


Correlations to Prekindergarten Guidelines								
<b>Subject</b>	Prekindergarten							
<b>Subchapter</b>	Prekindergarten							
<b>Course</b>	Prekindergarten							
<b>Publisher</b>	School Education Group, a division of The McGraw-Hill Companies, Inc.							
<b>Program Title</b>	The DLM Early Childhood Express							
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Domain	Skill Areas	Outcome	Element	Sub-element	#	Component ISBN/ID	Page(s)	Specific location on the page/ display/screen
<b>(a) Introduction.</b>								
<p><b>I. SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN.</b> While a preschool education should include activities that strengthen cognitive skills, it must provide for the development of the social and emotional competencies required for school readiness. The vast majority of social/emotional development occurs with little or no formal instruction but with appropriate teacher guidance surrounding social and emotional situations such as separating from families, sharing space and materials with peers, resolving conflicts, and developing empathy for others. The development of these personal and social skills enables children to build a sense of who they are and what they can do. Children establish positive relationships with teachers and peers which enable them to participate effectively in the classroom community, assert independence in appropriate ways, and accomplish tasks that are meaningful to them without infringing on the rights of others.</p>								
<p><b>II. LANGUAGE AND COMMUNICATION DOMAIN.</b> During the prekindergarten years, children’s experiences with language begin to form the basis for their later school success. Explaining words and sounds, talking to children about objects and their names (labeling), and using expanded vocabulary are all ways in which teachers can help to build children’s oral language skills. Given adequate opportunities to interact with responsive adults in language rich classrooms, young children’s language skills usually expand rapidly during these years. For children whose first language is other than English, the native language serves as the foundation for communication among family and community members, and building concepts and understanding of the world around them. This proficiency also assists in English language acquisition. Many children who are English language learners (ELL) enter our schools with a remarkable knowledge of their native language, a “linguistic knowing” that they utilize instinctively in their daily communications.</p>								
<p>The process of transfer (with literacy-based ESL and oral language beginning in prekindergarten, requires that we take what students already know and understand about literacy in their home language and ensure that this knowledge is used to help them gain literacy skills in a second language. The language skills include listening and speaking, expanding both children’s understanding of what they hear, as well as their ability to communicate their own ideas and experiences. These language skills in turn have a tremendous impact upon reading and writing as children progress through school. Language is optimally supported by providing a large amount of time throughout the day for oral language communication including time for authentic, purposeful child-initiated oral language opportunities. Prekindergarten educators should provide opportunities to promote language learning in children who speak a language other than English.</p>								
<p>Children who are English language learners may have difficulties with the pragmatics (the appropriate use of language to communicate effectively in many different situations and for many different purposes) of English. These include rules of politeness, conversational skills, and extended discourse (telling story and giving an explanation). Pragmatic skills are important for children who are English language learners to understand what teachers say in the classroom. Scaffolding is effective for building young children’s language and literacy; this is also true for the English Language Learner. Except where specified, the following guidelines outline language accomplishments for 4-year-old children in their native language. The stated outcomes should be used as a guide for children who have limited English proficiency and are appropriate for all children who are English language learners, providing guidance for teachers’ instruction. Additional specific guidelines for the support of language development of prekindergarten children whose home language is not English in English-only settings appear below and are indicated by this icon . (LEER MAS, 2001) </p>								
<p><b>III. EMERGENT LITERACY: READING DOMAIN.</b> Becoming literate is one of the most important milestones for young children to achieve. According to National Research Council estimates from 1998, if children receive proper exposure and systematic opportunities to develop foundational language, reading, and emergent writing skills during early childhood, as few as five percent may experience serious reading difficulties later. The literacy experiences provided during the prekindergarten year form the basis for learning to read. Children develop the understanding of the everyday functions of print, gain the motivation to want to learn to read and appreciation of different forms of literacy, from nonfiction and fiction books, to poems, songs, and nursery rhymes, by being read to and interacting with stories and print.</p>								

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								As they watch adults engage in reading and writing activities, they want to be able to read and write as well. When children interact with language in these formats, their ability to respond to and play with the sounds in language increases. This awareness of the sounds in language, or phonological awareness, is one of the key predictors of later reading success. Children develop this awareness that words are made up of sounds which can be put together and taken apart. Recent research has provided new insights into the order in which children acquire this awareness. In the early stages, children are able to detect larger phonological units such as words and syllables. As their awareness deepens, they are able to manipulate the smallest meaningful units of sound. Print awareness and letter knowledge must also be developed through planned, playful activities that engage children in noticing the letters in their names and the names of their classmates.
								As their language abilities increase, their understanding of what is read aloud to them also increases, as demonstrated through the questions they ask and answer, and their reenacting or retelling of stories. The process of transfer (with literacy-based ESL and oral language beginning in prekindergarten) requires that we take what students already know and understand about literacy in their primary language and ensure that this knowledge is used to help them gain English language and literacy skills. For ELL children difficulties in transfer may appear in syntax, homonyms, inference, cultural nuances, idioms, and figurative language. For students who are learning English, effective second language reading instruction requires an understanding of and is guided by knowledge based on: assessment, cultural responsiveness, gradual release, strategic use of language, and appropriate instruction. (LEER MAS, 2001)
								This is an important time for 4-year-olds to develop their sense of self and ethnic identity. One strategy to support this development is the use of linguistically and culturally relevant texts whenever possible. Teachers of English language learners can help children understand who they are and where they come from when they connect to children's lives in a meaningful way, given their cultural and linguistic diversity.
								<b>IV. EMERGENT LITERACY: WRITING DOMAIN.</b> Prekindergarten-age children generate hypotheses about how written language works and begin to explore the uses of writing for themselves. They also begin to ask adults to write signs and letters for them. Children love to then imitate these adults by writing a letter or writing notes on the refrigerator. This "pretend writing" begins a child's development of skills with the written word. Through these early writing experiences, young children develop initial understandings about the forms, features, and functions of written language. Over time, children's writing attempts more closely approximate conventional writing. Children learn to write through many such experiences.
								<b>V. MATHEMATICS DOMAIN.</b> Prekindergarten children's mathematical understandings are built on informal knowledge about quantity that they develop even before any instruction. Young children know immediately if someone gets more cookies than they do. They like telling their age, such as by holding up four fingers to tell an adult how old they are. Children typically use quantity during play to know who scored a goal. Teachers can use this early interest in communicating math-related ideas to foster greater mathematical competencies in the preschool environment. Teachers can plan rich environments and offer sequenced opportunities for preschool children to explore math skills. Effectively supporting early mathematical competencies requires creative use of instructional tools, including play, drawing, and computer technology.
								The core of any early education mathematics curriculum should focus on developing young children's ability to problem solve – developing their capacity to ask thoughtful questions, to recognize problems in their environment, and to use mathematical reasoning with familiar materials in the classroom. Teachers must recognize that early math instruction is not limited to a specific period or time of day in preschool. Instead it is a natural part of any quality preschool learning environment. Teachers enhance children's mathematics learning when they ask questions that provoke clarification, extension, and development of new understanding. For example, as children build with blocks, their teacher can introduce such concepts as higher, lower, in front of, behind, larger, and smaller. During an art project, such as putting buttons on an outline of a person, the teacher might say the person needs five buttons on his shirt. One child may place two buttons and a second child puts on three. During shared reading activities, the teacher might ask, "How many birds do you see on this page?"

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<p>Accumulated research evidence indicates that preschoolers are ready to receive instruction that builds on a rich set of informal mathematical skills. Teachers should be sensitive to what is known about individual learner's developmental status and skills. For example, some children may not be ready for oral communication of some mathematical ideas due to delayed speech. Other children may show difficulties with fine motor coordination skills needed to work effectively with manipulatives. Speech-delayed children may be able to learn and express mathematical ideas in ways that reduce demands on oral vocabulary, such as by using concrete materials. These outcomes are provided to help foster a quality mathematics curriculum for preschool children in Texas. The Texas Prekindergarten Guidelines are divided into these skill areas: counting, math symbols, adding and taking away, geometry, measurement, and classification and patterns.</p>								
<p>Due to the high use of language for math instruction, teachers should exhibit patience and accommodation for greater wait time for responses from ELL children. These children often will acquire math vocabulary in both the home language and in English. For this reason, it may be beneficial for children who are learning English to learn new concepts and vocabulary in their home language with math practice conducted in both the children's home language and English.</p>								
<b>VI. SCIENCE DOMAIN.</b>								
<p><b>VII. SOCIAL STUDIES DOMAIN.</b> Social studies concentrates on the nature of people and their world, the heritage of the past, and contemporary living and culture. Social studies is integral both to young children's lives and is of great interest to them. Driven by a desire to know and achieve mastery over self and their environment, children are eager to gain understanding of the many aspects of their culture and environmental world, beginning with their family, then moving to the world around them. Through social studies, children begin to develop the self-understanding that will serve as a foundation for learning about others and the world. Although, all aspects of education have the goal of preparing children to become contributing members of society, social studies is particularly well suited to foster the skills and attitudes necessary for participation in a democracy. Skills such as problem-solving, decision-making, and working independently, as well as with others in a classroom, prepare children to become fully functioning citizens.</p>								
<p>Prekindergarten children come from a variety of cultural and linguistic settings; therefore, their understanding of the world around them can be unique and very diverse. It is important to realize that children bring different background knowledge to the classroom, and this will undoubtedly influence their understanding of some concepts in the social studies domain. Therefore, it is important to incorporate and honor the child's home, community, and diversity in their understanding and world view.</p>								
<b>VIII. FINE ARTS DOMAIN.</b>								
<p><b>IX. PHYSICAL DEVELOPMENT DOMAIN.</b> Learning is inextricably tied up in action – simply performing motor skills actually alters brain function. Research documents developmental relationships between perception, action, and cognition in which children's knowledge develops from their actions. Thus, learning relates directly to mobility and motor skills. The motor developmental domain influences many aspects of children's success in cognitive, perceptual, and social development that casual observers might not consider. Movement is at the center of young children's lives. The development of certain motor skills is thought to determine, in part, the emergence of particular perceptual and cognitive abilities. Teachers should encourage children to develop gross and fine motor skills and to stretch the limits of their physical capacity. Physical achievements help children to gain and maintain self-confidence, stability, and even contribute to such activities as holding a pencil or crayon and writing.</p>								
<p>Running, hopping, starting and stopping, changing direction, and catching and throwing are the prerequisites for the games of middle childhood that further advance children's cognitive and social development. The teacher should be a good role model by participating as much as possible with these activities. Vigorously interacting with children not only sets a good example of physical activity, but also results in children's showing signs of improved mental health and emotional status and closer teacher-child relationships. Activities to develop physical skill and refine motor development can be included in early childhood education and development environments through games and group play. Rhythmic, stability, loco-motor, and manipulative skills are important and can be addressed in a number of ways.</p>								

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<p>Most importantly, though, these activities should make a meaningful link with social, emotional, and cognitive development. Physical activity not only promotes cognition but also can enhance children’s social skills and self-esteem through group participation. Free, unstructured outdoor play as a means of developing gross motor, fine motor and sensory skills is valuable to children’s overall well being.</p> <p><b>X. TECHNOLOGY APPLICATIONS DOMAIN.</b> Young children have much to gain from the use of technology. In prekindergarten, they expand their ability to acquire information, solve problems, and communicate with others. Regular access and exposure to computers and related technology can enhance this learning. Children use engaging, age-appropriate, and challenging software; and technology to extend their knowledge and to enrich their learning of curriculum content and concepts. These technologies serve as important learning tools and are integrated throughout the instructional program. Providing access to a variety of technologies is critical in the development of 21st century skills that young children need to learn and grow.</p>								
<b>(b) Knowledge and Skills.</b>								
<b>I. SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN</b>	<b>A. Self Concept Skills.</b> 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.	1. Child is aware of where own body is in space, respects personal boundaries.	a. Child is aware of where own body is in space.	>>>>	3	9780076582297	86, 138, 158, 248, 302	Social Emotional Skills, Phonological Awareness, Personal Safety Skills, Pretend and Learn Center, Personal Safety and Health Skills
						9780076582303	176, 178, 180, 182, 184, 200	ABC Center, Read Aloud, Observe and Investigate, Oral Language and Academic Vocabulary, Purposeful Play, whole page

