

Excel Pre-K Correlation to Texas Prekindergarten Guidelines



Texas Prekindergarten Guidelines Correlation to Frog Street Excel Pre-K

Texas Prekindergarten Guidelines	Frog Street Excel Teacher Guide Page References
I. Social and Emotional Domain	
<p>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>	
<p>I.A.1. Child is aware of where own body is in space, respects personal boundaries.</p>	<p>TG1: 13, 35, 43 TG2: 57 TG3: 57, 79 TG5: 74 TG6: 35 TG7:13, 17 TG8: 52, 57, 76 TG9: 79</p> <p>Welcome Guide: 30</p>
<p>I.A.2. Child shows self-awareness and demonstrates pride in age appropriate abilities and skills.</p>	<p>TG1: 08 TG2: 05, 52, 54, 71, 91 TG3: 09, 26, 34, 46, 48 TG4: 79, 82, 92 TG5: 08, 26, 42, 48, 92 TG6: 46 TG9: 14, 43, 45, 48, 78, 82, 84, 88, 92</p>
<p>I.A.3. Child shows reasonable opinion of his own abilities and limitations.</p>	<p>TG1: 08 TG2: 05, 52, 54, 71, 91 TG3: 09, 26, 34, 46, 48 TG4: 79, 82, 92 TG5: 08, 26, 42, 48, 92 TG6: 46 TG9: 14, 43, 45, 48, 78, 82, 84, 88, 92</p>
<p>I.A.4. Child shows initiative in independent situations and persists in attempting to solve problems.</p>	<p>TG1: 8, 26, 30, 48, 52, 70, 74, 92 TG2: 8, 26, 30, 48, 52, 70, 74, 92 TG3: 8, 26, 30, 48, 52, 70, 74, 92 TG4: 8, 26, 30, 48, 52, 70, 74, 92 TG5: 8, 26, 30, 48, 52, 70, 74, 92 TG6: 8, 26, 30, 48, 52, 70, 74, 92 TG7: 8, 26, 30, 48, 52, 70, 74, 92 TG8: 8, 26, 30, 48, 52, 70, 74, 92 TG9: 8, 26, 30, 48, 52, 70, 74, 92</p>
<p>B. Self-Regulation Skills Prekindergarten children feel safer and function more successfully in the classroom when rules and routines are consistently implemented. A well-organized classroom with well-prepared activities helps children expand 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.</p>	
1. Behavior Control	
<p>I.B.1.a. Child follows classroom rules and routines with occasional reminders from teacher.</p>	<p>TG1: 8, 26, 30, 48, 52, 70, 74, 92 TG2: 8, 26, 30, 48, 52, 70, 74, 92 TG3: 8, 26, 30, 48, 52, 70, 74, 92 TG4: 8, 26, 30, 48, 52, 70, 74, 92 TG5: 8, 26, 30, 48, 52, 70, 74, 92 TG6: 8, 26, 30, 48, 52,</p>

	70, 74, 92 TG7: 8, 26, 30, 48, 52, 70, 74, 92 TG8: 8, 26, 30, 48, 52, 70, 74, 92 TG9: 8, 26, 30, 48, 52, 70, 74, 92 Welcome Guide: 33, 56
I.B.1.b. Child takes care of and manages classroom materials.	TG1: 8, 14, 15, 30, 36, 37, 52, 58, 59, 74, 80, 81 TG2: 8, 14, 15, 30, 36, 37, 52, 58, 59, 74, 80, 81 TG3: 8, 14, 15, 30, 36, 37, 52, 58, 59, 74, 80, 81 TG4: 8, 14, 15, 30, 36, 37, 52, 58, 59, 74, 80, 81 TG5: 8, 14, 15, 30, 36, 37, 52, 58, 59, 74, 80, 81 TG6: 8, 14, 15, 30, 36, 37, 52, 58, 59, 74, 80, 81 TG7: 8, 14, 15, 30, 36, 37, 52, 58, 59, 74, 80, 81 TG8: 8, 14, 15, 30, 36, 37, 52, 58, 59, 74, 80, 81 TG9: 8, 14, 15, 30, 36, 37, 52, 58, 59, 74, 80, 81
I.B.1.c. Child regulates his own behavior with occasional reminders or assistance from teacher.	TG1: 26, 37, 49, 52, 74, 79, 86, 88, 90 TG2: 08, 30, 31, 66, 74, 91 TG3: 30, 46, 52, 68, 74 TG4: 20, 22, 52, 74 TG5: 30, 31, 48 TG6: 30, 52, 53, 74 TG7: 08, 30, 64, 68, 88 TG8: 14, 30, 52, 74 TG9: 20, 24, 30, 38, 74, 86 Welcome Guide: 32
2. Emotional Control	
I.A.1. Child is aware of where own body is in space, respects personal boundaries.	TG1: 13, 35, 43 TG2: 57 TG3: 57, 79 TG5: 74 TG6: 35 TG7: 13, 17 TG8: 52, 57, 76 TG9: 79 Welcome Guide: 30
I.B.2.b. Child can communicate their basic emotions/feelings.	TG1: 26, 37, 49, 52, 74, 79, 86, 88, 90 TG2: 08, 30, 31, 66, 74, 91 TG3: 30, 46, 52, 68, 74 TG4: 20, 22, 52, 74 TG5: 30, 31, 48 TG6: 30, 52, 53, 74 TG7: 08, 30, 64, 68, 88 TG8: 14, 30, 52, 74 TG9: 20, 24, 30, 38, 74, 86 Welcome Guide: 32
I.B.2.c. Child is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary.	TG1: 52 TG2: 8, 30, 62 TG3: 8, 30, 52, 74 TG4: 8 TG5: 8, 30, 52, 74 TG6: 74 TG7: 52, 74 TG8: 8 TG9: 8
3. Control of Attention	
I.B.3.a. Child sustains attention to personally chosen or routine (teacher directed) tasks until they are completed.	TG2: 12 TG4: 41, 74, 81, 86, 88, 89, 92 TG5: 55, 60, 64 TG6: 22, 62 TG7: 26, 38, 70, 92 TG8: 20, 26, 34, 40, 70, 88, 92 TG9: 08, 70 Welcome Guide: 25, 80

<p>I.B.3.b. Child remains focused on engaging group activities for about 20 minutes at a time.</p>	<p>TG1: 8, 9, 10, 13, 14, 15, 22, 30, 31, 32, 35, 36, 37, 52, 53, 54, 57, 58, 59, 74, 75, 76, 79, 80, 81, 85 TG2: 8, 9, 10, 13, 14, 15, 23, 30, 31, 32, 35, 36, 37, 39, 52, 53, 54, 57, 58, 59, 74, 75, 76, 79, 80, 81 TG3: 8, 9, 10, 13, 30, 31, 32, 35, 36, 37, 41, 52, 53, 54, 57, 58, 59, 68, 74, 75, 76, 79, 80, 81, 90 TG4: 8, 9, 10, 13, 30, 31, 32, 35, 36, 37, 45, 52, 53, 54, 57, 58, 59, 74, 75, 76, 79, 80, 81, 85, 86, 88, 89, 90 TG5: 8, 9, 10, 13, 22, 30, 31, 32, 35, 36, 37, 40, 52, 53, 54, 57, 58, 59, 74, 75, 76, 79, 80, 81 TG6: 8, 9, 10, 13, 14, 15, 30, 31, 32, 35, 52, 53, 54, 57, 58, 59, 62, 64, 74, 75, 76, 79, 80, 81, 84 TG7: 8, 9, 10, 13, 14, 15, 30, 31, 32, 35, 36, 37, 40, 52, 53, 54, 57, 58, 59, 62, 74, 75, 76, 79, 80, 81 TG8: 8, 9, 10, 13, 14, 15, 30, 31, 32, 35, 36, 37, 40, 46, 52, 53, 54, 57, 58, 59, 66, 74, 75, 76, 79, 80, 81 TG9: 8, 9, 10, 13, 30, 31, 32, 35, 36, 37, 52, 53, 54, 57, 58, 59, 74, 75, 76, 79, 80, 81</p>
<p>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.</p>	
<p>I.C.1. Child uses positive communication or conversation skills to build relationships with others.</p>	<p>TG1: 21, 23, 38, 44, 52, 56, 69 TG2: 17, 19, 25, 31, 33, 34, 61, 62, 75, 79, 81, 87 TG3: 42, 57, 79, 83, 84, 91 TG4: 10, 16, 19, 21, 23, 31, 41, 53, 55, 62, 66, 68, 77, 79 TG5: 82, 85 TG6: 08, 09, 10, 12, 14, 16, 31, 34, 35, 38, 53, 56, 57, 58, 75, 79, 85 TG7: 10, 16, 37, 41, 53, 66, 87, 89 TG8: 08, 09, 10, 35, 39, 57, 61, 64, 76, 79, 83, 88 TG9: 23, 78, 86, 89</p> <p>Welcome Guide: 54</p>
<p>I.C.2. Child assumes various roles and responsibilities as part of a classroom community.</p>	<p>TG1: 10, 22, 32, 36, 54 TG2: 10, 17, 32, 41, 54, 59, 65, 67, 76, 89 TG3: 10, 32, 52, 74, 75 TG4: 9, 10, 15, 31, 32, 52, 74, 79 TG5: 10, 15, 31, 32, 52, 74 TG6: 10, 32, 52, 57, 74 TG7: 10, 32, 52, 74 TG8: 10, 32, 52, 74 TG9: 10, 32, 52, 74</p>
<p>I.C.3. Child shows competence in initiating social interactions.</p>	<p>TG1: 09, 10, 13, 15, 31, 32, 35, 48, 53, 54, 80 TG2: 05, 08, 09, 10, 13, 18, 23, 24, 30, 31, 32, 37, 39, 40, 41, 47, 52, 54, 55, 56, 57, 58, 59, 61, 62, 64, 66, 67, 68, 69, 70, 75, 76, 81, 89, 91, 92 TG3: 08, 09, 10, 12, 17, 19, 21, 22, 24, 26, 30, 31, 35, 40, 48,</p>

