

Correlation
of
Texas Prekindergarten Guidelines
and
Frog Street Pre-K

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.	
I.A.1. Child is aware of where own body is in space, respects personal boundaries.	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
I.A.2. Child shows awareness of areas of competence and describes self positively in what he is able to do.	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
I.A.3. Child shows reasonable opinion of his own abilities and limitations.	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
I.A.4. Child shows initiative in independent situations and persists in attempting to solve problems.	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
B. Self Control 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.	
Behavior Control	
I.B.1.a. Child follows classroom rules and routines with occasional reminders from teacher.	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
I.B.1.b. Child takes care of and manages classroom materials.	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
I.B.1.c. Child regulates his own behavior with occasional reminders or assistance from teacher.	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
Emotional Control	
I.B.2.a. Child begins to understand difference and connection between feelings and behaviors.	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
I.B.2.b. Child is aware of own feelings most of the time.	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
I.B.2.c. Child is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary.	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, 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

Control Attention	
I.B.3.a. Child sustains attention to personally chosen or routine 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. Social Competence Skills 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 relationships as modeled by his teacher for her own pro-social behaviors.	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
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
I.C.3. Child shows competence in initiating social interactions.	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
I.C.4. Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal.	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
I.C.5. Child initiates problem-solving strategies and seeks adult help when necessary.	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
I.C.6. Child demonstrates empathy and caring for others.	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
I.C.7. Child begins to have meaningful friends.	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
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 specific characteristics.	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

<p>I.D.2. Child demonstrates an understanding that others have perspectives and feelings that are different from her own.</p>	<p>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</p>
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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)

<p>II.A.1. Child shows understanding by responding appropriately.</p>	<p>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, 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>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>II.A.3. Child shows understanding of the new language being spoken by English-speaking teachers and peers (ELL).</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, 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</p>

B. Speaking (Conversation) Skills

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.

II.B.1. Child is able to use language for different purposes.	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
II.B.2. Child engages in conversations in appropriate ways.	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
II.B.3. Child provides appropriate information for various situations.	TG1: 24, 27, 30, 36, 37, 38, 39, 62, 63, 66, 96, 97, 107, 108, 113, 116, 119, 123, 132, 137, 143, 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 most 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)

II.C.1. Child's speech is understood by both the teacher and other adults in the school.	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
II.C.2. Child perceives differences between similar sounding words.	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

<p>II.C.3. 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</p>
<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 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.</p>	
<p>II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions.</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, 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</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</p>
<p>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.</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, 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</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</p>

<p>II.D.5. 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</p>
<p>II.D.6. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English. (ELL)</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, 86, 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</p>
<p>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)</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</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, stick to the topic, and clearly communicate 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</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</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</p>

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.</p>	<p>TG1: 23, 26, 27, 29, 35, 41, 43, 47, 49, 59, 65, 71, 75, 77, 79, 83, 85, 93, 107, 111, 113, 157; TG2: 23, 31, 59, 61, 72, 93; TG3: 57, 59, 67, 83, 131, 155, 157; TG4: 25, 31, 37, 43, 79, 93, 103, 121, 129, 139, 157; TG5: 41, 57, 58, 59, 71, 73, 93, 96, 109, 115, 121, 133, 143, 150, 155; TG6: 29, 43, 73, 77, 93, 101, 111, 114, 115, 117, 133, 157, 159; TG7: 23, 25, 57, 73, 75, 139; TG8: 37, 61, 73, 83, 85, 93, 97, 101, 103, 115, 139, 145, 157; TG9: 25, 29, 31, 49, 73, 93, 103, 121, 139, 151, 157</p>
<p>III.A.2. Child uses 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</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</p>