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			b. Child respects personal boundaries.	>>>>	3	9780076582297	86	Social Emotional Skills
						9780076582303	184, 224	Purposeful Play, Pretend and Learn Center
						9780076582358	158, 246, 252, 256, 264, 268, 276	whole page, Social and Emotional Development, Making Good Choices, Purposeful Play, Making Good Choices, Purposeful Play, Social and Emotional Development, Making Good Choices
		2. Child shows awareness of areas of competence and describes self positively in what he is able to do.	a. Child shows awareness of areas of competence.	>>>>	3	9780076582303	36, 40, 60, 72, 76, 196	Social and Emotional Development, Purposeful Play, Making Good Choices, Making Good Choices, Purposeful Play, Writing
						9780076582341	180, 192, 216	Making Good Choices, Making Good Choices, Making Good Choices

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			b. Child describes self positively in what he is able to do.	>>>>>	3	9780076582303	30, 36, 72, 76, 84, 196	Social and Emotional Development, Making Good Choices, Making Good Choices, Purposeful Play, Making Good Choices, Writing
						9780076582341	204, 224, 228	Making Good Choices, Creativity Center, Making Good Choices
		3. Child shows reasonable opinion of his own abilities and limitations.	a. Child shows reasonable opinion of his own abilities.	>>>>>	3	9780076582303	42, 44, 88, 198, 208	Social and Emotional Development, Construction Center, Purposeful Play, Social and Emotional Development, Purposeful Play
						9780076582341	180, 184, 204	Making Good Choices, Creativity Center, Making Good Choices

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			b. Child shows reasonable opinion of his own limitations.	>>>>	3	9780076582303	42, 88	Social and Emotional Development, Purposeful Play
						9780076582341	192, 216, 228	Making Good Choices, Making Good Choices, Making Good Choices
		4. Child shows initiative in independent situations and persists in attempting to solve problems.	a. Child shows initiative in independent situations.	>>>>	3	9780076582327	72, 270, 272	Making Good Choices, Social and Emotional Development, Pretend and Learn Center
						9780076582334	180, 192	Making Good Choices, Making Good Choices
						9780076582341	104, 116, 300	Pretend and Learn Center, Creativity Center, Making Good Choices

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			b. Child persists in attempting to solve problems.	>>>>>	3	9780076582303	110, 112	Observe and Investigate, Math and Science Center
						9780076582327	156, 264, 276	Making Good Choices, Making Good Choices, Making Good Choices
						9780076582334	216, 228	Making Good Choices, Observe and Investigate
						9780076582341	132, 144, 252	Making Good Choices, Making Good Choices, Making Good Choices



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	<p><b>B. Self Control Skills.</b> 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.</p>	<p><b>1. Behavior Control</b> 1. Child follows classroom rules and routines with occasional reminders from teacher.</p>	a. Child follows classroom rules with occasional reminders from teacher.	>>>>>	3	9780076582297	54, 62, 108, 120, 130, 132, 144	Oral Language and Vocabulary, Social and Emotional Skills, Making Good Choices, Making Good Choices, Read Aloud, Making Good Choices, Making Good Choices
							9780076582310	246, 256, 294
			b. Child follows classroom routines with occasional reminders from teacher.	>>>>>	3	9780076582297	54, 62, 108, 120, 144	Oral Language and Vocabulary, Oral Language and Academic Vocabulary, Making Good Choices, Making Good Choices, Making Good Choices
						9780076582310	246, 256	Social and Emotional Development, Math and Science Center

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		<b>1. Behavior Control</b> 2. Child takes care of and manages classroom materials.	a. Child takes care of classroom materials.	>>>>>	3	9780076582297	108	Making Good Choices
						9780076582303	64, 68, 86, 88	Oral Language and Academic Vocabulary, Construction Center, Explore and Express, Pretend and Learn Center
						9780076582310	192, 228, 246	Making Good Choices, Making Good Choices, Oral Language and Vocabulary
						9780076582327	174, 208	Social and Emotional Development, Purposeful Play
			b. Child manages classroom materials.	>>>>>	3	9780076582310	192, 228	Making Good Choices, Making Good Choices
		9780076582327				174, 208	Social and Emotional Development, Purposeful Play	
		9780076582334				124	Purposeful Play	

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		<b>1. Behavior Control</b> 3. Child regulates his own behavior with occasional reminders or assistance from teacher.	>>>>>	>>>>>	3	9780076582297	108, 110, 128, 144, 158	Making Good Choices, whole page, Construction Center, Making Good Choices, Explore and Express
						9780076582310	246, 256, 288	Social and Emotional Development, Math and Science Center, Making Good Choices
						9780076582334	158	Social and Emotional Development
		<b>2. Emotional Control</b> 1. Child begins to understand difference and connection between feelings and behaviors.	a. Child begins to understand difference between feelings and behaviors.	>>>>>	3	9780076582297	264, 276, 288	Making Good Choices, Making Good Choices, Making Good Choices
						9780076582303	118, 120, 124, 126	Read Aloud, Making Good Choices, Writing, Oral Language and Vocabulary

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			b. Child begins to understand connection between feelings and behaviors.	>>>>>	3	9780076582297	66, 276, 288	Oral Language and Vocabulary, Making Good Choices, Making Good Choices
						9780076582303	102, 104, 106, 112, 114, 120, 124, 126	Oral Language and Vocabulary, Library and Listening Center, Read Aloud, Purposeful Play, Oral Language and Vocabulary, Making Good Choices, Writing, Oral Language and Development
						9780076582310	104	Pretend and Learn Center
		<b>2. Emotional Control</b> 2. Child is aware of own feelings most of the time.	>>>>>	>>>>>	3	9780076582297	252, 276, 288	Making Good Choices, Making Good Choices, Making Good Choices
						9780076582303	106, 108, 118	Read Aloud, Making Good Choices, Read Aloud

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		<b>2. Emotional Control</b> 3. Child is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary.	a. Child is able to increase intensity of emotions more consistently, although adult guidance is sometimes necessary.	>>>>>	3	9780076582297	60, 66, 276	Making Good Choices, Oral Language and Vocabulary, Making Good Choices
						9780076582303	150	Oral Language and Vocabulary
			b. Child is able to decrease intensity of emotions more consistently, although adult guidance is sometimes necessary.	>>>>>	3	9780076582297	60, 66, 276	Making Good Choices, Oral Language and Vocabulary, Making Good Choices
						9780076582303	114, 132, 144, 156	Social and Emotional Development, Making Good Choices, Making Good Choices, Making Good Choices

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		<b>3. Control of Attention</b> 1. Child sustains attention to personally chosen or routine tasks until they are completed.	a. Child sustains attention to personally chosen tasks until they are completed.	>>>>>	3	9780076582303 9780076582310 9780076582358	64 68, 140 32, 40, 52, 64, 76, 88	Purposeful Play Library and Listening Center, Library and Listening Center Pretend and Learn Center, Purposeful Play, Purposeful Play, Purposeful Play, Purposeful Play
			b. Child sustains attention to routine tasks until they are completed.	>>>>>	3	9780076582327 9780076582358	192, 204 30, 38, 48, 60, 74, 84	Making Good Choices, Making Good Choices whole page, Observe and Investigate, Making Good Choices, whole page, whole page, Making Good Choices

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		<b>3. Control of Attention</b> 2. Child remains focused on engaging group activities for about 20 minutes at a time.	>>>>>	>>>>>	3	9780076582297	260, 296	whole page, whole page
						9780076582303	54, 58	Language Time, Literacy Time
						9780076582310	134	whole page
						9780076582327	210, 228	Social and Emotional Development, Making Good Choices
						9780076582358	36, 50, 102, 126	whole page, Math Time, Language Time, whole page

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	<b>C. Social Competence Skills.</b> 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.	1. Child uses positive relationships as modeled by his teacher for her own pro-social behaviors.	>>>>>	>>>>>	3	9780076582297	48, 60, 84, 198, 230, 254, 294	Making Good Choices, Making Good Choices, Making Good Choices, Social and Emotional Development, Oral Language and Vocabulary, Social Emotional Skills, Oral Language and Vocabulary
9780076582303						110, 302, 304	Observe and Investigate, Move and Learn, Purposeful Play	
9780076582310						56, 86	Library and Listening Center, Library and Listening Center	
		2. Child assumes various roles and responsibilities as part of a classroom community.	a. Child assumes various roles as part of a classroom community.	>>>>>	3	9780076582310	36, 40, 48, 60, 72, 84, 176, 198, 228	Making Good Choices, Purposeful Play, Making Good Choices, Making Good Choices,





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		3. Child shows competence in initiating social interactions.	>>>>>	>>>>>	3	9780076582297	32, 120, 140, 156	Pretend and Learn Center, Making Good Choices, Pretend and Learn Center, Making Good Choices
						9780076582310	124, 136, 148, 256, 272	Purposeful Play, Construction Center, Purposeful Play, Math and Science Center, Pretend and Learn Center
						9780076582334	108, 120, 132	Making Good Choices, Making Good Choices, Making Good Choices

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		4. Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal.	a. Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan.	>>>>>	3	9780076582297	276, 278, 280	Making Good Choices, Understand and Participate, Pretend and Learn Center
						9780076582310	32, 280, 284	Construction Center, Purposeful Play, Pretend and Learn Center
						9780076582327	36, 48, 64	Making Good Choices, Making Good Choices, Purposeful Play
			b. Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common goal.	>>>>>	3	9780076582297	32, 276, 278, 280	Pretend and Learn Center, Making Good Choices, Understand and Participate, Pretend and Learn Center
						9780076582310	280, 284	Purposeful Play, Pretend and Learn Center
						9780076582327	68, 116	Construction Center, Creativity Center

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		5. Child initiates problem-solving strategies and seeks adult help when necessary.	a. Child initiates problem-solving strategies.	>>>>>	3	9780076582303	112	Math and Science Center
						9780076582334	180, 204, 248	Making Good Choices, Making Good Choices, Pretend and Learn Center
						9780076582341	40, 48, 52	Purposeful Play, Making Good Choices, Purposeful Play
						9780076582358	180, 186, 192, 194, 204	Making Good Choices, Social and Emotional Development, Making Good Choices, whole page, Making Good Choices

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			b. Child seeks adult help when necessary.	>>>>>	3	9780076582334	184, 192, 216	Purposeful Play, Making Good Choices, Making Good Choices
						9780076582341	36, 60, 84	Making Good Choices, Making Good Choices, Making Good Choices
						9780076582358	110, 180, 186, 192, 194, 196	Social and Emotional Development, Making Good Choices, Social and Emotional Development, Making Good Choices, whole page, whole page

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		6. Child demonstrates empathy and caring for others.	a. Child demonstrates empathy for others.	>>>>>	3	9780076582297	108, 148, 180, 192, 216	Making Good Choices, Purposeful Play, Making Good Choices, Making Good Choices, Making Good Choices
						9780076582310	104, 120, 124, 132, 144	Pretend and Learn Center, Making Good Choices, Purposeful Play, Making Good Choices, Making Good Choices

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			b. Child demonstrates caring for others.	>>>>>	3	9780076582297	108, 148, 204, 216	Making Good Choices, Purposeful Play, Making Good Choices, Making Good Choices
						9780076582310	102, 104, 120, 124, 128, 132, 136, 144	Oral Language and Vocabulary, Pretend and Learn Center, Making Good Choices, Purposeful Play, ABC Center, Making Good Choices, Purposeful Play, Making Good Choices
		7. Child begins to have meaningful friends.	>>>>>	>>>>>	3	9780076582297	36, 176, 180, 192, 228, 264	Making Good Choices, Writer's Center, Making Good Choices, Making Good Choices, Making Good Choices, Making Good Choices
						9780076582310	256, 292, 300	Math and Science Center, Purposeful Play, Making Good Choices


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	<b>D. Social Awareness Skills.</b> 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.	1. Child demonstrates an understanding that others have specific characteristics.	>>>>>	>>>>>	3	9780076582303	54, 56, 246, 248, 252, 264	Oral Language and Vocabulary, Writer's Center, Oral Language and Vocabulary, Creativity Center, Making Good Choices, Making Good Choices
9780076582327						128	Library and Listening Center	
		2. Child demonstrates an understanding that others have perspectives and feelings that are different from her own.	a. Child demonstrates an understanding that others have perspectives that are different from her own.	>>>>>	3	9780076582297	192, 252, 288, 300	Making Good Choices, Making Good Choices, Making Good Choices, Making Good Choices
	9780076582303					130, 206, 264, 280	Read Aloud, Oral Language and Academic Vocabulary, Making Good Choices, Pretend and Learn Center	
	9780076582358					104, 118, 142, 200	Library and Listening Center, Read Aloud, Read Aloud, Pretend and Learn Center	



