: Music & Listening CDs, Storytellers DVD, Interactive Software</p>
<p>X.A.3. Child uses software applications to create digital products and express own ideas.</p>	<p>TG2: 93; TG3: 93; TG4: 57; TG5: 21; TG6: 21, 57, 93, 129; TG7: 129; TG8: 21, 57, 93; TG9: 57, 129; Resources: Interactive Software</p>
<p>X.A.4. Child uses technology to access information.</p>	<p>TG4: 51; TG5: 21, 143; TG6: 81, 93; TG7: 57, 69, 72; TG8: 98, 129, 159; TG9: 21; Resources: Interactive Software</p>
<p>X.A.5. Child practices safe behavior while using digital tools and resources.</p>	<p>TG2: 57, TG4: 36,48;TG8: 129; Adaptations for Young Learners: 67</p>