	<p>52, 53, 54, 57, 70, 74, 75, 76, 79, 81, 87, 92 TG4: 08, 09, 10, 14, 15, 16, 19, 22, 31, 32, 35, 45, 48, 49, 54, 58, 59, 64, 74, 75, 76, 78, 79, 81, 86, 90, 91, 92 TG5: 08, 10, 13, 15, 17, 23, 30, 31, 32, 37, 42, 52, 53, 62, 74, 75, 79, 85 TG6: 09, 10, 15, 20, 23, 24, 26, 31, 35, 37, 45, 53, 54, 56, 58, 59, 65, 69, 70, 74, 76, 85, 86, 90 TG7: 10, 15, 23, 30, 41, 52, 53, 54, 57, 71, 75, 76, 80, 91 TG8: 08, 09, 10, 14, 15, 30, 31, 32, 36, 39, 52, 53, 57, 59, 64, 69, 76, 80, 81, 92 TG9: 08, 10, 15, 23, 30, 31, 54, 57, 67, 74, 75, 76, 80, 81, 86, 87</p> <p>Welcome Guide: 22, 23, 24, 27, 29, 30, 33, 54, 80</p>
I.C.4. Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal.	<p>TG1: 09, 10, 13, 15, 31, 32, 35, 46, 48, 53, 54, 78, 80 TG2: 05, 08, 09, 10, 13, 18, 23, 24, 30, 31, 32, 37, 39, 40, 41, 47, 52, 54, 55, 56, 57, 58, 59, 61, 62, 64, 66, 67, 68, 69, 70, 75, 76, 81, 89, 91, 92 TG3: 08, 09, 10, 12, 17, 19, 21, 22, 24, 26, 30, 31, 35, 40, 48, 52, 53, 54, 57, 70, 74, 75, 76, 79, 81, 87, 92 TG4: 08, 09, 10, 14, 15, 16, 19, 22, 31, 32, 35, 45, 48, 49, 54, 58, 59, 64, 74, 75, 76, 78, 79, 81, 86, 90, 91, 92 TG5: 08, 10, 13, 14, 15, 17, 23, 30, 31, 32, 34, 36, 37, 42, 52, 53, 54, 62, 74, 75, 76, 79, 85 TG6: 09, 10, 15, 20, 23, 24, 26, 31, 35, 37, 45, 53, 54, 56, 58, 59, 65, 69, 70, 71, 74, 76, 85, 86, 90 TG7: 10, 15, 23, 30, 35, 41, 52, 53, 54, 57, 71, 75, 76, 80, 91 TG8: 08, 09, 10, 14, 15, 30, 31, 32, 36, 39, 52, 53, 57, 59, 64, 69, 76, 80, 81, 92 TG9: 08, 10, 15, 23, 30, 31, 54, 57, 67, 74, 75, 76, 80, 81, 86, 87</p> <p>Welcome Guide: 22, 23, 24, 27, 29, 30, 33, 54, 80</p>
I.C.5. Child initiates problem-solving strategies and seeks adult help when necessary.	<p>TG1: 8, 26, 30, 48, 52, 70, 74, 92 TG2: 8, 26, 30, 48, 52, 70, 74, 92 TG3: 8, 26, 30, 48, 52, 70, 74, 92 TG4: 8, 26, 30, 48, 52, 70, 74, 92 TG5: 8, 26, 30, 48, 52, 70, 74, 92 TG6: 8, 26, 30, 48, 52, 70, 74, 92 TG7: 8, 26, 30, 48, 52, 70, 74, 92 TG8: 8, 26, 30, 48, 52, 70, 74, 92 TG9: 8, 26, 30, 48, 52, 70, 74, 92</p>
I.C.6. Child demonstrates empathy and caring for others.	<p>TG1: 30, 74 TG2: 30 TG3: 8, 30 TG4: 16, 18, 30 TG5: 8, 52, 74 TG7: 8, 52, 74 TG8: 30 TG9: 52</p>
I.C.7. Child interacts with a variety of playmates and may have preferred friends.	<p>TG1: 14, 15, 16, 18, 20, 36, 37, 40, 46, 58, 59, 60, 62, 64, 80, 81, 82, 85 TG2: 14, 15, 20, 22, 36, 37, 40, 46, 58, 59, 64, 66,</p>

	68, 80, 81, 87 TG3: 14, 15, 36, 37, 39, 41, 43, 46, 47, 58, 59, 62, 64, 66, 80, 81, 82 TG4: 14, 15, 17, 36, 37, 38, 40, 58, 59, 66, 68, 80, 81 TG5: 14, 15, 21, 36, 37, 42, 45, 58, 59, 64, 66, 68, 80, 81, 82 TG6: 14, 15, 22, 36, 37, 38, 42, 43, 44, 58, 59, 80, 81 TG7: 14, 15, 16, 18, 20, 24, 36, 37, 40, 42, 43, 44, 46, 58, 59, 61, 64, 66, 68, 80, 81, 84 TG8: 14, 15, 18, 24, 36, 37, 38, 40, 42, 44, 45, 58, 59, 61, 62, 80, 81, 86, 88 TG9: 14, 15, 16, 36, 37, 43, 58, 59, 61, 80, 81, 82, 86
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 demonstrates an understanding that others have perspectives and feelings that are different from her own.	TG1: 30, 74 TG2: 30 TG3: 8, 30 TG4: 16, 18, 30 TG5: 8, 52, 74 TG7: 8, 52, 74 TG8: 30 TG9: 52
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 ELL children can be in a classroom environment that provides either bilingual instruction or English as a Second Language instruction. ELL children arrive at school with listening comprehension skills in their home language. These skills can be used to support their development in English. ELL children 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.	<i>Daily Read-Aloud lessons engage children in dialogue for asking and answering questions related to literature and information text. Daily Math and Science lessons also provide opportunities for children to react appropriately to information.</i> TG1, TG2, TG3, TG4, TG5, TG6, TG7, TG8, TG9: 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 64, 66, 68, 82, 84, 86, 88, 90 Strategy Card T – Questioning Strategies
II.A.2. Child shows understanding by following two-step oral directions and usually follows three-step directions.	TG1: 17, 20, 35, 47, 57 TG2: 36, 78 TG3: 10, 40, 83 TG4: 36, 13 TG5: 12, 53, 54, 76 TG6: 12, 25, 79 TG7: 35, 39, 43, 47, 48, 54, 57, 64, 79, 91 TG8: 13, 35, 79

<p>Child shows understanding by following one to two-step oral directions in English.(ELL)</p>	
<p>II.A.3. Child shows understanding of the language being spoken by teachers and peers.</p> <p>Child beginning to show understanding of new language being spoken by teachers and peers. (ELL)</p>	<p><i>Daily Read-Aloud lessons engage children in dialogue for asking and answering questions related to literature and information text that shows understanding of language spoken by both teachers and peers. Daily Math and Science lessons also provide opportunities for children to show understanding of information.</i></p> <p>TG1, TG2, TG3, TG4, TG5, TG6, TG7, TG8, TG9: 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 64, 66, 68, 82, 84, 86, 88, 90</p> <p>Strategy Card T – Questioning Strategies</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: 8, 9, 10, 13, 22, 30, 31, 32, 35, 52, 53, 54, 57, 74, 75, 76, 79 TG2: 8, 9, 10, 13, 30, 31, 32, 35, 52, 53, 54, 57, 74, 75, 76, 79 TG3: 8, 9, 10, 13, 30, 31, 32, 35, 52, 53, 54, 57, 74, 75, 76, 79 TG4: 8, 9, 10, 13, 30, 31, 32, 35, 52, 53, 54, 57, 74, 75, 76, 79 TG5: 8, 9, 10, 13, 22, 30, 31, 32, 35, 52, 53, 54, 57, 74, 75, 76, 79 TG6: 8, 9, 10, 13, 30, 31, 32, 35, 52, 53, 54, 57, 74, 75, 76, 79 TG7: 8, 9, 10, 13, 30, 31, 32, 35, 52, 53, 54, 57, 74, 75, 76, 79 TG8: 8, 9, 10, 13, 30, 31, 32, 35, 52, 53, 54, 57, 74, 75, 76, 79 TG9: 8, 9, 10, 13, 30, 31, 32, 35, 52, 53, 54, 57, 74, 75, 76, 79</p>
<p>II.B.2. Child engages in conversations in appropriate ways.</p>	<p>TG1: 21, 23, 38, 44, 52, 56, 69 TG2: 17, 19, 25, 31, 33, 34, 61, 62, 75, 79, 81, 87 TG3: 42, 57, 79, 83, 84, 91 TG4: 10, 16, 19, 21, 23, 31, 41, 53, 55, 62, 66, 68, 77, 79 TG5: 82, 85 TG6: 08, 09, 10, 12, 14, 16, 31, 34, 35, 38, 53, 56, 57, 58, 75, 79, 85 TG7: 10, 16, 37, 41, 53, 66, 87, 89 TG8: 08, 09, 10, 35, 39, 57,</p>