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			b. Child demonstrates an understanding that others have feelings that are different from her own.	>>>>	3	9780076582297	192, 252, 264, 276, 288	Making Good Choices, Making Good Choices, Making Good Choices, Making Good Choices, Making Good Choices
						9780076582303	130, 264	Read Aloud, Making Good Choices
						9780076582358	104, 130, 142, 200	Library and Listening Center, Read Aloud, Read Aloud, Pretend and Learn Center

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II. LANGUAGE AND COMMUNICATION DOMAIN	<b>A. Listening Comprehension Skills.</b> 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)	1. Child shows understanding by responding appropriately.	>>>>>	>>>>>	3	9780076582297	70, 138, 178, 214, 230, 232, 250	Read Aloud, Phonological Awareness, Read Aloud, Read Aloud, whole page, Pretend and Learn Center, Read Aloud
						9780076582303	54, 110, 114, 206, 212, 278	Oral Language and Vocabulary, whole page, whole page, Library and Listening Center, whole page
						9780076582310	34, 106, 126, 130	Read Aloud, Read Aloud, whole page, Read Aloud,

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		2. Child shows understanding by following two-step oral directions and usually follows three-step directions.	a. Child shows understanding by following two-step oral directions.	>>>>>	3	9780076582303	256, 302, 304	Math and Science Center, whole page, Pretend and Learn Center
						9780076582358	30, 50, 74, 218, 272	Social and Emotional Development, Language and Communication Skills, X-Ray Vision 2, Language and Communication Skills, Creativity Center
						9780076582365	52, 218, 222	Math and Science Center, Math Time, Oral Language and Vocabulary

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			b. Child usually follows three-step directions.	>>>>>	3	9780076582303	302	Oral Language and Academic Vocabulary
						9780076582358	30, 50, 74, 218, 272	Social and Emotional Development, Language and Communication Skills, X-Ray Vision 2, Language and Communication Skills, Creativity Center
						9780076582365	42, 210	Social and Emotional, Oral Language and Vocabulary
		3.  Child shows understanding of the new language being spoken by English-speaking teachers and peers (ELL).	>>>>>	>>>>>	3	9780076582303	66, 174	Oral Language and Vocabulary, Oral Language and Vocabulary
						9780076582310	58, 62	Read Aloud, Understand and Participate
						9780076582358	126, 218	ELL, ELL

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	<p><b>B. Speaking (Conversation)</b></p> <p><b>Skills.</b> 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>	1. Child is able to use language for different purposes.	>>>>>	>>>>>	3	9780076582303	34, 46, 48, 86, 88	Whole page, Whole page, Making Good Choices, whole page, whole page
						9780076582310	126, 128	whole page, ABC Center
						9780076582334	116, 210	Construction Center, Oral Language and Vocabulary

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		2. Child engages in conversations in appropriate ways.	>>>>>	>>>>>	3	9780076582297	204, 206, 208, 210	Making Good Choices, Oral Language and Academic Vocabulary, Purposeful Play, Social and Emotional Development
						9780076582303	204	Making Good Choices
						9780076582310	128	Construction Center
						9780076582327	42, 54, 66	Social and Emotional Development, Oral Language and Vocabulary, Oral Language and Vocabulary


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		3. Child provides appropriate information for various situations.	>>>>>	>>>>>	3	9780076582303	34, 48, 78, 82, 206, 278	Read Aloud, Making Good Choices, Oral Language and Vocabulary, Whole page, Understand and Participate, whole page
						9780076582358	222, 254, 256, 270	Oral Language and Vocabulary, Oral Language and Academic Vocabulary, Oral Language and Vocabulary, Oral Language and Vocabulary

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		4. Child demonstrates knowledge of verbal conversational rules.	>>>>>	>>>>>	3	9780076582297	200, 204, 206, 208, 210	Library and Listening Center, Making Good Choices, Oral Language and Academic Vocabulary, Purposeful Play, Social and Emotional Development
						9780076582334	66	Oral Language and Vocabulary
						9780076582341	188, 282	Pretend and Learn Center, Social and Emotional Development
						9780076582365	66, 140	Oral Language and Vocabulary, Pretend and Learn Center



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		5. Child demonstrates knowledge of nonverbal conversational rules.	>>>>>	>>>>>	3	9780076582297	84, 190	Making Good Choices, Read Aloud
						9780076582341	62, 270	Understand and Participate, Social and Emotional Development
						9780076582358	254, 256	Observe and Investigate, Purposeful Play
		6. Child matches language to social contexts.	>>>>>	>>>>>	3	9780076582303	288	whole page
						9780076582334	228	Making Good Choices
						9780076582358	182	Observe and Investigate

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	<b>C. Speech Production Skills.</b> 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)	1. Child's speech is understood by both the teacher and other adults in the school.	a. Child's speech is understood by the teacher in the school.	>>>>>	3	9780076582297	44, 230	ABC Center, Oral Language and Vocabulary
9780076582303						46, 110, 180, 216	Read Aloud, Observe and Investigate, Making Good Choices, Making Good Choices	
9780076582358						248, 278	Library and Listening Center, Language and Communication Skills	
			b. Child's speech is understood by other adults in the school.	>>>>>	3	9780076582297	44, 230	ABC Center, Oral Language and Vocabulary
						9780076582303	180	Making Good Choices
						9780076582358	248, 278	Library and Listening Center, Language and Communication Skills

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		2. Child perceives differences between similar sounding words.	>>>>>	>>>>>	3	9780076582303 9780076582341	246 54, 78, 102, 114, 138	Phonological Awareness  Phonological Awareness, Phonological Awareness, , Phonological Awareness, Phonological Awareness, Phonological Awareness
		3.  Child investigates and demonstrates growing understanding of the sounds and intonation of the English language (ELL).	a. Child investigates growing understanding of the sounds of the English language (ELL).	>>>>>	3	9780076582303 9780076582341 9780076582358	118, 154 30, 54, 66 138, 262, 284	Learn About Letters and Sounds, Learn About Letters and Sounds  Phonological Awareness, Phonological Awareness, Phonological Awareness  whole page, whole page, whole page
			b. Child investigates growing understanding of the intonation of the English language (ELL).	>>>>>	3	9780076582334 9780076582358	70, 286 138, 182, 262	Learn About Letters and Sounds, Learn About Letters and Sounds  whole page, ELL, ELL

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			c. Child demonstrates growing understanding of the sounds of the English language (ELL).	>>>>>	3	9780076582297	108	Making Good Choices
						9780076582334	106	Learn About Letters and Sounds
						9780076582341	30, 54, 66	Phonological Awareness, Phonological Awareness, Phonological Awareness
						9780076582358	138, 262	whole page, ELL
			d. Child demonstrates growing understanding of the intonation of the English language (ELL).	>>>>>	3	9780076582310	46	Learn About Letters and Sounds
						9780076582334	70, 286	Learn About Letters and Sounds, Learn About Letters and Sounds
						9780076582358	182, 262	ELL, ELL

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	<p><b>D. Vocabulary Skills.</b> 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. (continued below)</p>	1. Child uses a wide variety of words to label and describe people, places, things, and actions.	a. Child uses a wide variety of words to label people.	>>>>>	3	9780076582303	38, 56, 104, 134, 152, 208	Oral Language and Academic Vocabulary, Writer's Center, Library and Listening Center, Social Studies Time, Writing
						9780076582310	42, 136, 158, 186, 190, 230	Oral Language and Vocabulary, Construction Center, Oral Language and Academic Vocabulary, Oral Language and Vocabulary, Read Aloud, Oral Language and Academic Vocabulary

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	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.				3			
			b. Child uses a wide variety of words to label places.	>>>>	3	9780076582297	32, 174, 302	Creativity Center, Oral Language and Vocabulary, Oral Language and Academic Vocabulary
						9780076582310	32, 134	Construction Center, whole page
						9780076582327	134, 136, 138	Whole page, Pretend and Learn Center, Oral Language and Vocabulary

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			c. Child uses a wide variety of words to label things.	>>>>>	3	9780076582297	30, 32, 66, 246, 270, 272, 302	Oral Language and Vocabulary, Pretend and Learn Center, Phonological Awareness, Oral Language and Vocabulary, Oral Language and Vocabulary, Library and Listening Center, Oral Language and Academic Vocabulary
						9780076582303	42, 44, 148, 182, 184	Oral Language and Vocabulary, Construction Center, Math and Science Center, Oral Language and Academic Vocabulary, Writing

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			d. Child uses a wide variety of words to label actions.	>>>>>	3	9780076582297	30, 54, 56, 78, 174, 246, 302	Oral Language and Vocabulary, Oral Language and Vocabulary, Library and Listening Center, Oral Language and Vocabulary, Oral Language and Vocabulary, Oral Language and Vocabulary, Oral Language and Academic Vocabulary
						9780076582303	30, 32, 136, 198, 210, 222	Oral Language and Vocabulary, Library and Listening Center, Purposeful Play, Oral Language and Vocabulary, Oral Language and Vocabulary, Oral Language and Vocabulary



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<b>Subchapter</b>	Prekindergarten							
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<b>Program Title</b>	The DLM Early Childhood Express							
<b>ISBN/ID</b>	9780076583492							
Domain	Skill Areas	Outcome	Element	Sub-element	#	Component ISBN/ID	Page(s)	Specific location on the page/ display/screen
			e. Child uses a wide variety of words to describe people.	>>>>>	3	9780076582297	68, 174, 200, 206, 278	Library and Listening Center, Oral Language and Vocabulary, Library and Listening Center, Oral Language and Academic Vocabulary, Understand and Participate
						9780076582303	38, 46, 56, 62, 64, 80	Oral Language and Academic Vocabulary, Read Aloud, Writer's Center, Understand and Participate, Writing, Library and Listening Center

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Domain	Skill Areas	Outcome	Element	Sub-element	#	Component ISBN/ID	Page(s)	Specific location on the page/display/screen
			f. Child uses a wide variety of words to describe places.	>>>>	3	9780076582297	174, 282, 302	Oral Language and Vocabulary, Oral Language and Vocabulary, Oral Language and Academic Vocabulary
						9780076582303	64	Construction Center
						9780076582310	134, 190, 202	whole page, Read Aloud, Read Aloud
						9780076582327	134, 138, 188	Oral Language and Academic Vocabulary, Oral Language and Vocabulary, Library and Listening Center


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Domain	Skill Areas	Outcome	Element	Sub-element	#	Component ISBN/ID	Page(s)	Specific location on the page/ display/screen
			g. Child uses a wide variety of words to describe things.	>>>>>	3	9780076582297	182, 254, 270, 272, 282, 302	Oral Language and Academic Vocabulary, Observe and Investigate, Oral Language and Vocabulary, Library and Listening Center, Oral Language and Vocabulary, Oral Language and Academic Vocabulary
						9780076582303	44, 48, 64, 138, 140	Construction Center, Making Good Choices, Construction Center, Oral Language and Vocabulary, Library and Listening Center

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Domain	Skill Areas	Outcome	Element	Sub-element	#	Component ISBN/ID	Page(s)	Specific location on the page/ display/screen
			h. Child uses a wide variety of words to describe actions.	>>>>>	3	9780076582297	30, 54, 56, 68, 174, 222, 246, 294, 302	Oral Language and Vocabulary, Oral Language and Vocabulary, Library and Listening Center, Library and Listening Center, Oral Language and Vocabulary, Oral Language and Vocabulary, Oral Language and Vocabulary, Oral Language and Vocabulary, Oral Language and Vocabulary
						9780076582303	30, 32, 134, 136	Oral Language and Vocabulary, Library and Listening Center, Understand and Participate, Purposeful Play

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<b>Domain</b>	<b>Skill Areas</b>	<b>Outcome</b>	<b>Element</b>	<b>Sub-element</b>	<b>#</b>	<b>Component ISBN/ID</b>	<b>Page(s)</b>	<b>Specific location on the page/display/screen</b>
		2. Child demonstrates understanding of terms used in the instructional language of the classroom.	>>>>>	>>>>>	3	9780076582297	34, 82	Read Aloud, Read Aloud
						9780076582303	30	Phonological Awareness
						9780076582334	50, 134, 182	Whole page, Understand and Participate, Observe and Investigate
						9780076582341	122, 124, 182	Observe and Investigate, Math and Science Center, Observe and Investigate
		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.	>>>>>	>>>>>	3	9780076582303	138, 186, 188, 212	Language Time, Language Time, Construction Center, Library and Listening Center
						9780076582334	78, 150, 248	Oral Language and Vocabulary, Oral Language and Vocabulary, Library and Listening Center
						9780076582341	246, 248	Oral Language and Vocabulary, Library and Listening Center