B. Phonological Awareness Skills

Phonological awareness is an auditory skill that involves an understanding of the sounds of spoken words. It 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, 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. Because phonological awareness begins before children have learned a set of letter-sound correspondences, encouraging phonological awareness does not require print. Phonological awareness represents a crucial step toward understanding that letters or groups of letters can represent phonemes or sounds (the alphabetic principle). 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. *Anthony, Jason L.; C.J. Longian; K. Driscoll; B.M. Phillips. 2003. "Phonological Sensitivity: A quasi-parallel progression of word structure units and cognitive operations." Reading Research Quarterly, Vol. 38, 470-487. The Spanish Phonological Awareness Continuum

III.B.1. Child separates a normally spoken four-word sentence into individual words.	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
III.B.2. Child combines words to make a compound word.	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
III.B.3. Child deletes a word from a compound word.	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
III.B.4. Child combines syllables into words.	TG1: 34, 40; TG2: 60; TG3: 21, 22, 28, 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
III.B.5. Child can delete a syllable from a word.	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
III.B.6. Child can produce a word that rhymes with a given word.	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: 30, 36, 37, 42, 45, 81, 83, 120, 121, 144; TG9: 21, 48, 51, 59, 60, 138, 139, 153
III.B.7. Child can produce a word that begins with the same sound as a given pair of words.	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: 48; TG8: 37, 123; TG9: 21
III.B.8. Child combines onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with pictorial support.	TG7: 21, 36, 57, 78; TG8: 21; TG9: 21
III.B.9. Child combines onset and rime to form familiar one-syllable words without pictorial support.	TG7: 22, 28, 34, 36, 40, 46, 58, 64, 70, 76, 78, 82, 94, 100, 106, 112, 118; TG9: 21
III.B.10. Child recognizes and blends two phonemes into real words with pictorial support.	TG8: 40, 45, 58, 63, 100, 130, 135; TG9: 21

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
III.C.2. Child recognizes at least 20 letter sounds.	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
III.C.3. Child produces the correct sounds for at least 10 letters.	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

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 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.

III.D.1. Child retells or re-enacts a story after it is read aloud.	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
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<p>III.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.</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, 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</p>
<p>III.D.3. Child asks and answers appropriate questions about the book.</p>	<p>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</p>

IV. Emergent Literacy Writing Domain

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. Keep in mind that it is not important what children write but that they write something to convey meaning, in the form of scribbles, letter-like forms, or strings of letters.

IV.A.1. Child intentionally uses scribbles/ writing to convey meaning.

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

B. Independently Conveys Meaning Skills

Children engage in using print in ways to convey their meanings in different situations. 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.

IV.B.1. Child independently uses letters or symbols to make words or parts of words.

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

IV.B.2. Child writes own name (first name or frequent nickname), not necessarily with full correct spelling or well-formed letters.

TG1: 159; **TG2:** 49, 97, 115, 121, 145; **TG3:** 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

C. Forms Letters Skills

When given opportunities and meaningful situations, children move through the stages from scribbles to convey meaning, to letter-like shapes, with perhaps some conventional letters.

IV.C.1. Child independently writes some letters on request (not necessarily well-formed).

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

D. Concepts about Print Skills

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.

IV.D.1. Child uses some appropriate writing conventions when writing or giving dictation.	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
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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.	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
V.A.2. Child uses words to rote count from 1 to 30.	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
V.A.3. Child counts 1-10 items, with one count per item.	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, 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
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
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
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
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
V.A.9. Child recognizes one-digit numerals, 0-9.	TG1: 116, 117; TG2: 46, 47, 50, 51; TG3: 116, 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

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 or makes 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
V.B.2. Child uses concrete models or makes 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
V.B.3. Child uses informal strategies to share or divide up to 10 items equally.	TG4: 135, 135; TG8: 122, 123, 152, 153; TG9: 116
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
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
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
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
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
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
V.D.3. Child informally recognizes and compares weights of objects or people.	TG1: 152; TG3: 62, 54, 68, 69, 74, 75; TG5: 69; TG6: 74; TG8: 78, 74; TG9: 37, 133, 140
V.D.4. Child uses language to describe concepts associated with the passing of time.	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