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II.B.3. Child provides appropriate information for various situations.	<i>Daily Brain Smart® activities in the Greeting Circle, Closing Circle, Read Aloud and Math and Science lessons provide opportunities to engage in reciprocal conversations in various situations.</i> TG1: 6, 18, 20, 22, 24, 25, 38, 40, 42, 44, 46, 60, 62, 64, 66, 68, 82, 84, 86, 88, 90 TG2: 6, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 64, 66, 68, 82, 84, 86, 88, 90 TG3: 6, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 64, 66, 68, 82, 84, 86, 88, 90 TG4: 6, 15, 18, 20, 22, 24, 26, 38, 40, 42, 44, 46, 57, 60, 62, 64, 66, 68, 70, 82, 84, 86, 88, 90 TG5: 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 64, 66, 68, 82, 84, 86, 88, 90 TG6: 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 64, 66, 68, 82, 84, 86, 88, 90 TG7: 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 64, 66, 68, 82, 84, 86, 88, 90 TG8: 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 64, 66, 68, 82, 84, 86, 88, 90 TG9: 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 64, 66, 68, 82, 84, 86, 88, 90
II.B.4. Child demonstrates knowledge of verbal conversational rules.	TG1: 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 64, 66, 68, 82, 84, 86, 88, 90 TG2: 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 64, 66, 68, 82, 84, 86, 88, 90 TG3: 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 64, 66, 68, 82, 84, 86, 88, 90 TG4: 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 66, 68, 82, 84, 86, 88, 90 TG5: 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 64, 66, 68, 82, 84, 86, 88, 90 TG6: 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 64, 66, 68, 82, 84, 86, 88, 90 TG7: 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 64, 66, 68, 82, 84, 86, 88, 90 TG8: 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 64, 66, 68, 82, 84, 86, 88, 90 TG9: 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 64, 66, 68, 82, 84, 86, 88, 90
II.B.5. Child demonstrates knowledge of nonverbal conversational rules.	TG1: 62, 74, 82, 84, 86, 90 TG2: 30, 38, 62, 64, 86 TG3: 53, 75, 81, 84 TG4: 8 TG5: 57, 84 TG6: 16, 64, 66, 84, 90 TG7: 68, 76 TG9: 14, 40, 55, 60, 68, 82, 86, 88

<p>II.B.6. Child matches language to social contexts.</p>	<p><i>Daily Read-Aloud lessons engage children in asking and responding to dialogue exchanges. Center activities encourage children to participate in conversations with peers and adults in various social contexts.</i></p> <p>TG1, TG2, TG3, TG4, TG5, TG6, TG7, TG8, TG9: 14, 15, 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 64, 66, 68, 82, 84, 86, 88, 90</p>
<p>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 (LEER MAS, 2001).</p>	
<p>II.C.1. Child’s speech is understood by both the teacher and other adults in the school.</p>	<p>TG1: 16, 18, 24, 40, 46, 60, 62 TG2: 14, 20, 22,36, 46, 64, 66, 68, 86 TG3: 14, 42, 44, 46, 60, 62, 64, 66, 82, 90 TG4: 16, 18, 40, 62, 68, 90 TG5: 38, 42, 46, 58, 60, 66, 68, 88 TG6: 15, 60, 64, 68, 84 TG7: 18, 24, 36, 37, 60, 64, 66, 84, 86, 88 TG8: 38, 42, 46 TG9: 40, 46, 66</p>
<p>II.C.2. Child perceives differences between similar sounding words.</p>	<p>TG1: 34, 56 TG3: 55 TG4: 12 TG5: 64 TG6: 90</p>
<p>II.C.3. Child investigates and demonstrates growing understanding of the sounds and intonation of language.</p> <p>Child investigates and demonstrates growing understanding of the sounds and intonation of the English language. (ELL).</p>	<p>TG2: 23, 25, 62, 80 TG4: 43 TG5: 21 TG7: 18, 46 TG8: 36 TG9: 88</p> <p>Welcome Guide: 37, 38</p>

D. Vocabulary Skills

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 (ELLs) may need extensive English vocabulary instruction. ELL children 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 ELL, 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 ELLs.

II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions.

TG1: 15, 23, 25, 26, 30, 34, 58, 59, 61, 63, 66, 69, 78 **TG2:** 26, 34, 59, 70, 81 **TG3:** 35, 48, 49, 64, 68, 83 **TG4:** 23, 41, 42, 48, 59, 64, 78, 84, 88 **TG5:** 12, 14, 15, 21, 22, 26, 34, 38, 39, 41, 48, 60, 62, 68, 80 **TG6:** 14, 16, 18, 21, 24, 25, 34, 59, 61, 62, 66, 67, 78, 82, 84, 88 **TG7:** 13, 14, 20, 32, 37, 40, 48, 56, 60 **TG8:** 22, 24, 37, 47, 80 **TG9:** 12, 15, 23, 24, 25, 30, 37, 38, 43, 60, 81, 84, 85, 86, 87, 89

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II.D.2. Child demonstrates understanding of terms used in the instructional language of the classroom.

Daily Literacy lessons, Read Aloud lessons and Math/Science introduce instructional vocabulary and provide opportunities for children to match their language to the academic exchanges guided by the teacher.

Theme center activity suggestions provide opportunities for children to engage in instructional language with other children and teachers. The theme related activities of the centers support the use of academic language exchanges. The centers are suggested in each of the nine Teacher Guides on pp. 14, 15, 36, 37, 58, 59, 80, 81.

II.D.3. Child demonstrates understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words*, many more than he or she uses.

TG1: 13, 26, 35, 37, 39, 41, 43, 44, 45, 69, 80, 83, 87 **TG2:** 14, 21, 43, 47, 59, 65, 67 **TG3:** 21, 47, 63, 65, 59, 83, 87 **TG4:** 15, 21, 23, 39, 45, 63 **TG5:** 39, 41, 43, 45, 58, 67, 83, 80, 81, 85,

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.)	87, 89 TG6: 13, 14, 15, 17, 24, 25, 58, 79 TG7: 13, 14, 15, 17, 19, 35, 36, 37, 38, 39, 41, 43, 45, 61, 58, 80, 81, 83, 85, 87, 89, 91 TG8: 58, 59 TG9: 14, 15, 17, 23, 25, 58, 59, 69
II.D.4. Child uses a large speaking vocabulary, adding several new words daily.	TG 1: 88 TG2: 40, 60 TG3: 56 TG4: 40 TG5: 68, 79 TG6: 62, 68 TG8: 20 TG9: 18, 20, 24, 62, 66, 68
II.D.5 Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases.	TG1: 13, 26, 35, 37, 39, 41, 43, 44, 45, 69, 80, 83, 87 TG2: 14, 21, 43, 47, 59, 65, 67 TG3: 21, 47, 63, 65, 59, 83, 87 TG4: 15, 21, 23, 39, 45, 63 TG5: 39, 41, 43, 45, 58, 67, 83, 80, 81, 85, 87, 89 TG6: 13, 14, 15, 17, 24, 25, 58, 79 TG7: 13, 14, 15, 17, 19, 35, 36, 37, 38, 39, 41, 43, 45, 61, 58, 80, 81, 83, 85, 87, 89, 91 TG8: 58, 59 TG9: 14, 15, 17, 23, 25, 58, 59, 69
II.D.6. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English. (ELL)	TG1: 13, 26, 35, 37, 39, 41, 43, 44, 45, 69, 80, 83, 87 TG2: 14, 21, 43, 47, 59, 65, 67 TG3: 21, 47, 63, 65, 59, 83, 87 TG4: 15, 21, 23, 39, 45, 63 TG5: 39, 41, 43, 45, 58, 67, 83, 80, 81, 85, 87, 89 TG6: 13, 14, 15, 17, 24, 25, 58, 79 TG7: 13, 14, 15, 17, 19, 35, 36, 37, 38, 39, 41, 43, 45, 61, 58, 80, 81, 83, 85, 87, 89, 91 TG8: 58, 59 TG9: 14, 15, 17, 23, 25, 58, 59, 69
E. Sentences and Structure Skills 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 (LEER MAS, 2001).	
II.E.1. Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order.	TG1: 11, 16, 18, 22, 33, 38, 40, 42, 55, 60, 62, 64, 77, 82, 84, 88 TG2: 11, 16, 18, 20, 22, 24, 33, 40, 44, 46, 50, 60, 64, 77, 84, 90 TG3: 11, 16, 18, 24, 33, 42, 44, 55, 60, 62, 64, 77, 82, 86 TG4: 11, 16, 18, 20, 22, 33, 40, 46, 55, 77, 82, 84, 90 TG5: 11, 16, 18, 22, 33, 38, 42, 44, 55, 60, 77, 82, 84, 90 TG6: 11, 16, 20, 22, 33, 38, 40, 44, 55, 60, 62, 64, 77, 84, 88, 90 TG7: 11, 18, 20, 22, 24, 33, 40, 44, 55, 60, 64, 77, 82 TG8: 11, 20, 24, 33, 40, 42, 44, 55, 60, 62, 77, 82, 90 TG9: 11, 18, 20, 24, 33, 38, 40, 42, 44, 55, 60, 62, 64, 77, 90