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Domain	Skill Areas	Outcome	Element	Sub-element	#	Component ISBN/ID	Page(s)	Specific location on the page/ display/screen
		4. Child uses a large speaking vocabulary, adding several new words daily.	>>>>	>>>>	3	9780076582297 9780076582303 9780076582310	214 54, 102 140, 174, 176, 198, 224, 256, 272	Read Aloud  Oral Language and Vocabulary, Language Time  Library and Listening Center, Oral Language and Vocabulary, Creativity Center, Oral Language and Vocabulary, Construction Center, Purposeful Play, Library and Listening Center
		5. Child uses category labels to understand how the words/objects relate to each other.	a. Child uses category labels to understand how the words relate to each other.	>>>>	3	9780076582303 9780076582310 9780076582358	66 182, 184, 278 176, 206, 220	Oral Language and Vocabulary  whole page, Math and Science Center, whole page  Library and Listening Center, Oral Language and Academic Vocabulary, Writing

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Domain	Skill Areas	Outcome	Element	Sub-element	#	Component ISBN/ID	Page(s)	Specific location on the page/ display/screen
			b. Child uses category labels to understand how the objects relate to each other.	>>>>>	3	9780076582310	36, 182, 184	Observe and Investigate, whole page, Math and Science Center
						9780076582327	256	Math and Science Center
						9780076582358	114, 176, 206	Oral Language and Vocabulary, Library and Listening Center, Oral Language and Academic Vocabulary

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Domain	Skill Areas	Outcome	Element	Sub-element	#	Component ISBN/ID	Page(s)	Specific location on the page/ display/screen
		6.  Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English. (ELL)	a. Child increases listening vocabulary.	>>>>	3	9780076582297 9780076582303  9780076582310  9780076582341	214 42, 186, 198, 246, 250, 258  36, 74  38, 150, 186	Read Aloud  Oral Language and Vocabulary, Oral Language and Vocabulary, Oral Language and Vocabulary, Oral Language and Vocabulary, Read Aloud, Oral Language and Academic Vocabulary  Observe and Investigate, Math Time  Oral Language and Academic Vocabulary, Oral Language and Vocabulary, Oral Language and Vocabulary



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Domain	Skill Areas	Outcome	Element	Sub-element	#	Component ISBN/ID	Page(s)	Specific location on the page/display/screen
			b. Child begins to develop vocabulary of object names in English. (ELL)	>>>>>	3	9780076582303	198	Oral Language and Vocabulary
						9780076582310	36, 60, 84	Observe and Investigate, Observe and Investigate, Math Time
						9780076582334	102	Oral Language and Vocabulary
						9780076582341	38, 150, 254	Oral Language and Academic Vocabulary, Oral Language and Vocabulary, Oral Language and Academic Vocabulary

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Domain	Skill Areas	Outcome	Element	Sub-element	#	Component ISBN/ID	Page(s)	Specific location on the page/ display/screen
			c. Child begins to develop vocabulary of common phrases in English. (ELL)	>>>>>	3	9780076582297	214	Read Aloud
						9780076582303	102, 286	ELL, Read Aloud
						9780076582310	60	Making Good Choices
						9780076582334	178	Read Aloud
						9780076582341	182, 186, 254	Oral Language and Academic Vocabulary, Oral Language and Vocabulary, Oral Language and Academic Vocabulary

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Domain	Skill Areas	Outcome	Element	Sub-element	#	Component ISBN/ID	Page(s)	Specific location on the page/display/screen
	<p><b>E. Sentences and Structure Skills.</b> 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>1. Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order.</p>	<p>a. Child typically uses complete sentences of four or more words.</p>	>>>>>	3	9780076582297	202, 258, 270	Read Aloud, Oral Language and Vocabulary, Oral Language and Vocabulary
						9780076582303	188, 258, 260	Writer's Center, Oral Language and Vocabulary, Library and Listening Center
						9780076582358	112, 136, 258	whole page, Writer's Center, Oral Language and Vocabulary

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Domain	Skill Areas	Outcome	Element	Sub-element	#	Component ISBN/ID	Page(s)	Specific location on the page/display/screen
			b. Child typically uses complete sentences [with] grammatical complexity usually with subject, verb, and object order.	>>>>>	3	9780076582303	188, 260	Construction Center, Library and Listening Center
						9780076582310	42	Oral Language and Vocabulary
						9780076582358	112, 136, 258	whole page, Writer's Center, Oral Language and Vocabulary
		2. Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.	a. Child uses regular plurals.	>>>>>	3	9780076582358	112, 134, 160, 174, 186, 270	whole page, Oral Language and Academic Vocabulary, whole page, Oral Language and Vocabulary, whole page, Oral Language and Vocabulary
						9780076582365	182, 186	Oral Language and Academic Vocabulary, Oral Language and Vocabulary



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Domain	Skill Areas	Outcome	Element	Sub-element	#	Component ISBN/ID	Page(s)	Specific location on the page/display/screen
			b. Child uses irregular plurals.	>>>>	3	9780076582303	174, 188	Oral Language and Vocabulary, Writer's Center
						9780076582358	160, 270	whole page, Oral Language and Vocabulary
						9780076582365	78, 182, 186	Oral Language and Vocabulary, Oral Language and Academic Vocabulary, Oral Language and Vocabulary
			c. Child uses regular past tense.	>>>>	3	9780076582297	62	whole page
						9780076582303	284	Writer's Center
						9780076582358	112, 134, 160, 186	whole page, Oral Language and Academic Vocabulary, whole page, Oral Language and Vocabulary


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			d. Child uses personal pronouns.	>>>>	3	9780076582297 9780076582303 9780076582334 9780076582358	62 250, 260 70 112, 134, 186	whole page Read Aloud, Library and Listening Center Read Aloud whole page, Oral Language and Academic Vocabulary, whole page
			e. Child uses possessive pronouns.	>>>>	3	9780076582303 9780076582358	272, 278 112, 134, 186, 270	whole page, Oral Language and Academic Vocabulary whole page, Oral Language and Academic Vocabulary, Oral Language and Vocabulary, whole page
			f. Child uses subject-verb agreement.	>>>>	3	9780076582303 9780076582358	104, 262 112, 134, 160, 186, 270	Library and Listening Center, Read Aloud whole page, Oral Language and Academic Vocabulary, whole page, Oral Language and Vocabulary, Oral Language and Vocabulary

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		3. Child uses sentences with more than one phrase.	>>>>>	>>>>>	3	9780076582303 9780076582341 9780076582358 9780076582365	226 114, 186 112, 130, 134 258	Read Aloud Oral Language and Vocabulary, Oral Language and Vocabulary whole page, Read Aloud, Oral Language and Academic Vocabulary Oral Language and Vocabulary
		4. Child combines more than one idea using complex sentences.	>>>>>	>>>>>	3	9780076582334 9780076582358	222 104, 112, 134, 230, 246	Oral Language and Vocabulary Library and Listening Center, whole page, Oral Language and Academic Vocabulary, Oral Language and Academic Vocabulary, Oral Language and Vocabulary

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		5. Child combines sentences that give lots of detail, stick to the topic, and clearly communicate intended meaning.	a. Child combines sentences that give lots of detail.	>>>>>	3	9780076582310 9780076582334 9780076582341 9780076582358	188 118 38, 40, 80 112, 136, 146	Writer's Center Read Aloud Observe and Investigate, Math and Science Center, Creativity Center Math and Science Center, Writer's Center, whole page
			b. Child combines sentences that stick to the topic.	>>>>>	3	9780076582310 9780076582334 9780076582341 9780076582358	188 118 38, 40, 80 112, 136, 146	Writer's Center Read Aloud Observe and Investigate, Math and Science Center, Observe and Investigate Math and Science Center, Writer's Center, whole page



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			c. Child combines sentences that clearly communicate intended meaning.	>>>>	3	9780076582310 9780076582334 9780076582341 9780076582358	188 118 40, 60, 80 112, 136, 146	Writer's Center Read Aloud Math and Science Center, Observe and Investigate, Creativity Center whole page, Writer's Center, whole page
		6.  Child engages in various forms of nonverbal communication with those who do not speak her home language (ELL).	>>>>	>>>>	3	9780076582297 9780076582303 9780076582358	40, 48, 84 46, 120 120, 156, 232, 286	Math and Science Center, Making Good Choices, Making Good Choices ELL, ELL ELL, ELL, Purposeful Play, ELL
		7.  Child uses single words and simple phrases to communicate meaning in social situations (ELL).	a. Child uses single words to communicate meaning in social situations (ELL).	>>>>	3	9780076582297 9780076582358	40, 48 120, 156, 232	Math and Science Center, Making Good Choices ELL, ELL, Purposeful Play

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Domain	Skill Areas	Outcome	Element	Sub-element	#	Component ISBN/ID	Page(s)	Specific location on the page/ display/screen
			b. Child uses simple phrases to communicate meaning in social situations (ELL).	>>>>>	3	9780076582297	132	Making Good Choices
						9780076582334	120	Making Good Choices
						9780076582358	120, 270	ELL, ELL
		8.  Child attempts to use new vocabulary and grammar in speech (ELL).	a. Child attempts to use new vocabulary in speech (ELL).	>>>>>	3	9780076582297	42, 44	Oral Language and Vocabulary, Construction Center
						9780076582303	30, 78, 102	Oral Language and Vocabulary, Oral Language and Vocabulary, Phonological Awareness
						9780076582358	104, 108, 132, 146	whole page, ELL, ELL
			b. Child attempts to use new grammar in speech (ELL).	>>>>>	3	9780076582358	104, 108, 126	whole page, ELL, ELL

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Domain	Skill Areas	Outcome	Element	Sub-element	#	Component ISBN/ID	Page(s)	Specific location on the page/ display/screen
<b>III. EMERGENT LITERACY: READING DOMAIN</b>	<b>A. Motivation to Read Skills.</b> 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. (continued below)	1. Child engages in pre-reading and reading-related activities.	a. Child engages in pre-reading activities.	>>>>>	3	9780076582297	138	Oral Language and Vocabulary
						9780076582310	56	Library and Listening Center
						9780076582327	130, 154	Read Aloud, Read Aloud
						9780076582334	212, 284	Pretend and Learn Center, Library and Listening Center
						9780076582341	140, 212, 284	Library and Listening Center, Library and Listening Center, Library and Listening Center
						9780076582358	68, 106, 272	Library and Listening Center, Read Aloud, Creativity Center

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<b>Domain</b>	<b>Skill Areas</b>	<b>Outcome</b>	<b>Element</b>	<b>Sub-element</b>	<b>#</b>	<b>Component ISBN/ID</b>	<b>Page(s)</b>	<b>Specific location on the page/ display/screen</b>
	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)				3			

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<b>Domain</b>	<b>Skill Areas</b>	<b>Outcome</b>	<b>Element</b>	<b>Sub-element</b>	<b>#</b>	<b>Component ISBN/ID</b>	<b>Page(s)</b>	<b>Specific location on the page/ display/screen</b>
			b. Child engages in reading-related activities.	>>>>	3	9780076582303	82	Read Aloud
						9780076582310	56	Library and Listening Center
						9780076582327	130, 154	Read Aloud, Read Aloud
						9780076582334	68, 284	Library and Listening Center, Library and Listening Center
						9780076582341	140, 212, 284	Library and Listening Center, Library and Listening Center, Library and Listening
						9780076582358	68, 106, 230, 272	Library and Listening Center, Read Aloud, whole page, Creativity Center

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		2. Child uses books and other written materials to engage in pre-reading behaviors.	a. Child uses books to engage in pre-reading behaviors.	>>>>	3	9780076582297	224, 272	Library and Listening Center, Library and Listening Center
						9780076582310	118, 154, 250	Read Aloud, Read Aloud, Read Aloud
						9780076582327	32	Read Aloud, Read Aloud
						9780076582334	104	Library and Listening Center
						9780076582358	104, 140	Library and Listening Center, Library and Listening Center
			b. Child uses other written materials to engage in pre-reading behaviors.	>>>>	3	9780076582310	118, 154, 250	Learn About Letters and Sounds, Learn About Letters and Sounds, Learn About Letters and Sounds
						9780076582341	130	Read Aloud