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: 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, 151, 159
V.E.2. Child collects data and organizes it in a graphic representation.	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
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, 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
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 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.	
VI.A.1. Child describes, observes, and investigates properties and characteristics of common objects.	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
VI.A.2. Child investigates and describes position and motion of objects.	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
VI.A.3. Child uses simple measuring devices to learn about objects.	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
VI.A.4. Child investigates and describes sources of energy including light, heat, and electricity.	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

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 identifies and describes the characteristics of organisms.	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
VI.B.2. Child describes life cycles of organisms.	TG3: 135; TG4: 60; TG5: 105; TG8: 33, 57, 117, 131, 132, 133, 135, 145; TG9: 35, 40, 42, 46, 47, 48, 49, 50, 51, 153
VI.B.3. Child recognizes, observes, and discusses the relationship of organisms to their environments.	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
C. Earth and Space Science Skills	
Prekindergarten children are enthusiastic learners about earth and space. They are intrigued by their local environment. Discovering their place in the world is exciting and fun for them.	
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
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
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
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
D. 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.	
VI.D.1. Child practices good habits of personal safety.	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
VI.D.2. Child practices good habits of personal health and hygiene.	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
VI.D.3. Child identifies good habits of nutrition and exercise.	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
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 in characteristics of people.	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
VII.A.2. Child identifies similarities and differences in characteristics of families.	TG1: 101; TG2: 23, 24, 27, 29, 30, 32, 33, 35, 37, 41, 42, 47, 48, 60, 65, 83, 84, 85, 87, 96, 99, 104, 106, 107, 143, 156, 159; TG3: 61, 117; TG4: 23, 27, 59, 71, 123; TG5: 47, 51; TG6: 61, 66, 67; TG7: 27, 45, 67, 71, 95; TG8: 119; TG9: 107

VII.A.3. Child organizes their life around events, time, and routines.	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, 132, 133, 137, 152, 158, 15
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.	TG1: 131; TG2: 30, 33, 84, 85; TG3: 131; TG4: 75, 83; TG5: 119, 121, 123; TG6: 22, 65; TG7: 71; TG8: 33
VII.B.2. Child participates in activities to help them become aware of what it means to be a consumer.	TG2: 33, 35; TG3: 131; TG4: 72, 75, 85; TG5: 119, 121, 123; TG6: 65; TG7: 71; TG8: 35; TG9: 107
VII.B.3. Child discusses the roles and responsibilities of community workers.	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
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 her immediate 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
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
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
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
VII.D.4. Child identifies similarities among people like himself and classmates as well as among himself and people from other cultures.	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
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
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.	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, 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
VIII.B.2. Child responds to different musical styles through movement and play.	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
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: 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
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. Loco-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

<p>IX.A.2. Child coordinates sequence of movements to perform tasks.</p>	<p>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</p>
<p>B. Fine–Motor Development Skills Fine-motor manipulative movements involve object-handling activities that emphasize motor control, precision, and accuracy of movement. Using a computer mouse, cutting with scissors, and drawing are the foundational skills needed for the demands of handwriting and other small-motor skills in later school years.</p>	
<p>IX.B.1. Child shows 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>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, 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>	
<p>X.A.1. Child opens and navigates through software programs designed to enhance development of appropriate concepts.</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</p>
<p>X.A.2. Child uses and names a variety of computer input devices, such as mouse, keyboard, voice/sound recorder, touch screen, CD-ROM.</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</p>
<p>X.A.3. Child operates voice/sound recorders and touch screens.</p>	<p>TG1: 103, 111; TG2: 93; TG3: 93; TG4: 57; TG5: 21; TG6: 25, 57; TG7: 129; TG8: 57, 93; TG9: 157, 129</p>
<p>X.A.4. Child uses software applications to create 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</p>
<p>X.A.5. Child recognizes that information is accessible through the use of technology.</p>	<p>TG4: 51; TG5: 21, 143; TG6: 81, 93; TG7: 57, 69, 72; TG8: 98, 129, 159; TG9: 21</p>



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