II.E.2. Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.	TG1: 77 TG2: 11, 33, 40 TG3: 78, 80 TG4: 11, 18, 22, 84, 86 TG5: 34, 79, 82 TG6: 11, 16, 20, 55, 60 TG7: 77 TG8: 26, 38, 55 TG9: 60, 64, 70
II.E.3. Child uses sentences with more than one phrase.	TG1: 77 TG2: 40 TG3: 78, 80 TG4: 18, 22, 84, 86 TG5: 34, 79, 82 TG6: 16, 20, 55, 60 TG7: 77 TG8: 26, 38 TG9: 60, 64, 70
II.E.4. Child combines more than one idea using complex sentences.	TG2: 79 TG3: 42 TG5: 62 TG6: 11, 16, 20, 56, 60, 66 TG9: 40, 60, 68
II.E.5. Child combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning.	TG2: 79 TG3: 42 TG5: 62 TG6: 11, 16, 20, 56, 60, 66 TG9: 40, 60, 68
II.E.6. Child engages in various forms of nonverbal communication with those who do not speak her native language (ELL).	TG1: 17, 19, 34, 39, 45, 65, 78, 83, 91 TG2: 34, 43, 47, 61, 65, 69, 83, 85, 87 TG3: 39, 61, 65 TG4: 25, 41, 69 TG6: 43, 78 TG8: 39, 65 TG9: 23
II.E.7. Child uses single words and simple phrases to communicate meaning in social situations (ELL).	TG1: 31 TG2: 41, 56 TG3: 41, 65 TG5: 15, 81 TG9: 36
II.E.8. Child attempts to use new vocabulary and grammar in speech (ELL).	TG4: 16, 18, 68, 82, 90 TG5: 38, 46, 66 TG7: 60 Welcome Guide: 47
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)	
III.A.1. Child engages in pre-reading and reading-related activities during shared or interactive reading.	TG1: 12, 16, 18, 20, 22, 24, 34, 38, 40, 42, 44, 46, 56, 60, 62, 64, 66, 68, 78, 82, 84, 86, 88 TG2: 12, 16, 18, 20, 22, 24, 34, 38, 40, 42, 44, 46, 56, 60, 62, 64, 66, 68, 78, 82, 84, 86, 88 TG3: 12, 16, 18, 20, 22, 24, 34, 38, 40, 42, 44, 46, 56, 60, 62, 64, 66, 68, 78, 82, 84, 86, 88 TG4: 12, 16, 18, 20, 22, 24, 34, 38, 40, 42, 44, 46, 56, 60, 62, 64, 66, 68, 78, 82, 84, 86, 88 TG5: 12, 16, 18, 20, 22, 24, 34, 38, 40, 42, 44, 46, 56, 60, 62,

	64, 66, 68, 78, 82, 84, 86, 88 TG6: 12, 16, 18, 20, 22, 24, 34, 38, 40, 42, 44, 46, 56, 60, 62, 64, 66, 68, 78, 82, 84, 86, 88 TG7: 12, 16, 18, 20, 22, 24, 34, 38, 40, 42, 44, 46, 56, 60, 62, 64, 66, 68, 78, 82, 84, 86, 88 TG8: 12, 16, 18, 20, 22, 24, 34, 38, 40, 42, 44, 46, 56, 60, 62, 64, 66, 68, 78, 82, 84, 86, 88 TG9: 12, 16, 18, 20, 22, 24, 34, 38, 40, 42, 44, 46, 56, 60, 62, 64, 66, 68, 78, 82, 84, 86, 88
III.A.2. Child self-selects books and other written materials to engage in pre-reading behaviors.	TG2: 34 TG: 44 TG9: 88 Welcome Guide: 36
III.A.3. Child recognizes that text has meaning.	<i>Daily Read Aloud lessons encourage children to interact to build comprehension of written text.</i> TG1, TG2, TG3, TG4, TG5, TG6, TG7, TG8, TG9: 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 64, 66, 68, 82, 84, 86, 88, 90
<p>B. Phonological Awareness Skills</p> <p>Phonological awareness is an auditory skill that involves an understanding of the sounds of spoken language. This sensitivity to the sound structure of language is highly predictive of success in beginning reading. Phonological awareness generally develops from sensitivity to large units of sound, like words and syllables, to sensitivity to smaller units of sound, like individual phonemes. For example, children are able to detect and manipulate words in phrases before they can detect or manipulate syllables, and they can detect and manipulate syllables before they can detect or manipulate phonemes or individual sounds in words. Task difficulty is another important consideration in phonological awareness development and instruction. Easier tasks include identification and synthesis (e.g., blending). More challenging tasks require analysis (e.g., segmenting, deletion). Phonological awareness includes being able to recognize individual words in a spoken sentence, blending and dividing words into syllables (beginning with compound words which, because each syllable has meaning connected to, are 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 letter knowledge (e.g., letter-sound correspondence) and phonological awareness acquisitions 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 development begins before children learn letter-sound correspondences, fostering phonological awareness development does not necessarily require the use of print. However, once letter knowledge begins to develop, children can benefit from inclusion of letters in phonological awareness activities. Some basic proficiency in English may be prerequisite to the development of phonological awareness in English for first- and second-language learners. ESL children draw upon their phonological awareness skills in their first language when developing phonological awareness in a second language. Research demonstrates that phonological awareness in English and Spanish are highly related in bilingual children; therefore children in Bilingual/ESL instruction should benefit from being</p>	

simultaneously taught similar phonological awareness skills in both languages. Manipulating individual sounds, or phonemes, in words is the highest level of phonological awareness. Although some prekindergarten children may be able to perform simple manipulations with individual phonemes (e.g., removing /s/ from seat makes eat), it is not appropriate to expect all prekindergarten children to be able to perform difficult manipulations with individual phonemes (e.g., segmenting “stack” into its four constituent phonemes, i.e., /s/ /t/ /æ/ /k/). The above Developmental Timeline represents the most current research concerning when children normally develop various phonological awareness skills.

<p>III.B.1. Child separates a normally spoken four-word sentence into individual words.</p>	<p>TG1: 34 TG2: 35 TG3: 33, 55, 56, 77, 84, 86 TG4: 11, 33, 42, 55, 62, 77 TG5: 11,12, 33, 55, 59, 77 TG6: 11, 16, 18, 24, 33, 77, 78 TG7: 11, 33, 34, 55, 66 TG8: 11, 20, 22, 33, 40, 46, 55, 77, 82, 86 TG9: 11, 33, 60, 77, 90</p> <p>Strategy Card A – Segment Sentences</p>
<p>III.B.2. Child combines words to make a compound word.</p>	<p>TG1: 35 TG2: 20, 56 TG3: 33 TG4: 24, 86 TG5: 44 TG6: 44, 46 TG7: 24, 88 TG8: 66, 68</p> <p>Welcome Guide: 38</p> <p>Strategy Card B – Compound Words</p>
<p>III.B.3. Child deletes a word from a compound word.</p>	<p>TG2: 56 TG3: 33 TG4: 24 TG8: 64, 66, 68, 84</p> <p>Strategy Card B – Compound Words</p>
<p>III.B.4. Child blends syllables into words.</p>	<p>TG1: 9 TG3: 11, 12,33, 55, 77 TG7: 11, 33, 34, 55 TG8: 26, 33, 48, 55, 77, 78, 92 TG9: 46</p> <p>Welcome Guide: 36</p>
<p>III.B.5. Child can segment a syllable from a word.</p>	<p>TG1: 9 TG2: 56 TG3: 11, 12, 33, 55, 77 TG4: 24 TG7: 11, 33, 34, 55 TG8: 26, 33, 48, 55, 77, 78, 84, 92 TG9: 46</p> <p>Welcome Guide: 36</p>
<p>III.B.6. Child can recognize rhyming words.</p>	<p>TG1: 34, 38, 56, 90 TG2: 62, 80, 81, 82 TG3: 22, 24, 56 TG4: 12, 42, 46 TG5: 08, 11, 12, 15, 16, 20, 23, 24, 33, 35, 55, 59, 77, 81 TG6: 66, 80, 88 TG7: 46 TG8: 46</p> <p>Welcome Guide: 36, 37, 38</p>

<p>III.B.7. Child can produce a word that begins with the same sound as a given pair of words.</p>	<p>TG1: 34, 38, 56, 90 TG2: 62, 80, 81, 82 TG3: 22, 24, 56 TG4: 12, 42, 46 TG5: 08, 11, 12, 15, 16, 20, 23, 24, 33, 35, 55, 59, 77, 81 TG6: 66, 80, 88 TG7: 46 TG8: 46</p> <p>Welcome Guide: 36, 37, 38</p>
<p>III.B.8. 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>TG3: 84 TG7: 11, 33, 34, 55 TG8: 26, 33, 48, 55, 77, 92</p> <p>Strategy Card F – Onset, rime</p>
<p>III.B.9. Child recognizes and blends spoken phonemes into one-syllable words with pictorial support.</p>	<p>TG7: 34 TG8: 11, 26, 33, 48, 55, 77, 92</p> <p>Welcome Guide: 36, 38</p>
<p>C. Alphabet Knowledge Skills</p> <p>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.</p>	
<p>III.C.1. Child names at least 20 upper and at least 20 lower case letters in the language of instruction.</p>	<p>TG1: 12, 14, 15, 26, 36, 37, 44, 56, 59, 77, 79, 80, 90 TG2: 33, 34, 36, 44, 55, 77, 88 TG3: 11, 12, 33, 55, 59, 75, 77 TG4: 11, 18, 33, 42, 55, 62, 64, 77, 81 TG5: 11, 12, 15, 33, 36, 55, 77, 80, 90 TG6: 11, 33, 37, 55, 77 TG7: 11, 16, 33, 36, 55, 59, 77 TG8: 11, 15, 16, 24, 33, 44, 55, 58, 62, 77, 81, 82, 90 TG9: 11, 14, 33, 55, 68, 77</p>
<p>III.C.2. Child recognizes at least 20 letter sounds in the language of instruction.</p>	<p>TG3: 33, 55, 77 TG4: 11, 12, 33, 42, 55, 62, 77 TG5: 11, 20, 24, 33, 55, 77 TG6: 11, 18, 24, 33, 55, 77, 88 TG7: 11, 33, 46, 55 TG8: 11, 20, 22, 33, 46, 55, 77 TG9: 11, 33</p>
<p>III.C.3. Child produces at least 20 distinct letter sound correspondences in the language of instruction.</p>	<p>TG3: 33, 55, 77 TG4: 11, 12, 33, 42, 55, 62, 77 TG5: 11, 20, 24, 33, 55, 77 TG6: 11, 18, 24, 33, 55, 77, 88 TG7: 11, 33, 46, 55 TG8: 11, 20, 22, 33, 46, 55, 77 TG9: 11, 33</p>