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<b>ISBN/ID</b>	9780076583492							
Domain	Skill Areas	Outcome	Element	Sub-element	#	Component ISBN/ID	Page(s)	Specific location on the page/display/screen
		3. Child asks to be read to or asks the meaning of written text.	a. Child asks to be read to.	>>>>	3	9780076582297 9780076582358	46, 58 118, 130, 190, 202	Read Aloud, Read Aloud  Read Aloud, Read Aloud, Read Aloud, Read Aloud
			b. Child asks the meaning of written text.	>>>>	3	9780076582297 9780076582303 9780076582358	46, 48, 106, 130 190, 202 118, 190, 202	Read Aloud, Read Aloud, Read Aloud, Read Aloud  Read Aloud, Read Aloud  Read Aloud, Read Aloud, Read Aloud

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Domain	Skill Areas	Outcome	Element	Sub-element	#	Component ISBN/ID	Page(s)	Specific location on the page/display/screen
	<p><b>B. Phonological Awareness Skills.</b> 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). (continued below)</p>	1. Child separates a normally spoken four-word sentence into individual words.	>>>>>	>>>>>	3	9780076582297	30, 174, 186, 210, 260, 294	Phonological Awareness, Phonological Awareness, Phonological Awareness, Phonological Awareness, Library and Listening Center, Phonological Awareness



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<b>Domain</b>	<b>Skill Areas</b>	<b>Outcome</b>	<b>Element</b>	<b>Sub-element</b>	<b>#</b>	<b>Component ISBN/ID</b>	<b>Page(s)</b>	<b>Specific location on the page/display/screen</b>
	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). (continued below)				3			

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Domain	Skill Areas	Outcome	Element	Sub-element	#	Component ISBN/ID	Page(s)	Specific location on the page/ display/screen
	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				3			
		2. Child combines words to make a compound word.	>>>>>	>>>>>	3	9780076582303  9780076582358	186, 210  174, 224, 282, 286	Phonological Awareness, Phonological Awareness  Oral Language and Vocabulary, Writer's Center, Oral Language and Vocabulary, Read Aloud

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Domain	Skill Areas	Outcome	Element	Sub-element	#	Component ISBN/ID	Page(s)	Specific location on the page/ display/screen
		3. Child deletes a word from a compound word.	>>>>>	>>>>>	3	9780076582303	210	Phonological Awareness
						9780076582358	150, 174, 224, 282, 286	Oral Language and Vocabulary, Writer's Center, Oral Language and Vocabulary, Read Aloud
		4. Child combines syllables into words.	>>>>>	>>>>>	3	9780076582303	54, 56, 66, 68, 78, 80	Phonological Awareness, Math and Science Center, Phonological Awareness, Pretend and Learn Center, Phonological Awareness, ABC Center
						9780076582358	150	Phonological Awareness
		5. Child can delete a syllable from a word.	>>>>>	>>>>>	3	9780076582303	198, 210, 222	Phonological Awareness, Phonological Awareness, Phonological Awareness
						9780076582358	150	Phonological Awareness

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		6. Child can produce a word that rhymes with a given word.	>>>>>	>>>>>	3	9780076582334	116, 138, 174, 186, 210, 282	Writer's Center, Phonological Awareness, Phonological Awareness, Phonological Awareness, Phonological Awareness, Phonological Awareness, Phonological Awareness
						9780076582341	30, 68, 102	Phonological Awareness, Pretend and Learn Center, Phonological Awareness
		7. Child can produce a word that begins with the same sound as a given pair of words.	>>>>>	>>>>>	3	9780076582303	286	Learn About Letters and Sounds
						9780076582310	30, 66, 78, 82, 116, 150	Phonological Awareness, Phonological Awareness, Phonological Awareness, Review Letters and Sounds, Creativity Center, Phonological Awareness
						9780076582327	248	ABC Center

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		8. Child combines onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with pictorial support.	>>>>>	>>>>>	3	9780076582327	42, 54, 66, 80, 102, 114, 126	Phonological Awareness, Phonological Awareness, Phonological Awareness, Pretend and Learn Center, Phonological
		9. Child combines onset and rime to form familiar one-syllable words without pictorial support.	>>>>>	>>>>>	3	9780076582327  9780076582365	186, 198, 248  190	Phonological Awareness, Phonological Awareness, ABC Center  Learn About Letters and Sounds
		10. Child recognizes and blends two phonemes into real words with pictorial support.	a. Child recognizes two phonemes with pictorial support.	>>>>>	3	9780076582365	42, 66, 258, 270, 294	Phonological Awareness, Phonological Awareness, Phonological Awareness, Phonological Awareness, Phonological Awareness

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Domain	Skill Areas	Outcome	Element	Sub-element	#	Component ISBN/ID	Page(s)	Specific location on the page/display/screen
			b. Child blends two phonemes into real words with pictorial support.	>>>>>	3	9780076582365	42, 66, 78, 114, 126, 138, 186	Phonological Awareness, Phonological Awareness, Phonological Awareness, Phonological Awareness, Phonological Awareness, Phonological Awareness, Phonological Awareness
	<p><b>C. Alphabet Knowledge Skills.</b> 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>	1. Child names at least 20 upper and at least 20 lower case letters.	a. Child names at least 20 upper case letters.	>>>>>	3	9780076582297  9780076582365	46, 70, 178, 226, 274  44, 80, 116, 286	Learn About Letters and Sounds, Learn About Letters and Sounds, Learn About Letters and Sounds, Learn About Letters and Sounds, Learn About Letters and Sounds  ABC Center, ABC Center, Learn About Letters and Sounds, Learn About Letters and Sounds

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			b. Child names at least 20 lower case letters.	>>>>>	3	9780076582297	58, 82, 106, 130, 202, 226	Learn About Letters and Sounds, Learn About Letters and Sounds, Learn About Letters and Sounds, Learn About Letters and Sounds, Learn About Letters and Sounds, Learn About Letters and Sounds, Learn About Letters and Sounds
						9780076582358	106, 118, 142, 178, 190	Learn About Letters and Sounds, Learn About Letters and Sounds, Learn About Letters and Sounds, Learn About Letters and Sounds, Learn About Letters and Sounds

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		2. Child recognizes at least 20 letter sounds.	>>>>>	>>>>>	3	9780076582297	118, 200, 202, 226, 250, 274, 298	Learn About Letters and Sounds, ABC Center, Learn About Letters and Sounds, Learn About Letters and Sounds, Learn About Letters and Sounds, Learn About Letters and Sounds, Learn About Letters and Sounds, Learn About Letters and Sounds
						9780076582358	34, 44, 46, 58, 70, 130	Learn About Letters and Sounds, ABC Center, Learn About Letters and Sounds, Learn About Letters and Sounds, Learn About Letters and Sounds, Learn About Letters and Sounds



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		3. Child produces the correct sounds for at least 10 letters.	>>>>>	>>>>>	3	9780076582297	118, 130, 142, 262	Learn About Letters and Sounds, Learn About Letters and Sounds, Learn About Letters and Sounds, Learn About Letters and Sounds
						9780076582303	214, 226	Learn About Letters and Sounds, Learn About Letters and Sounds
						9780076582327	58, 70, 82	Learn About Letters and Sounds, Learn About Letters and Sounds, Learn About Letters and Sounds
						9780076582358	128, 152	ABC Center, ABC Center

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	<p><b>D. Comprehension of Text Read Aloud Skills.</b> 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. (continued below)</p>	1. Child retells or re-enacts a story after it is read aloud.	a. Child retells a story after it is read aloud.	>>>>>	3	9780076582297	178, 186, 190, 202, 226	Read Aloud, Oral Language and Vocabulary, Read Aloud, Read Aloud, Read Aloud
						9780076582310	190, 202, 210, 212, 214, 226	Read Aloud, Read Aloud, Oral Language and Vocabulary, Pretend and Learn Center, Read Aloud, Read Aloud
	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.				3			

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			b. Child re-enacts a story after it is read aloud.	>>>>>	3	9780076582310	178, 186, 190, 202, 210, 212, 214, 226	Read Aloud, Oral Language and Vocabulary, Read Aloud, Oral Language and Vocabulary, Pretend and Learn Center, Read Aloud, Read Aloud
						9780076582365	68, 248	Pretend and Learn Center, Pretend and Learn Center
		2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.	a. Child uses information learned from books by describing.	>>>>>	3	9780076582297	34, 46, 58, 274, 286, 298	Read Aloud, Read Aloud, Read Aloud, Read Aloud, Read Aloud
						9780076582303	34, 46, 70, 82, 178, 190	Read Aloud, Read Aloud, Read Aloud, Read Aloud

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			b. Child uses information learned from books by relating.	>>>>>	3	9780076582297	46, 58, 82, 274, 298	Read Aloud, Read Aloud, Read Aloud, Read Aloud
						9780076582303	34, 58, 82, 178, 202, 262	Read Aloud, Read Aloud, Read Aloud, Read Aloud, Read Aloud
			c. Child uses information learned from books by categorizing.	>>>>>	3	9780076582303	82, 178, 274	Read Aloud, Read Aloud, Read Aloud
						9780076582327	82, 206, 208	Read Aloud, Read Aloud, Library and Listening Center
						9780076582334	250, 262, 298	Read Aloud, Read Aloud, Read Aloud
			d. Child uses information learned from books by comparing and contrasting.	>>>>>	3	9780076582303	46, 202, 274, 298	Read Aloud, Read Aloud, Read Aloud, Read Aloud
						9780076582327	70, 178, 214	Read Aloud, Read Aloud, Read Aloud
						9780076582334	190, 202, 226	Read Aloud, Read Aloud, Read Aloud

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		3. Child asks and answers appropriate questions about the book.	a. Child asks appropriate questions about the book.	>>>>	3	9780076582297 9780076582303 9780076582310 9780076582327	106, 130 118, 202, 214 34 46, 58, 142	Read Aloud, Read Aloud  Read Aloud, Read Aloud, Read Aloud  Read Aloud  Read Aloud, Read Aloud, Read Aloud
			b. Child answers appropriate questions about the book.	>>>>	3	9780076582297  9780076582303	106, 118, 130, 142, 214, 258, 286, 298  106, 118, 130, 142, 154	Read Aloud, Read Aloud, Read Aloud, Read Aloud, Read Aloud, Read Aloud, Read Aloud, Read Aloud, Read Aloud, Read Aloud  Read Aloud, Read Aloud, Read Aloud, Read Aloud, Read Aloud

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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.	1. Child intentionally uses scribbles/writing to convey meaning.	a. Child intentionally uses scribbles to convey meaning.	>>>>	3	9780076582297	56, 64, 124, 220	Writer's Center, Writing, Writing, Writing
						9780076582303	80, 148, 220	Library and Listening Center, Writing, Writing
						9780076582310	184, 196, 268	Writing, Writing, Writing
			b. Child intentionally uses writing to convey meaning.	>>>>	3	9780076582297	64, 124, 220	Writing, Writing, Writing
						9780076582303	52, 148	Writing, Writing
						9780076582327	124, 136, 224	Writing, Writing, Writer's Center

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	<b>B. Independently Conveys Meaning Skills.</b> 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.	1. Child independently uses letters or symbols to make words or parts of words.	a. Child independently uses letters to make words.	>>>>	3	9780076582297	124, 148	Writing, Writing
9780076582303						52, 88, 196, 208, 280	Writing, Writing, Writing, Writing, Writing	
9780076582334						188, 200	Writer's Center, Writer's Center	
			b. Child independently uses letters to make parts of words.	>>>>	3	9780076582297	124, 148	Writing, Writing
						9780076582303	88, 128, 208, 224	Writing, ABC Center, Writing, ABC Center
						9780076582334	56, 116, 140	Writer's Center, Writer's Center, Writer's Center
			c. Child independently uses symbols to make words.	>>>>	3	9780076582297	124	Writing
						9780076582303	208	Writing
						9780076582341	68, 128, 152	Writer's Center, Writer's Center, Writer's Center
						9780076582358	56, 80, 200	Writer's Center, Writer's Center, Writer's Center

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			d. Child independently uses symbols to make parts of words.	>>>>>	3	9780076582297 9780076582303 9780076582358	64, 76, 124, 148 208 56, 80, 200	Writing, Writing, Writing, Writing  Writing  Writer's Center, Writer's Center, Writer's Center
		2. Child writes own name (first name or frequent nickname), not necessarily with full correct spelling or well-formed letters.	>>>>>	>>>>>	3	9780076582297 9780076582303 9780076582310	88, 148, 176, 232, 248 52, 292 160	Writing, Writing, Writer's Center, Writing, Creativity Center  Writing, Writing  Writer's Center
	<b>C. Forms Letters Skills.</b> 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.	1. Child independently writes some letters on request (not necessarily well-formed).	>>>>>	>>>>>	3	9780076582297 9780076582303 9780076582310	52, 118, 130, 142 224, 256, 304 160	Writing, Learn About Letters and Sounds, Learn About Letters and Sounds, Learn About Letters and Sounds  ABC Center, Writing, Writing  Writer's Center