D. Comprehension of Text Read-Aloud Skills

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 nonfiction, helps prekindergarten children build vocabulary, make connections to text, and become familiar with how stories and different texts work. 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. Children's comprehension of text is influenced by real-life experiences, including virtual learning experiences, and through explicit vocabulary instruction received before and during their time in the classroom. 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 books in their home language whenever possible.

III.D.1. Child retells or re-enacts a story after it is read aloud.	TG1: 16, 20, 24, 37, 46, 66, 90 TG2: 14, 15, 58, 66, 70 TG3: 17, 24, 26, 90 TG4: 14, 17, 21, 34, 66, 88 TG9: 90 Welcome Guide: 36, 44, 46, 55
III.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.	TG1: 16, 18, 20, 24, 42, 59, 66, 69, 81, 83, 84 TG2: 18, 34, 39, 44, 61, 67, 69, 81, 83, 85 TG3: 08, 33, 40 TG4: 34, 36, 42, 48, 59, 82, 90 TG5: 15, 16, 24, 26, 38, 39, 40, 41, 43, 46, 60, 62, 66, 68, 88, 91 TG6: 25, 59, 62, 82, 86, 87 TG7: 42, 46, 60, 62, 64, 84 TG8: 40, 44, 46, 48, 64, 68, 86, 88 TG9: 14, 30, 37, 81, 84 Welcome Guide: 40, 43
III.D.3. Child asks and responds to questions relevant to the text read aloud.	TG1: 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 64, 66, 68, 82, 84, 86, 88, 90 TG2: 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 64, 66, 68, 82, 84, 86, 88, 90 TG3: 16, 18, 20, 22, 24, 40, 42, 44, 46, 60, 62, 64, 66, 68, 82, 84, 86, 88, 90 TG4: 16, 18, 20, 22, 24, 40, 42, 44, 46, 60, 62, 66, 68, 82, 84, 86, 88, 90 TG5: 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 64, 66, 68, 82, 84, 86, 88, 90 TG6: 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 64, 66, 68, 82, 84, 86, 88, 90 TG7: 18, 22, 24, 38, 40, 42, 44, 46, 60, 62, 64, 66, 68, 82, 84, 86, 88, 90 TG8: 16, 18, 20, 22, 24, 40, 42, 44, 46, 60, 62, 64, 66, 68, 82, 84, 86, 88, 90 TG9: 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 64, 66, 68, 82, 84, 86, 88, 90
III.D.4. Child will make inferences and predictions about text.	<i>Daily Read-Aloud lessons engage children in dialogue for asking and answering questions related to literature and</i>

	<p><i>information text. Daily Math and Science lessons also provide opportunities for children to react appropriately to information.</i></p> <p>TG1, TG2, TG3, TG4, TG5, TG6, TG7, TG8, TG9: 16, 18, 20, 22, 24, 38, 40, 42, 44, 46, 60, 62, 64, 66, 68, 82, 84, 86, 88, 90</p> <p>Strategy Card T – Questioning Strategies</p>
E. Print Concepts	
III.E.1. Child can distinguish between elements of print including letters, words, and pictures.	<p>TG1: 11, 33, 55, 77 TG2: 11, 33, 55, 77 TG3: 11, 33, 55, 77 TG4: 11, 33, 55, 77 TG6: 11, 20, 33, 39, 55, 77, 78 TG7: 11, 16, 33, 55, 77 TG8: 11, 16, 33, 44, 55, 77 TG9: 11, 33, 55, 77</p> <p>Welcome Guide: 43, 44</p>
III.E.3. Child can identify some conventional features of print that communicate meaning including end punctuation and case.	<p>TG1: 11, 15, 20, 33, 37, 46, 55, 59, 68, 77, 78, 80, 84, 86, 90 TG2: 11, 12, 14, 16, 18, 20, 33, 34, 36, 38, 42, 55, 56, 64, 68, 77 TG3: 11, 12, 14, 18, 22, 33, 34, 36, 38, 55, 62, 64, 77, 78, 80 TG4: 11, 14, 18, 33, 37, 42, 46, 55, 59, 60, 62, 77, 81, 84, 90 TG5: 11, 15, 33, 34, 38, 45, 55, 56, 62, 68, 77, 78, 82, 87 TG6: 11, 14, 16, 18, 33, 37, 55, 56, 59, 64, 66, 68, 77, 78, 81 TG7: 11, 12, 15, 33, 36, 44, 55, 56, 59, 60, 77, 80, 82, 84, 90 TG8: 11, 12, 14, 20, 22, 24, 33, 34, 55, 56, 58, 77, 78, 81 TG9: 11, 12, 14, 16, 18, 33, 34, 42, 46, 55, 56, 59, 68, 77, 78, 81, 82</p>
IV. Emergent Literacy-Writing Domain	
A. Motivation to Write Skills	
<p>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>	
IV.A.1. Child intentionally uses marks to record language and verbally shares the meaning behind the marks.	<p>TG1: 15, 37, 59, 80 TG2: 14, 36, 58, 80 TG3: 14, 36, 37, 38, 59, 80, 81 TG4: 14, 37, 59, 81 TG5: 14, 37, 60, 80 TG6: 14, 37, 59, 81 TG7: 15, 36, 59, 80 TG8: 11, 33, 55, 58, 77, 81 TG9: 11, 14, 33, 36, 55, 59, 77, 81</p>

<p>IV.A.2. Child independently writes to communicate his/her ideas for a variety of purposes.</p>	<p>TG1: 14, 23, 36, 37, 41, 58, 59, 68, 77, 78, 80, 81 TG2: 14, 15, 16, 36, 41, 46, 58, 59, 69, 80 TG3: 14, 15, 21, 23, 31, 36, 37, 38, 48, 59, 69, 80, 81 TG4: 11, 36, 37, 46, 55, 59, 77, 78, 80, 81 TG5: 14, 33, 37, 58, 78, 80, 81, 83 TG6: 14, 15, 37, 40, 42, 44, 48, 56, 59, 64, 66, 68, 71, 80, 81, 87, 90, 91 TG7: 12, 15, 23, 36, 37, 58, 59, 77, 80, 82 TG8: 11, 14, 15, 33, 37, 58, 59, 74, 80, 81 TG9: 08, 11, 14, 15, 33, 36, 37, 42, 55, 57, 59, 61, 77, 80, 81, 82, 90</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: 11, 33, 55, 77 TG2: 11, 33, 55, 77 TG3: 11, 33, 55, 77 TG4: 11, 33, 55, 77 TG5: 11, 33, 55, 77 TG6: 11, 33, 55, 77 TG7: 11, 33, 55, 77 TG8: 11, 33, 55, 77 TG9: 11, 33, 55, 77</p>
<p>IV.B.2. Child interacts and provides suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts.</p>	<p>TG1: 20, 68, 78 TG2: 46 TG4: 11, 33, 55, 77, 78 TG5: 33, 77 TG6: 56, 66, 68 TG7: 77 TG9: 90</p> <p>Welcome Guide: 50</p>
<p>IV.B.3. Child shares and celebrates class-made and individual written products.</p>	<p>TG1: 20, 68, 78 TG4: 11, 33, 55, 77, 78 TG5: 33 TG6: 56, 66, 77 TG7: 77 TG8: 11</p> <p>Welcome Guide: 47</p> <p>Strategy Card K - Wordless Books</p>

C. Conventions in Writing	
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. A shared and/or interactive writing process can help children better understand this as outlined in Section B.	
IV.C.1. Child writes own name (first name or frequent nickname) using legible letters in proper sequence.	TG1: 14, 15 TG2: 15, 36 TG3: 37 TG5: 80 TG6: 67, 80 TG7: 36 Welcome Guide: 39
IV.C.2. Child moves from scribbles to some letter-sound correspondence using beginning and ending sounds when writing	TG1: 15, 37, 59, 80 TG2: 14, 36, 58, 80 TG3: 14, 36, 37, 38, 59, 80, 81 TG4: 14, 37, 59, 81 TG5: 14, 37, 60, 80 TG6: 14, 37, 59, 81 TG7: 15, 36, 59, 80 TG8: 11, 33, 55, 58, 77, 81 TG9: 11, 14, 33, 36, 55, 59, 77, 81
IV.C.3 Child independently uses letters to make words or parts of words	TG1: 15, 37, 59, 80 TG2: 14, 36, 58, 80 TG3: 14, 36, 37, 38, 59, 80, 81 TG4: 14, 37, 59, 81 TG5: 14, 37, 60, 80 TG6: 14, 37, 59, 81 TG7: 15, 36, 59, 80 TG8: 11, 33, 55, 58, 77, 81 TG9: 11, 14, 33, 36, 55, 59, 77, 81
IV.C.4. Child uses appropriate directionality when writing (top to bottom; left to right).	TG1: 14, 33, 36, 37, 59, 68, 77, 78, 80 TG2: 14, 15, 36, 41, 46, 58, 80 TG3: 14, 37, 38, 59 TG4: 11, 55, 59, 77, 81 TG5: 33, 80, 83 TG6: 14, 37, 56, 64, 66, 68, 80, 81, 91 TG7: 15, 36, 58, 59, 77 TG8: 11, 15, 33, 58, 81 TG9: 11, 14, 33, 37, 42, 55, 59, 61, 77, 81, 82, 90 Welcome Guide: 36, 39, 40, 41, 48, 49
IV.C.5. Child begins to experiment with punctuation when writing.	TG2: 55 TG3: 33, 55, 77 TG5: 77
V. Mathematics Domain	
A. Counting Skills	
Prekindergarten-aged children show basic counting readiness and counting by using nonverbal and verbal means.	
V.A.1. Child knows that objects, or parts of an object, can be counted.	TG2: 17, 19 TG5: 17, 19, 21, 23, 25 TG6: 39, 41, 45 TG8: 17, 25, 87, 89
V.A.2. Child uses words to rote count from 1 to 30.	TG1: 63 TG2: 17, 21, 25 TG3: 63, 67 TG4: 19, 69, 89 TG5: 67 TG7: 21, 41 TG8: 25, TG9: 89, 91
V.A.3. Child counts 1-10 items, with one count per item.	TG1: 11, 58, 70 TG2: 15, 19, 21, 23, 25, 39, 41, 47, 63, 69, 85 TG3: 21, 22, 61, 63, 65, 67, 69 TG4: 19, 25, 58, 61, 65, 67, 80, 81, 83, 85, 87, 88, 91 TG5: 17, 19, 21, 23, 25, 45, 58, 59, 61,

	63, 65, 69, 83 TG6: 23, 25, 39, 43, 45, 63, 65, 67, 81, 83, 85, 91 TG7: 23, 65, 67, 69 TG8: 17, 19, 21, 47, 59, 65, 69, 83, 85, 87, 89, 91 TG9: 21
V.A.4. Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted.	TG1: 58, 63 TG2: 25 TG3: 63, 69 TG5: 21 TG6: 89 TG9: 21, 89, 91
V.A.5. Child counts up to 10 items, and demonstrates that the last count indicates how many items were counted.	TG1: 17, 39, 41, 61, 63, 70 TG2: 15, 17, 19, 21, 23, 33, 41, 45, 47, 58, 69, 70, 83, 85, 89, 92 TG3: 11, 17, 19, 33, 41, 59, 61, 63, 65, 67, 69, 85 TG4: 19, 25, 61, 63, 65, 67, 69, 80, 81, 85, 87, 89, 91 TG5: 17, 19, 21, 23, 25, 36, 45, 47, 58, 59, 61, 63, 65, 67, 69, 83, 85, 87, 89 TG6: 19, 21, 23, 37, 39, 41, 43, 45, 47, 58, 63, 65, 67, 83, 85, 87, 89, 91 TG7: 19, 23, 25, 37, 41, 43, 45, 59, 61, 65, 67, 69 TG8: 15, 17, 19, 21, 23, 25, 36, 37, 39, 41, 43, 45, 47, 59, 61, 63, 65, 67, 69, 81, 83, 85, 87, 89, 91 TG9: 21, 59, 61, 63, 65, 69, 80, 85, 87, 89, 91
V.A.6. Child demonstrates understanding that when counting, the items can be chosen in any order.	TG2: 23, 89 TG3: 61 TG5: 25, 63 TG6: 23 TG9: 65, 69
V.A.7. Child uses the verbal ordinal terms.	TG1: 47, 61, 70 TG2: 69 TG3: 61, 63, 85, 87, 89, 91 TG4: 17, 21 TG5: 41, 45, 47, 81, 83, 85, 87, 89, 91 TG7: 43 TG8: 63, 65 TG9: 65
V.A.8. Child verbally identifies, without counting, the number of objects from 1 to 5.	TG1: 61, 62 TG2: 14, 17, 19, 21, 23, 37, 69, 85 TG3: 67, 69, 85 TG4: 25, 63, 85, 87, 91 TG5: 21, 23, 25, 45, 58, 61, 63, 65, 67, 69, 83 TG6: 43, 63, 65, 67, 83, 85 TG7: 19, 23, 25, 45, 61, 65, 67, 69 TG8: 21, 23, 39, 41, 43, 45, 47, 83, 85, 87 TG9: 21
V.A.9. Child recognizes one-digit numerals, 0-9.	TG1: 58, 63, 67 TG2: 11, 17, 18, 21, 23, 24, 25, 69, 83 TG3: 19, 61, 63, 67, 69, 91 TG4: 19, 58, 65, 67, 69, 85, 87, 89, 91 TG5: 25, 61, 65, 67, 83, 85, 87, 89, 91 TG6: 23, 25, 39, 41, 45, 81, 83, 85, 87, 89, 91 TG7: 19, 21, 23, 25, 39, 41, 43, 45, 67 TG8: 17, 19, 21, 25, 36, 37, 41, 43, 45, 61, 63, 65, 67, 69, 80, 81, 83, 89, 91 TG9: 21, 59, 61, 63, 65, 67, 69, 83, 87
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: 15, 25 TG5: 47, 58, 59, 61, 65, 69 TG8: 15, 17, 19, 21, 23, 36, 37, 39, 41, 43, 45, 47, 59, 61, 63, 65, 67, 80, 81, 83, 85, 87, 89, 91 TG9: 59, 63, 83

V.B.2. Child uses concrete models, creates pictorial models, and shares a verbal word problem for subtracting 0-5 objects from a set.	TG4: 15, 25 TG5: 47, 58, 59, 61, 65, 69 TG8: 15, 17, 19, 21, 23, 36, 37, 39, 41, 43, 45, 47, 59, 61, 63, 65, 67, 80, 81, 83, 85, 87, 89, 91 TG9: 59, 63, 83
V.B.3. Child uses informal strategies to separate up to 10 items equally.	TG4: 83 TG8: 69, 89 TG9: 67
C. Geometry and Spatial Sense Skills Prekindergarten children recognize, describe, and name attributes of shapes.	
V.D.1. Child recognizes and compares heights or lengths of people or objects.	TG1: 47, 80, 83, 85, 87, 89, 91, 92 TG2: 43 TG3: 12, 15, 17, 18, 19, 21, 23, 36, 37, 39, 41, 43, 45, 65 TG4: 14, 63, 65 TG5: 37, 39, 40, 43, 91 TG6: 36, 37, 41, 43, 45 TG7: 70 TG8: 37, 85, 91 TG9: 19, 80, 81, 85
V.D.2. Child recognizes how much can be placed within an object.	TG1: 81, 87 TG3: 15, 67 TG6: 43 TG9: 85
V.D.3. Child informally recognizes and compares weights of objects or people.	TG1: 47, 80, 83, 85, 87, 89, 91, 92 TG2: 43 TG3: 12, 15, 17, 18, 19, 21, 23, 36, 37, 39, 41, 43, 45, 65 TG4: 14, 63, 65 TG5: 37, 39, 40, 43, 91 TG6: 36, 37, 41, 43, 45 TG7: 70 TG8: 37, 85, 91 TG9: 19, 80, 81, 85
V.D.4. Child uses language to describe concepts associated with the passing of time.	TG8: 78, 82, 83 TG9: 9, 13, 14, 15, 25, 39, 78, 82, 83, 84
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.	
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.	TG1: 15, 25, 45, 61, 67, 69, 83, 85, 87, 89, 91 TG2: 23, 25, 39, 41, 43, 45, 47, 61, 63, 65, 67, 83, 85, 87, 89, 91 TG3: 15, 16, 17, 19, 21, 23, 36, 37, 39, 43, 45, 81, 89, 91 TG4: 14, 17, 23, 39, 43, 45, 47, 58, 65, 81, 83, 85, 87, 89, 91 TG5: 15, 17, 19, 39, 41, 45, 47, 59, 63, 65, 67, 69, 81, 91 TG6: 17, 19, 21, 23, 25, 39, 43, 45, 47, 61, 63, 65, 67, 69, 83, 87, 89 TG7: 25, 58, 61, 63, 65, 69 TG8: 14, 41, 43, 45, 59, 63, 67, 85 TG9: 14, 17, 19, 23, 25, 36, 39, 59, 65, 67, 69, 81, 83, 85, 87
V.E.2. Child collects data and organizes it in a graphic representation.	TG6: 45 TG7: 58, 67, 69 TG8: 21 TG9: 61, 63, 65, 67, 69, 87
V.E.3. Child recognizes and creates patterns.	TG1: 69, 83 TG2: 25, 37, 38, 58, 74, 80 TG3: 05, 09, 14, 15, 16, 25, 26, 27, 30, 36, 38, 40, 41, 52, 59, 65, 69, 79, 81, 83, 85, 87, 89, 91, 92 TG4: 15, 17, 19, 21, 23, 25, 58, 61, 91 TG5: 13,