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	<b>D. Concepts about Print Skills.</b> 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.	1. Child uses some appropriate writing conventions when writing or giving dictation.	a. Child uses some appropriate writing conventions when writing.	>>>>>	3	9780076582297	272, 292, 304	Writer's Center, Writing, Writing
9780076582303						40, 68	Writing, ABC Center	
9780076582327						40, 176, 196	Writing, Writer's Center, Shared Writing	
			b. Child uses some appropriate writing conventions when giving dictation.	>>>>>	3	9780076582297	136, 160, 208, 256, 292	Writing, Writing, Writing, Writing, Writing
						9780076582303	68, 112, 268	ABC Center, Writing, Writing
						9780076582327	40, 52, 148	Writing, Shared Writing, Writing

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<b>V. MATHEMATICS DOMAIN</b>	<b>A. Counting Skills.</b> Prekindergarten-aged children show basic counting readiness and counting by using nonverbal and verbal means.	1. Child knows that objects, or parts of an object, can be counted.	a. Child knows that objects can be counted.	>>>>>	3	9780076582297	48, 50, 120	Observe and Investigate, Math Time, Building Blocks
						9780076582303	108, 192, 194	Observe and Investigate, Observe and Investigate, How Many?
						9780076582327	122	Weigh Blocks
			b. Child knows that parts of an object can be counted.	>>>>>	3	9780076582297	108	Observe and Investigate
						9780076582303	108, 132	Observe and Investigate, Observe and Investigate
						9780076582341	84	Observe and Investigate
						9780076582358	252	Observe and Investigate

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		2. Child uses words to rote count from 1 to 30.	>>>>>	>>>>>	3	9780076582297	36, 60, 72, 84	Observe and Investigate, Observe and Investigate, Observe and Investigate, Observe and Investigate
						9780076582310	220	Math and Science Center
						9780076582341	48, 50, 52	Observe and Investigate, Oral Language and Academic Vocabulary, Math and Science Center
		3. Child counts 1-10 items, with one count per item.	>>>>>	>>>>>	3	9780076582297	74, 188, 192, 194, 228	Math Time, Creativity Center, Observe and Investigate, Compare Number Pizzas, Observe and Investigate
						9780076582303	108, 194, 252	Observe and Investigate, How Many?, Observe and Investigate

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		4. Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted.	>>>>>	>>>>>	3	9780076582341	76, 216	Math and Science Center, Observe and Investigate
						9780076582358	74, 76, 84, 266	Math Time, Math and Science Center, Observe
		5. Child counts up to 10 items, and demonstrates that the last count indicates how many items were counted.	a. Child counts up to 10 items.	>>>>>	3	9780076582297	48, 52, 204, 218, 220, 228	Observe and Investigate, Math and Science Center, Observe and Investigate, Math Time, Math and Science Center, Observe and Investigate
						9780076582303	122, 132, 156, 288	Top Those Pizzas!, Observe and Investigate, Observe and Investigate, Observe and Investigate
						9780076582327	120, 192	Observe and Investigate,

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			b. Child demonstrates that the last count indicates how many items were counted.	>>>>>	3	9780076582297	48, 218, 220	Observe and Investigate, Math Time, Math and Science Center
						9780076582303	120, 122, 124, 132	Observe and Investigate, Top Those Pizzas!, Math and Science Center, Observe and Investigate
						9780076582341	60, 84	Observe and Investigate, Observe and Investigate

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		6. Child demonstrates understanding that when counting, the items can be chosen in any order.	>>>>>	>>>>>	3	9780076582297	146, 192	Math Time, Observe and Investigate
						9780076582303	122, 148, 194	Top Those Pizzas!, Math and Science Center, How Many?
						9780076582341	50, 60	Observe and Investigate, Observe and Investigate
		7. Child uses the verbal ordinal terms.	>>>>>	>>>>>	3	9780076582358	264, 266, 268, 288, 290, 300	Observe and Investigate, whole page, Math and Science Center, Observe and Investigate, whole page, Observe and Investigate
						9780076582365	210	Oral Language and Vocabulary

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		8. Child verbally identifies, without counting, the number of objects from 1 to 5.	>>>>>	>>>>>	3	9780076582297	122, 124, 194, 196	Math Time, Math and Science Center, Compare Number Pizzas, Math and Science Center
						9780076582303	60, 146, 218, 264	Observe and Investigate, Math Time, Compare Snapshots, Observe and Investigate
						9780076582334	288	Observe and Investigate

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		9. Child recognizes one-digit numerals, 0-9.	>>>>>	>>>>>	3	9780076582303	180, 192, 204, 216, 228	Observe and Investigate, Observe and Investigate, Observe and Investigate, Observe and Investigate, Observe and Investigate
						9780076582310	48, 120, 122, 156, 180, 204	Observe and Investigate, Building Blocks, Math Time, Observe and Investigate, Observe and Investigate, Observe and Investigate
						9780076582327	120	Observe and Investigate
						9780076582334	252, 290	Observe and Investigate, Counting Farm Animals
	<b>B. Adding To/Taking Away Skills.</b> 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.	1. Child uses concrete models or makes a verbal word problem for adding up to 5 objects.	a. Child uses concrete models for adding up to 5 objects.	>>>>>	3	9780076582310	266	Math Time
						9780076582334	60, 204	Observe and Investigate, Build Cube Stairs
						9780076582341	252, 266, 268	Observe and Investigate, Oral



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			b. Child makes a verbal word problem for adding up to 5 objects.	>>>>>	3	9780076582310 9780076582341 9780076582358	266 252, 292, 300 290, 292	Math Time Observe and Investigate, Math and Science Center, Observe and Investigate Gone Fishing, Creativity Center
		2. Child uses concrete models or makes a verbal word problem for subtracting 1-5 objects from a set.	a. Child uses concrete models for subtracting 1-5 objects from a set.	>>>>>	3	9780076582334 9780076582365	60 40, 72, 76, 180	Observe and Investigate Math and Science Center, Observe and Investigate, Math
			b. Child makes a verbal word problem for subtracting 1-5 objects from a set.	>>>>>	3	9780076582365	40, 72, 76, 228	Math and Science Center, Observe and Investigate, Math and Science Center, Observe and Investigate
		3. Child uses informal strategies to share or divide up to 10 items equally.	a. Child uses informal strategies to share up to 10 items equally.	>>>>>	3	9780076582358 9780076582365	228 264, 268, 290	Making Good Choices Observe and Investigate, Math and Science Center, Talk About Equal Groups

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			b. Child uses informal strategies to divide up to 10 items equally.	>>>>>	3	9780076582365	266, 292, 300	Talk About Shares, Math and Science Center, Observe and Investigate
	<b>C. Geometry and Spatial Sense Skills.</b> Prekindergarten children recognize, describe, and name attributes of shapes.	1. Child names common shapes.	>>>>>	>>>>>	3	9780076582297	76, 252, 266, 276, 292, 300	Math and Science Center, Observe and Investigate, Math Time, Observe and Investigate, Math and Science Center, Observe and Investigate
9780076582303						36, 50, 52, 72, 74, 76, 84	Math Time, Shape Show: Triangles, Purposeful Play, Observe and Investigate, Shape Show: Rectangles, Math and Science Center	
9780076582310						36, 50, 60, 72, 74, 84	Observe and Investigate, Math Time, Observe and Investigate, Observe and Investigate, Math Time, Math Time	

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		2. Child creates shapes.	>>>>>	>>>>>	3	9780076582297  9780076582303  9780076582341	76, 290, 292  48  180, 194, 228	Math and Science Center, Math Time, Math and Science Center  Observe and Investigate  Observe and Investigate, Oral Language and Academic Vocabulary, Observe and Investigate
		3. Child demonstrates use of location words (such as "over", "under", "above", "on", "beside", "next to", "between", "in front of", "near", "far", etc.).	>>>>>	>>>>>	3	9780076582327  9780076582334  9780076582358	50, 52, 74  44  184, 194	Step on that Shape!, Math and Science Center, I Spy  ABC Center  Math and Science Center, whole page
		4. Child slides, flips, and turns shapes to demonstrate that the shapes remain the same.	a. Child slides shapes to demonstrate that the shapes remain the same.	>>>>>	3	9780076582327  9780076582334  9780076582341	300  72  194, 218	Observe and Investigate Observe and Investigate Observe and Investigate,

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			b. Child flips shapes to demonstrate that the shapes remain the same.	>>>>>	3	9780076582327 9780076582334 9780076582341	300 72 194, 218, 220	Observe and Investigate Observe and Investigate Observe and Intestigate, Observe and Investigate, Math and Science Center
			c. Child turns shapes to demonstrate that the shapes remain the same.	>>>>>	3	9780076582327 9780076582334 9780076582341	300 72 194, 218	Observe and Investigate Observe and Investigate Observe and Investigate, Observe and Investigate
	<b>D. Measurement Skills.</b> Prekindergarten children verbally describe or demonstrate attributes of persons or objects, such as length, area, capacity, or weight.	1. Child recognizes and compares heights or lengths of people or objects.	a. Child recognizes heights of people.	>>>>>	3	9780076582303 9780076582327 9780076582365	40 196, 204 254, 256	Math and Science Center Math and Science Center, Observe and Investigate Observe and Investigate, Math and Science Center

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			b. Child recognizes heights of objects.	>>>>>	3	9780076582297	148	Construction Center
						9780076582327	180, 216, 228	Mr. Mixup (Comparing), Observe and Investigate, Observe and Investigate
						9780076582334	212	Math and Science Center
			c. Child recognizes lengths of people.	>>>>>	3	9780076582327	196	Math and Science Center
						9780076582341	108, 124	Observe and Investigate, Math and Science Center
			d. Child recognizes lengths of objects.	>>>>>	3	9780076582297	148	Construction Center
						9780076582327	180, 194, 218	Mr. Mixup (Comparing), As Long As My Arm, Order Lengths
						9780076582341	108, 120, 124	Observe and Investigate, Observe and Investigate, Math and Science Center

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			e. Child compares heights of people.	>>>>>	3	9780076582327	196, 204	Math and Science Center, Observe and Investigate
						9780076582341	108, 124	Observe and Investigate, Math and Science Center
						9780076582365	256	Math and Science Center
			f. Child compares heights of objects.	>>>>>	3	9780076582327	180, 216, 228	Mr. Mixup (Comparing), Observe and Investigate, Observe and Investigate
						9780076582334	212	Math and Science Center
						9780076582341	120, 124, 144	Observe and Investigate, Math and Science Center, Observe and Investigate
			g. Child compares lengths of people.	>>>>>	3	9780076582327	196	Math and Science Center
						9780076582341	108, 124	Observe and Investigate, Math and Science Center

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			h. Child compares lengths of objects.	>>>>	3	9780076582327	194, 218, 220	As Long As My Arm, Order Lengths, Math and Science Center
						9780076582341	122, 124, 132	Observe and Investigate, Math and Science Center, Observe and Investigate
		2. Child recognizes how much can be placed within an object.	>>>>	>>>>	3	9780076582327	132, 146, 148	Observe and Investigate, How Much Does It Hold?, Math and Science Center
		3. Child informally recognizes and compares weights of objects or people.	a. Child informally recognizes weights of objects.	>>>>	3	9780076582327	108, 110, 122, 124, 144	Observe and Investigate, whole page, Weigh Blocks, Math and Science Center , Observe and Investigate
			b. Child informally recognizes weights of people.	>>>>	3	9780076582327	108, 122, 144, 158	Observe and Investigate, Weigh Blocks, Observe and Investigate, Observe and Investigate
						9780076582341	182, 226	Oral Language and Academic Vocabulary, Read Aloud

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			c. Child informally compares weights of objects.	>>>>>	3	9780076582327	108, 110, 122, 124, 144	Observe and Investigate, whole page, Weigh Blocks, Math and Science Center, Observe and Investigate
			d. Child informally compares weights of people.	>>>>>	3	9780076582327  9780076582341	108, 122, 144, 158  182, 226	Observe and Investigate, Weigh Blocks, Observe and Investigate, Observe and Investigate  Oral Language and Academic Vocabulary, Read Aloud
		4. Child uses language to describe concepts associated with the passing of time.	>>>>>	>>>>>	3	9780076582297 9780076582341 9780076582358	62 134, 278 206, 208	Whole page Whole page, Whole page Whole page, Writing