	15, 17, 25, 36, 47, 71 TG6: 05, 08, 15, 16, 19, 21, 23, 36, 58, 61, 63, 70 TG7: 15, 17, 19, 21, 23, 25, 43, 45, 47, 65, 69, 80, 83, 85, 91 TG8: 19, 37, 59, 80, 83, 89, 90 TG9: 36, 37, 39, 41, 43, 45, 47, 48, 83, 91 Welcome Guide: 51
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.	
VI.A.1. Child observes, verbally describes, and investigates properties and characteristics of common objects.	TG1: 19, 61, 63, 65, 67, 69, 83 TG2: 41, 61, 83, 85, 89 TG3: 41 TG4: 23, 84 TG5: 39, 41
VI.A.2. Child investigates and verbally describes position and motion of objects.	TG1: 25, 37, 39, 41, 43, 44, 45, 91 TG2: 39, 43, 65, 67, 69 TG3: 16, 58, 63, 66, 69, 70, 83, 89 TG4: 39, 45 TG5: 83, 85, 89, 91 TG6: 8, 24, 25, 26, 36, 43, 47 TG7: 10, 13, 17, 23, 35, 38, 39, 41, 43, 47, 61, 63, 68, 71, 80, 81, 83, 84, 85, 87, 89, 91 TG8: 63, 66 TG9: 39 Welcome Guide: 53
VI.A.3. Child uses simple measuring devices to learn about objects.	TG1: 83, 85 TG3: 15, 19, 23 TG4: 63 TG5: 37, 43, 91 TG6: 37, 41, 45, 47 TG8: 37, 42, 85 TG9: 90, 81, 85 Welcome Guide: 51
VI.A.4. Child investigates and verbally describes sources of energy including light, heat, and electricity.	TG3: 62, 66 TG9: 41, 46, 56, 66 Welcome Guide: 53
B. Life Sciences Skills	
Prekindergarten children are naturally curious about the characteristics of organisms. Children understand differences in living and non-living things.	
VI.B.1. Child observes, investigates, describes and discusses the characteristics of organisms.	TG1: 44, 66 TG2: 22, 23, 35, 37, 43, 44, 65, 70 TG3: 08, 13, 18, 19, 31, 40 TG4: 38 TG5: 48, 68 TG7: 12, 16, 26, 38, 44, 46, 90, 91 TG8: 05, 12, 16, 18, 20, 22, 24, 26, 27, 30, 34, 35,

	36, 38, 40, 42, 44, 48, 49, 52, 53, 54, 56, 57, 58, 60, 62, 64, 68, 70, 71, 74, 75, 78, 79, 80, 81, 84, 88, 89, 91 TG9: 05, 15, 24, 59, 62, 70, 78 Welcome Guide: 53
VI.B.2. Child describes life cycles of organisms.	TG1: 66 TG8: 78, 82, 83 TG9: 9, 13, 14, 15, 20, 24, 25 Welcome Guide: 53
VI.B.3. Child observes, investigates, describes, and discusses the relationship of organisms to their environments.	TG1: 44 TG2: 44 TG3: 16, 40 TG7: 90 TG8: 62 TG9: 62 Welcome Guide: 53
C. Earth and Space Science Skills Prekindergarten children are enthusiastic learners about earth and space. They are discovering their place in the world and how to impact their environment with positive actions.	
VI.C.1. Child identifies, compares, discusses earth materials, and their properties and uses.	TG3: 35, 36, 37, 43, 44, 48 TG7: 84 TG9: 59 Welcome Guide: 51
VI.C.2. Child identifies, observes, and discusses objects in the sky.	TG3: 34, 46, 47 TG4: 61 TG7: 88, 89, 92 TG9: 34, 38, 39, 40, 41, 66 Welcome Guide: 53
VI.C.3. Child observes and describes what happens during changes in the earth and sky.	TG3: 34, 46, 47 TG4: 61 TG7: 88, 89, 92 TG9: 34, 38, 39, 40, 41, 66 Welcome Guide: 53
VI.C.4. Child demonstrates the importance of caring for our environment and our planet.	TG2: 81 TG9: 53, 54, 56, 67, 68, 64, 68
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 and differences between himself, classmates and other children inclusive of specific characteristics and cultural influences.	TG1: 8, 30, 52, 74 TG2: 8, 17, 18, 20, 23, 30, 36, 38, 40, 52, 56, 74 TG3: 8, 9, 30, 52, 60, 74 TG4: 8, 30, 52, 74 TG5: 8, 30, 52, 74 TG6: 8, 30, 52, 74 TG7: 8, 30, 52, 74, 84 TG8: 8, 30, 52, 74 TG9: 8, 30, 52, 74

VII.A.2. Child identifies similarities and differences in characteristics of families.	TG1: 8, 10, 18, 22, 27, 30, 32, 52, 54, 74, 76, 78 TG2: 8, 10, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 30, 32, 38, 39, 40, 41, 42, 43, 44, 45, 46, 52, 54, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 74, 76, 82, 83, 84, 85, 86, 87, 88 TG3: 8, 10, 30, 32, 52, 54, 74, 76 TG4: 8, 10, 30, 32, 52, 54, 74, 76, 79 TG5: 8, 10, 30, 32, 52, 54, 74, 76 TG6: 8, 10, 30, 32, 52, 54, 74, 76 TG7: 8, 10, 30, 32, 52, 54, 74, 76 TG8: 8, 10, 30, 32, 52, 54, 74, 76 TG9: 8, 10, 30, 32, 52, 54, 74, 76
VII.A.3. Child connects their life to events, time, and routines.	TG1: 14, 18 TG2: 36 TG3: 47 TG4: 56, 62, 63, 68 TG9: 34, 36, 39, 78, 84
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.	
VII.B.1. Child demonstrates that all people need food, clothing, and shelter.	TG3: 82 TG4: 46
VII.B.2. Child demonstrates understanding of what it means to be a consumer.	TG2: 90 TG3: 82 TG4: 37, 46 TG5: 68 TG7: 42, 57 TG9: 64
VII.B.3. Child discusses the roles and responsibilities of family, school, and community helpers.	TG1: 12, 24 TG2: 74, 75, 80, 81, 82, 83, 84, 87, 88, 92 TG4: 44 Welcome Guide: 79
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.	TG2: 19, 44, TG3: 38, 44, 46, 62, 64, TG5: 30 TG7: 37, 85 TG9: 54, 56, 57
VII.C.2. Child explores geography tools and resources.	TG2: 18, 20, 35 TG3: 35, 40, 62, 86 TG5: 24 TG7: 18, 48, 84, 85, 89 TG9: 18, 39
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: 10, 20
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: 10, 20

VII.D.3. Child engages in voting as a method for group decision-making.	TG1: 10, 46 TG2: 76, 88, 92 TG4: 8, 15, 43, 59, 64, 79 TG6: 47 TG7: 88
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. The majority of art experiences should be model and/or sample free with focus being on the process. Teachers should avoid having a preconceived idea of what the end product should look like and refrain from “fixing” a child’s art work with the understanding that there is not a right or wrong way to create the art.	
VIII.A.1. Child uses a variety of art materials and activities for sensory experience and exploration.	TG1: 37, 58 TG2: 15 TG3: 15, 81 TG4: 14, 36 TG5: 14 TG8: 58 TG9: 37 Strategy Card N – Multisensory Letter Writing
VIII.A.2. Child uses art as a form of creative self-expression and representation.	TG1: 25, 37, 41, 58, 81, 86, 88, 90 TG2: 15, 16, 17, 21, 36, 37, 45, 46, 59, 60, 62, 66, 86, 91 TG3: 14, 15, 20, 24, 36, 58 TG4: 14, 20, 24, 36, 37, 46, 61, 62, 63, 64, 80, 81 TG5: 14, 23, 36, 37, 39, 47, 58, 59, 64, 80, 81, 85, 87 TG6: 14, 23, 37, 44, 58, 64, 80, 87, 89, 90, 91 TG7: 14, 15, 21, 22, 36, 37, 39, 40, 43, 58, 59, 68, 69, 80, 81 TG8: 14, 15, 20, 24, 36, 37, 39, 45, 58, 59, 61, 64, 65, 67, 80, 81, 88, 91 TG9: 14, 15, 22, 36, 37, 39, 40, 41, 42, 44, 47, 58, 59, 63, 80, 81, 82, 86
VIII.A.3. Child demonstrates interest in and shows appreciation for the creative work of others.	TG1: 37, 58, 81, 86 TG2: 14, 15, 58, 59, 69 TG3: 14, 15, 58, 59, 69 TG4: 36, 37, 80, 81 TG5: 58, 80 TG6: 14, 58, 80, 84, 86 TG7: 15, 36, 58, 59, 80, 81, 82 TG8: 14, 37, 58, 80, 81 TG9: 37, 57, 59, 60, 80, 81
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, playing musical instruments, and moving to rhythms.	TG1: 13, 17, 23, 24, 35, 38, 43, 45, 47, 57, 61, 63, 79, 87 TG2: 13, 35, 42, 57, 61, 65, 68, 79, 85 TG3: 13, 17, 23, 25, 35, 45, 57, 79, 83 TG4: 13, 35, 44, 45, 57, 69, 79, 83, 85, 87, 89, 91 TG5: 13, 23, 35, 57, 65, 79 TG6: 13, 19, 24, 35, 39, 57, 61, 66, 88, 90 TG7: 13, 17, 19, 35, 39, 41, 45, 46, 47, 57, 61, 67, 79, 91 TG8: 13, 17, 19, 23, 24, 35, 39, 41, 42, 47, 57, 61, 62, 65,