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	<b>E. Classification and Patterns Skills.</b> 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.	1. Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.	a. Child sorts objects that are the same into groups.	>>>>>	3	9780076582297	32, 64, 132, 146, 156	Creativity Center, Construction Center, Observe and Investigate, Math Time, Observe and Investigate
9780076582303						192, 292	Observe and Investigate, Math and Science Center	
9780076582310						192, 216	Observe and Investigate, Observe and Investigate	
			b. Child sorts objects that are different into groups.	>>>>>	3	9780076582297	32, 64, 184	Creativity Center, Construction Center, Math and Science Center
						9780076582303	192, 284, 292	Observe and Investigate, Pretend and Learn Center, Math and Science Center
						9780076582310	192, 216	Observe and Investigate, Observe and Investigate

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			c. Child uses language to describe how groups are similar.	>>>>	3	9780076582297	32, 206	Creativity Center, Oral Language and Academic Vocabulary
						9780076582303	266, 284, 292	Goldilocks and the Three Bears, Pretend and Learn Center, Math and Science Center
						9780076582310	192, 216	Observe and Investigate, Observe and Investigate
						9780076582334	74, 84, 264	Whole page, Observe and Investigate, Observe and Investigate

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			d. Child uses language to describe how groups are different.	>>>>>	3	9780076582297	32, 206	Creativity Center, Oral Language and Academic Vocabulary
						9780076582303	266, 292	Goldilocks and the Three Bears, Math and Science Center
						9780076582310	192, 216	Observe and Investigate, Observe and Investigate
						9780076582341	204	Observe and Investigate
		2. Child collects data and organizes it in a graphic representation.	a. Child collects data.	>>>>>	3	9780076582365	122, 124, 146	Making a Graph, Construction Center, Talking About Healthy Foods
			b. Child organizes [data] in a graphic representation.	>>>>>	3	9780076582334	256	Math and Science Center
						9780076582365	122, 124, 132, 156	Making a Graph, Construction Center, Observe and Investigate, Observe and Investigate

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		3. Child recognizes and creates patterns.	a. Child recognizes patterns.	>>>>	3	9780076582297	144, 216	Observe and Investigate, Observe and Investigate
						9780076582303	144	Observe and Investigate
						9780076582334	108, 132, 194	Observe and Investigate, Observe and Investigate, Whole page
			b. Child creates patterns.	>>>>	3	9780076582297	144, 216	Observe and Investigate, Observe and Investigate
						9780076582303	144	Observe and Investigate
						9780076582334	146, 176, 218	Pattern Strips, Math and Science Center, Cube Patterns
						9780076582341	218	Observe and Investigate

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VI. SCIENCE DOMAIN	<b>A. Physical Science Skills.</b> 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.	1. Child describes, observes, and investigates properties and characteristics of common objects.	a. Child describes properties and characteristics of common objects.	>>>>>	3	9780076582297	184, 254, 256	Math and Science Center, Observe and Investigate, Math and Science Center
						9780076582303	182	Observe and Investigate
						9780076582327	38, 182, 230	Observe and Investigate, Oral Language and Academic Vocabulary, Oral Language and Academic Vocabulary
			b. Child observes properties and characteristics of common objects.	>>>>>	3	9780076582297	184, 254, 256	Math and Science Center, Observe and Investigate, Math and Science Center
						9780076582303	182, 184	Observe and Investigate, Math and Science Center
						9780076582327	88, 112, 254	Library and Listening Center, Math and Science Center, Observe and Investigate

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			c. Child investigates properties and characteristics of common objects.	>>>>>	3	9780076582297	254, 256	Observe and Investigate, Math and Science Center
						9780076582303	182, 184	Observe and Investigate, Math and Science Center
						9780076582327	110, 182, 256	Observe and Investigate, Oral Language and Academic Vocabulary, Math and Science Center
		2. Child investigates and describes position and motion of objects.	a. Child investigates position of objects.	>>>>>	3	9780076582327	254, 256, 262	Oral Language and Academic Vocabulary, Math and Science Center, Read Aloud
			b. Child investigates motion of objects.	>>>>>	3	9780076582327	254, 256, 270	Observe and Investigate, Math and Science Center, Oral Language and Vocabulary
			c. Child describes position of objects.	>>>>>	3	9780076582327	254, 256, 262	Observe and Investigate, Math and Science Center, Read Aloud

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<b>ISBN/ID</b>	<b>9780076583492</b>							
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			d. Child describes motion of objects.	>>>>	3	9780076582327	248, 256, 270	Creativity Center, Math and Science Center, Oral Language and Vocabulary
		3. Child uses simple measuring devices to learn about objects.	>>>>	>>>>	3	9780076582341	120, 122, 144	Observe and Investigate, Observe and Investigate,
		4. Child investigates and describes sources of energy including light, heat, and electricity.	a. Child investigates sources of energy including light.	>>>>	3	9780076582358	82, 176, 182, 184, 208	Read Aloud, Creativity Center, Observe and Investigate, Math and Science Center, Math and Science Center
			b. Child investigates sources of energy including heat.	>>>>	3	9780076582358	82, 176, 182	Read Aloud, Creativity Center, Observe and Investigate
			c. Child investigates sources of energy including electricity.	>>>>	3	9780076582358	82, 176, 184, 208	Read Aloud, Creativity Center, Math and Science Center, Math and Science Center
			d. Child describes sources of energy including light.	>>>>	3	9780076582358	34, 46, 82, 176, 182, 184	Read Aloud, Read Aloud, Read Aloud, Creativity Center, Observe and Investigate, Math and Science Center

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			e. Child describes sources of energy including heat.	>>>>>	3	9780076582358	46, 58, 82, 182, 186	Read Aloud, Read Aloud, Read Aloud, Observe and Investigate, Oral Language and Vocabulary
			f. Child describes sources of energy including electricity.	>>>>>	3	9780076582358	46, 82, 176, 184, 186	Read Aloud, Read Aloud, Creativity Center, Math and Science Center, Oral Language and Vocabulary
	<b>B. Life Sciences Skills.</b> Prekindergarten children are naturally curious about the characteristics of organisms. Children understand differences in living and non-living things.	1. Child identifies and describes the characteristics of organisms.	a. Child identifies the characteristics of organisms.	>>>>>	3	9780076582297 9780076582303 9780076582334 9780076582341	182 254, 256 110, 182, 224 38, 112, 182	whole page Oral Language and Academic Vocabulary, Math and Science Center Observe and Investigate, Observe and Investigate, Construction Center Observe and Investigate, Math and Science Center, Observe and Investigate



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			b. Child describes the characteristics of organisms.	>>>>>	3	9780076582297 9780076582334 9780076582341	182 38, 44, 230 110, 148, 178	whole page Observe and Investigate, Creativity Center, Oral Language and Academic Vocabulary Observe and Investigate, Math and Science Center, Read Aloud, Observe and Investigate
		2. Child describes life cycles of organisms.	>>>>>	>>>>>	3	9780076582303 9780076582341	38, 40 86, 88, 130	Whole page, Writing Oral Language and Academic Vocabulary, Construction Center, Read Aloud

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		3. Child recognizes, observes, and discusses the relationship of organisms to their environments.	a. Child recognizes the relationship of organisms to their environments.	>>>>>	3	9780076582303	254, 256	whole page, whole page
						9780076582334	86, 88, 110	Oral Language and Academic Vocabulary, Construction Center, Oral Language and Academic Vocabulary
						9780076582341	38, 40, 202	Observe and Investigate, Math and Science Center, Read Aloud
			b. Child observes the relationship of organisms to their environments.	>>>>>	3	9780076582303	254, 256	Observe and Investigate, Math and Science Center
						9780076582334	38, 110	Oral Language and Academic Vocabulary, Oral Language and Academic Vocabulary
						9780076582341	38, 40, 202	Observe and Investigate, Math and Science Center, Read Aloud

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			c. Child discusses the relationship of organisms to their environments.	>>>>>	3	9780076582303  9780076582341	254, 256  38, 40, 202	Observe and Investigate, Purposeful Play  Observe and Investigate, Math and Science Center, Read Aloud
	<b>C. Earth and Space Science Skills.</b> 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.	1. Child identifies, compares, discusses earth materials, and their properties and uses.	a. Child identifies earth materials and their properties.	>>>>>	3	9780076582358	34, 38, 40, 46, 116	Read Aloud, whole page, Math and Science Center, Read Aloud, Math and Science Center
			b. Child identifies earth materials and their uses.	>>>>>	3	9780076582358	34, 40, 42, 86, 116, 256	Read Aloud, Math and Science Center, Oral Language and Vocabulary, Oral Language and Academic Vocabulary, Math and Science Center, Math and Science Center
			c. Child compares earth materials and their properties.	>>>>>	3	9780076582358	40, 56, 256	Math and Science Center, Creativity Center, Math and Science Center

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			d. Child compares earth materials and their uses.	>>>>>	3	9780076582358	34, 42, 256	Read Aloud, Oral Language and Vocabulary, Math and Science Center
			e. Child discusses earth materials and their properties.	>>>>>	3	9780076582358	40, 52, 56, 86, 116	Math and Science Center, Math and Science Center, Creativity Center, Oral Language and Academic Vocabulary, Math and Science Center
			f. Child discusses earth materials and their uses.	>>>>>	3	9780076582358	40, 42, 116, 256	Math and Science Center, Oral Language and Vocabulary, Math and Science Center, Math and Science Center
		2. Child identifies, observes, and discusses objects in the sky.	a. Child identifies objects in the sky.	>>>>>	3	9780076582358	34, 46, 52, 78, 86, 128	Read Aloud, Read Aloud, Writing, Oral Language and Vocabulary, Oral Language and Academic Vocabulary, Creativity Center

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			b. Child observes objects in the sky.	>>>>>	3	9780076582358	138, 182, 188, 202	Oral Language and Vocabulary, Observe and Investigate, Pretend and Learn Center, Read Aloud
			c. Child discusses objects in the sky.	>>>>>	3	9780076582358	34, 52, 78, 86, 128	Read Aloud, Writing, Oral Language and Vocabulary, Oral Language and Academic Vocabulary, Creativity Center
		3. Child observes and describes what happens during changes in the earth and sky.	a. Child observes what happens during changes in the earth.	>>>>>	3	9780076582358	110, 112, 130, 154, 178, 182	Observe and Investigate, Writing, Read Aloud, Read Aloud, Read Aloud, Observe and Investigate
			b. Child observes what happens during changes in the sky.	>>>>>	3	9780076582358	130, 138, 154, 178, 182, 190	Read Aloud, Oral Language and Vocabulary, Read Aloud, Read Aloud, Observe and Investigate, Read Aloud
			c. Child describes what happens during changes in the earth.	>>>>>	3	9780076582358	130, 138, 154, 178, 182, 184	Read Aloud, Oral Language and Vocabulary, Read Aloud, Read Aloud, whole page, Writing

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			d. Child describes what happens during changes in the sky.	>>>>>	3	9780076582358	130, 138, 154, 178, 182, 184	Read Aloud, Oral Language and Vocabulary, Read Aloud, Read Aloud, whole page, Writing
		4. Child demonstrates the importance of caring for our environment and our planet.	a. Child demonstrates the importance of caring for our environment.	>>>>>	3	9780076582358	250, 254, 260, 262, 272, 274, 294, 298, 302, 304	Read Aloud, whole page, Writer's Center, Read Aloud, Pretend and Learn Center, Read Aloud, Oral Language and Vocabulary, Read Aloud, Oral Language and Academic Vocabulary, whole page
			b. Child demonstrates the importance of caring for our planet.	>>>>>	3	9780076582358	250, 254, 260, 262, 272, 274, 294, 298, 302, 304	Read Aloud, whole page, Writer's Center, Read Aloud, Pretend and Learn Center, Read Aloud, Oral Language and Vocabulary, Read Aloud, Oral Language and Academic Vocabulary, whole page