	67, 68, 69, 79, 87, 89, 90, 91 TG9: 13, 23, 35, 39, 40, 43, 57, 61, 63, 65, 79, 91
VIII.B.2. Child responds to different musical styles through movement and play.	TG1: 13, 23, 25, 35, 38, 39, 41, 42, 43, 45, 47, 57, 61, 62, 63, 79, 82, 83, 86, 87 TG2: 13, 35, 42, 57, 61, 64, 65, 68, 79, 85 TG3: 13, 17, 23, 35, 44, 45, 50, 66, 79, 82, 85 TG4: 13, 35, 44, 45, 57, 67, 69, 79, 83, 85, 89, 91 TG5: 13, 21, 23, 35, 42, 43, 57, 61, 64, 65, 79, 83, 86, 89 TG6: 13, 19, 21, 35, 39, 41, 43, 57, 61, 64, 65, 69, 79, 85, 87 TG7: 13, 17, 19, 35, 38, 39, 41, 44, 45, 47, 57, 61, 64, 65, 66, 79, 88, 90, 91 TG8: 13, 17, 23, 24, 35, 39, 41, 42, 47, 57, 61, 62, 63, 65, 67, 68, 69, 79, 87, 89, 90, 91 TG9: 13, 19, 23, 35, 39, 41, 43, 57, 61, 63, 64, 65, 67, 79, 91
C. Dramatic Expression Skills 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.	
VIII.C.1. Child creates or recreates stories, moods, or experiences through dramatic representations.	TG1: 14, 44 TG2: 35 TG3: 35, 84 TG4: 34, 66 TG5: 34, 35 TG7: 78 TG8: 35 TG9: 37 Welcome Guide: 46, 66, 67 Strategy Card U - Dramatic Expression
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).	<i>Greeting Circle, Moving and Learning activities and Gross Motor Centers provide daily physical activities to increase coordination and balance.</i> TG1: 35, 36 TG2: 13, 23 TG3: 13, 37, 59 TG4: 30, 57, 79, 83 TG5: 57, 79 TG6: 31, 35 TG7: 09, 13, 14, 17, 23, 53 TG8: 08, 09, 10, 13, 14, 80

	<p>TG9: 13, 58, 80, 81</p> <p>Welcome Guide: 23</p>
<p>IX.A.2. Child coordinates sequence of movements to perform tasks.</p>	<p>TG1: 8, 9, 10, 13, 30, 31, 32, 35, 36, 52, 53, 54, 57, 58, 74, 75, 76, 79, 80 TG2: 8, 9, 10, 13, 30, 31, 32, 35, 52, 53, 54, 57, 59, 74, 75, 76, 79, 80 TG3: 8, 9, 10, 13, 30, 31, 32, 35, 37, 52, 53, 54, 57, 59, 74, 75, 76, 79, 80 TG4: 8, 9, 10, 13, 15, 30, 31, 32, 35, 37, 52, 53, 54, 57, 58, 74, 75, 76, 79 TG5: 8, 9, 10, 13, 15, 30, 31, 32, 35, 52, 53, 54, 57, 59, 74, 75, 76, 79 TG6: 8, 9, 10, 13, 14, 30, 31, 32, 35, 52, 53, 54, 57, 74, 75, 76, 79, 81 TG7: 8, 9, 10, 13, 14, 30, 31, 32, 35, 36, 52, 53, 54, 57, 58, 74, 75, 76, 79 TG8: 8, 9, 10, 13, 15, 30, 31, 32, 35, 52, 53, 54, 57, 74, 75, 76, 79, 80 TG9: 8, 9, 10, 13, 30, 31, 32, 35, 52, 53, 54, 57, 58, 74, 75, 76, 79, 80</p>
<p>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>	
<p>IX.B.1. Child shows increasing control of tasks that require small-muscle strength and control.</p>	<p>TG1: 14, 15, 36, 37, 58, 59, 80, 81 TG2: 14, 15, 36, 37, 39, 41, 43, 45, 46, 47, 58, 80, 81, 91 TG3: 17, 19, 23, 41, 44, 45, 58, 59, 61, 63, 65, 80, 81, 91 TG4: 14, 15, 36, 37, 41, 43, 58, 59, 80, 81, 83, 85 TG5: 14, 15, 36, 37, 45, 47, 58, 59, 80, 81, 83, 85 TG6: 14, 15, 17, 24, 36, 37, 58, 59, 80, 81, 83, 85 TG7: 14, 15, 23, 25, 36, 37, 58, 59, 61, 65, 66, 80, 81 TG8: 14, 15, 36, 37, 58, 59, 80, 81 TG9: 14, 15, 23, 36, 37, 58, 59, 69, 80, 81</p>
<p>IX.B.2. Child shows increasing control of tasks that require eye-hand coordination.</p>	<p>TG1: 14, 15, 36, 37, 58, 59, 80, 81 TG2: 14, 15, 36, 37, 39, 41, 43, 45, 46, 47, 58, 80, 81, 91 TG3: 17, 19, 23, 41, 44, 45, 58, 59, 61, 63, 65, 80, 81, 91 TG4: 14, 15, 36, 37, 41, 43, 58, 59, 80, 81, 83, 85 TG5: 14, 15, 36, 37, 45, 47, 58, 59, 80, 81, 83, 85 TG6: 14, 15, 17, 24, 36, 37, 58, 59, 80, 81, 83, 85 TG7: 14, 15, 23, 25, 36, 37, 58, 59, 61, 65, 66, 80, 81 TG8: 14, 15, 36, 37, 58, 59, 80, 81 TG9: 14, 15, 23, 36, 37, 58, 59, 69, 80, 81</p>

<p>C. Personal Safety and Health Skills 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: 10, 14, 17, 32, 54, 76 TG2: 10, 32, 54, 76, 80, 82, 83, 84 TG3: 10, 32, 54, 76 TG4: 10, 32, 46, 54, 76 TG5: 10, 32, 54, 76 TG6: 10, 32, 54, 76 TG7: 10, 32, 54, 76 TG8: 10, 32, 54, 76 TG9: 10, 32, 54, 76</p>
<p>IX.C.2 Child practices good habits of personal health and hygiene.</p>	<p>TG1: 17, 47 TG3: 47 TG4: 38, 52, 66, 68, 87</p>
<p>IX.C.3. Child identifies good habits of nutrition and exercise.</p>	<p>TG1: 17, 47, 75 TG2: 74, 79, 84 TG3: 66 TG4: 20, 27, 30, 31, 33, 35, 37, 38, 39, 40, 42, 43, 44, 46, 48, 52, 56, 60, 66, 68, 87 TG5: 14, 19 TG8: 62 TG9: 9</p> <p>Welcome Guide: 53</p>
<p>X. Technology Applications Domain</p>	
<p>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, MP3 devices, iPods, iPads, tablets, laptops, interactive boards, document readers, smart phones, and digital projectors. 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 developmentally appropriate interactive media.</p>	
<p>X.A.1. Child opens and navigates through digital learning applications and programs.</p>	<p><i>ABCmouse provides interactive activities for children to practice key skills. The technology is aligned to Frog Street Excel, but not a component of the curriculum.</i></p> <p>TG1: 15, 37, 59, 81 TG2: 15, 37, 59, 81 TG3: 15, 37, 59, 81 TG4: 15, 37, 59, 81 TG5: 15, 37, 59, 81 TG6: 15, 37, 59, 81 TG7: 15, 37, 59, 81 TG8: 15, 37, 59, 81 TG9: 15, 37, 59, 81</p>
<p>X.A.2. Child uses, operates, and names a variety of digital tools.</p>	<p><i>ABCmouse provides interactive activities for children to practice key skills. The technology is aligned to Frog Street Excel, but not a component of the curriculum.</i></p> <p>TG1: 15, 37, 59, 81 TG2: 15, 37, 59, 81 TG3: 15, 37, 59, 81 TG4: 15, 37, 59, 81 TG5: 15, 37, 59, 81 TG6: 15, 37, 59, 81 TG7: 15, 37, 59, 81 TG8: 15, 37, 59, 81 TG9: 15, 37, 59, 81</p>

<p>X.A.3. Child uses digital learning applications to create digital products and express own ideas.</p>	<p>ABCmouse provides interactive activities for children to practice key skills. The technology is aligned to Frog Street Excel, but not a component of the curriculum.</p> <p>TG1: 15, 37, 59, 81 TG2: 15, 37, 59, 81 TG3: 15, 37, 59, 81 TG4: 15, 37, 59, 81 TG5: 15, 37, 59, 81 TG6: 15, 37, 59, 81 TG7: 15, 37, 59, 81 TG8: 15, 37, 59, 81 TG9: 15, 37, 59, 81</p>
<p>X.A.4. Child uses technology to access information.</p>	<p>ABCmouse provides interactive activities for children to practice key skills. The technology is aligned to Frog Street Excel, but not a component of the curriculum.</p> <p>Music for Moving and Learning is provided on the Excel portal which can be accessed from any device with a web connection.</p>
<p>X.A.5. Child practices safe behavior while using digital tools and resources.</p>	<p>ABCmouse provides interactive activities for children to practice key skills. The technology is aligned to Frog Street Excel, but not a component of the curriculum.</p> <p>TG4: 12</p>