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	<b>D. Personal Safety and Health Skills.</b> 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.	1. Child practices good habits of personal safety.	>>>>>	>>>>>	3	9780076582297	38, 40	Observe and Investigate, Math and Science Center
9780076582303						74, 200	Personal Safety, Math and Science Center	
9780076582310						38, 40, 230	whole page, Math and Science Center, Health Skills	
9780076582327						158, 278	Personal Safety Skills, Personal Safety Skills	
		2. Child practices good habits of personal health and hygiene.	a. Child practices good habits of personal health.	>>>>>	3	9780076582365	38, 86, 88, 254, 302	Oral Language and Academic Vocabulary, Art Time, Writing,
						9780076582297	110, 112	
			b. Child practices good habits of personal hygiene.	>>>>>	3	9780076582297	110, 112	Observe and Investigate, Math and Science Center
						9780076582358	134	Health Skills
						9780076582365	34, 46, 82, 86, 254	Read Aloud, Read Aloud, Read Aloud, Art Time, Oral Language and Academic Vocabulary

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		3. Child identifies good habits of nutrition and exercise.	a. Child identifies good habits of nutrition.	>>>>>	3	9780076582334	206	Health Skills
						9780076582341	176, 182, 230	Construction Center, Personal Safety and Health Skills, Explore and Express
						9780076582365	110, 116, 130, 144, 150	Science Time, Library and Listening Center, Read Aloud, Making Good Choices, Oral Language and Vocabulary
			b. Child identifies good habits of exercise.	>>>>>	3	9780076582365	130, 176, 202, 254, 302	Read Aloud, Library and Listening Center, Read Aloud, Science Time, Oral Language and Academic Vocabulary
<b>VII. SOCIAL STUDIES DOMAIN</b>	<b>A. People, Past and Present Skills.</b> 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.	1. Child identifies similarities and differences in characteristics of people.	a. Child identifies similarities in characteristics of people.	>>>>>	3	9780076582297	206, 212, 278, 280	whole page, Creativity Center, whole page, Pretend and Learn Center
						9780076582303	56, 64, 206, 208	Writer's Center, Writing, whole page, Creativity Center
						9780076582327	206	Understand and Participate



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			b. Child identifies differences in characteristics of people.	>>>>	3	9780076582297	206, 212, 278, 280	whole page, Creativity Center, whole page, Pretend and Learn Center
						9780076582303	56, 64, 206, 208	Writer's Center, Writing, whole page, Creativity Center
						9780076582327	206	Understand and Participate
		2. Child identifies similarities and differences in characteristics of families.	a. Child identifies similarities in characteristics of families.	>>>>	3	9780076582303	134, 136, 278, 280	Understand and Participate, Creativity Center, Understand and Participate, Pretend and Learn Center
						9780076582327	62	Oral Language and Academic Vocabulary
						9780076582334	206	Whole page

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			b. Child identifies differences in characteristics of families.	>>>>	3	9780076582303	134, 136, 278, 280	Understand and Participate, Creativity Center, Understand and Participate, Pretend and Learn Center
						9780076582327	62	Oral Language and Academic Vocabulary
						9780076582334	206	Whole page
		3. Child organizes their life around events, time, and routines.	a. Child organizes their life around events.	>>>>	3	9780076582303	58	Read Aloud
						9780076582334	134	Whole page
						9780076582341	278	Whole page
						9780076582358	206, 208	Whole page, Writing

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			b. Child organizes their life around time.	>>>>	3	9780076582297 9780076582303 9780076582334 9780076582341 9780076582358	62 58 134 278 134, 206, 208	whole page Read Aloud Whole page Whole page whole page, whole page, Writing
			c. Child organizes their life around routines.	>>>>	3	9780076582297 9780076582334 9780076582341 9780076582358	62 134 278 134, 206, 208	whole page whole page whole page whole page, whole page, Writing

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	<b>B. Economic Skills.</b> 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.	1. Child demonstrates that all people need food, clothing, and shelter.	a. Child demonstrates that all people need food.	>>>>>	3	9780076582303	38	Observe and Investigate
9780076582334						62, 64	Whole page, Construction Center	
9780076582358						278	Oral Language and Academic Vocabulary	
9780076582365						62, 278	Oral Language and Vocabulary, Oral Language and Academic Vocabulary	
			b. Child demonstrates that all people need clothing.	>>>>>	3	9780076582334	62, 64	Whole page, Construction Center
						9780076582341	206	Whole page
						9780076582358	106, 114, 278	Read Aloud, Oral Language and Vocabulary, Oral Language and Academic Vocabulary

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			c. Child demonstrates that all people need shelter.	>>>>>	3	9780076582334	62, 64	Whole page, Construction Center
						9780076582358	106, 126, 150	Read Aloud, Oral Language and Vocabulary, Oral Language and Vocabulary
		2. Child participates in activities to help them become aware of what it means to be a consumer.	>>>>>	>>>>>	3	9780076582341	84, 136, 206	Observe and Investigate, Construction Center, Understand and Participate
						9780076582358	278, 280	whole page, whole page
		3. Child discusses the roles and responsibilities of community workers.	a. Child discusses the roles of community workers.	>>>>>	3	9780076582310	206, 208	whole page, Library and Listening Center
						9780076582327	278, 280	Oral Language and Academic Vocabulary, Creativity Center
						9780076582334	278	Whole page, Construction Center

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			b. Child discusses the responsibilities of community workers.	>>>>	3	9780076582310 9780076582327 9780076582334	206, 208 278, 280 278	whole page, Library and Listening Center Understand and Participate, Creativity Center Whole page, Construction Center
	<b>C. Geography Skills.</b> 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.	1. Child identifies and creates common features in her immediate environment.	a. Child identifies common features in her immediate environment.	>>>>	3	9780076582310 9780076582327 9780076582334 9780076582341 9780076582358	134 134 280 62 62, 64	Understand and Participate Oral Language and Academic Vocabulary Construction Center Oral Language and Academic Vocabulary whole page, whole page

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			b. Child creates common features in her immediate environment.	>>>>	3	9780076582310 9780076582334 9780076582341 9780076582358	134 280 62, 64 64, 304	Understand and Participate Construction Center Understand and Participate, Library and Listening Center Construction Center, Construction Center
	<b>D. Citizenship Skills.</b> The child begins to understand important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity.	1. Child identifies flags of the United States and Texas.	a. Child identifies flag of the United States.	>>>>	3	9780076582297 9780076582303	134, 136, 206 62, 64	Oral Language and Academic Vocabulary, Creativity Center, Oral Language and Academic Vocabulary Oral Language and Academic Vocabulary, Construction Center

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			b. Child identifies flag of Texas.	>>>>	3	9780076582297	134, 136, 206	Oral Language and Academic Vocabulary, Creativity Center, Oral Language and Academic Vocabulary
						9780076582303	62, 64	Oral Language and Academic Vocabulary, Construction Center
		2. Child recites the Pledge of Allegiance to the United States flag and the state flag and observes a moment of silence*.	a. Child recites the Pledge of Allegiance to the United States flag.	>>>>	3	9780076582297	134, 206	Understand and Participate, Oral Language and Academic Vocabulary
						9780076582303	62, 72	Oral Language and Academic Vocabulary, Making Good Choices
						9780076582310	206	Language and Communication Skills



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			b. Child recites the pledge to the state flag.	>>>>	3	9780076582297	134, 206	Understand and Participate, Oral Language and Academic Vocabulary
						9780076582303	62, 72	Oral Language and Academic Vocabulary, Making Good Choices
						9780076582310	206	Language and Communication Skills
			c. Child observes a moment of silence*.	>>>>	3	9780076582297	134, 206	Understand and Participate, Oral Language and Academic Vocabulary
						9780076582303	62	Oral Language and Academic Vocabulary
						9780076582310	206	Language and Communication Skills

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		3. Child engages in voting as a method for group decision-making.	>>>>>	>>>>>	3	9780076582297 9780076582341 9780076582358 9780076582365	42 200, 206 192 134, 136, 146	Phonological Awareness  Creativity Center, Oral Language and Academic Vocabulary  Making Good Choices  Understand and Participate, Writer's Center, Our Food Graph
		4. Child identifies similarities among people like himself and classmates as well as among himself and people from other cultures.	a. Child identifies similarities among people like himself and classmates.	>>>>>	3	9780076582297 9780076582303 9780076582327	206, 212, 272 62 62	Oral Language and Academic Vocabulary, Creativity Center, Writer's Center  Understand and Participate  Oral Language and Vocabulary

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			b. Child identifies similarities among himself and people from other cultures.	>>>>	3	9780076582297	206, 272	Understand and Participate, Writer's Center
						9780076582303	134, 142, 296	Understand and Participate, Read Aloud, Library and Listening Center
						9780076582327	62	Oral Language and Vocabulary
						9780076582334	62, 206	Understand and Participate, Whole page
<p>*TEC §25.082. SCHOOL DAY; PLEDGES OF ALLEGIANCE: MINUTE OF SILENCE. (a) A school day shall be at least seven hours each day, including intermissions and recesses. (b) The board of trustees of each school district shall require students, once during each school day at each school in the district, to recite: (1) the pledge of allegiance to the United States flag in accordance with 4 U.S.C. Section 4, and its subsequent amendments; and (2) the pledge of allegiance to the state flag in accordance with Subchapter C, Chapter 3100, Government Code. (c) On written request from a student's parent or guardian, a school district shall excuse the student from reciting a pledge of allegiance under Subsection (b).</p> <p>(d) The board of trustees of each school district shall provide for the observance of one minute of silence at each school in the district following the recitation of the pledges of allegiance to the United States and Texas flags under Subsection (B). During the one-minute period, each student may, as the student chooses, reflect, pray, meditate, or engage in any other silent activity that is not likely to interfere with or distract another student. Each teacher or other school employee in charge of students during that period shall ensure that each of those students remains silent and does not act in a manner that is likely to interfere with or distract another student.</p>								

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<b>VIII. FINE ARTS DOMAIN</b>	<b>A. Art Skills.</b> 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.	1. Child uses a variety of art materials and activities for sensory experience and exploration.	a. Child uses a variety of art materials for sensory experience.	>>>>>	3	9780076582297	88	Creativity Center
						9780076582303	88	Pretend and Learn Center
						9780076582327	116, 176, 212	Creativity Center, Creativity Center, Creativity Center
						9780076582334	140, 272	Creativity Center, Creativity Center
						9780076582341	86, 272	Explore and Express, Creativity Center
			b. Child uses a variety of art materials for exploration.	>>>>>	3	9780076582297	88	Creativity Center
						9780076582327	86, 176, 224	Observe and Investigate, Creativity Center, Creativity Center
						9780076582334	140	Creativity Center
						9780076582341	86, 272	Explore and Express, Creativity Center

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			c. Child uses a variety of art activities for sensory experience.	>>>>	3	9780076582303	88	Pretend and Learn Center
						9780076582327	116, 176, 212	Creativity Center, Creativity Center, Creativity Center
						9780076582334	140, 272	Creativity Center, Creativity Center
						9780076582341	86, 272	Explore and Express, Creativity Center
			d. Child uses a variety of art activities for exploration.	>>>>	3	9780076582327	86, 176, 212	Observe and Investigate, Creativity Center, Creativity Center
						9780076582334	140	Creativity Center
						9780076582341	86, 272	Explore and Express, Creativity Center

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		2. Child uses art as a form of creative self-expression and representation.	a. Child uses art as a form of creative self-expression.	>>>>	3	9780076582297	86, 88, 104	Explore and Express, Creativity Center, Creativity Center
						9780076582303	86, 88, 116, 128, 136	Explore and Express, Pretend and Learn Center, Creativity Center, ABC Center, Creativity Center
			b. Child uses art as a form of creative representation.	>>>>	3	9780076582297	80, 112, 116, 136, 152, 176, 212	Writer's Center, Math and Science Center, Writer's Center, Creativity Center, Creativity Center, Writer's Center, Creativity Center
						9780076582303	86, 88, 116, 136, 256	Explore and Express, Pretend and Learn Center, Creativity Center, Creativity Center, Math and Science Center

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		3. Child demonstrates interest in and shows appreciation for the creative work of others.	a. Child demonstrates interest in the creative work of others.	>>>>>	3	9780076582303 9780076582334 9780076582358	176, 208 104 86, 196, 232, 272, 296	Creativity Center, Creativity Center  Creativity Center  Explore and Express, Construction Center, Creativity Center, Creativity Center, Creativity Center
			b. Child shows appreciation for the creative work of others.	>>>>>	3	9780076582303 9780076582334 9780076582358	176, 208 86, 104 86, 272, 296	Creativity Center, Creativity Center  Explore and Express, Creativity Center  Explore and Express, Creativity Center, Creativity Center

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	<b>B. Music Skills.</b> 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.	1. Child participates in classroom music activities.	>>>>>	>>>>>	3	9780076582297	30, 36, 80, 126, 152, 158, 160, 284	Phonological Awareness, Observe and Investigate, Pretend and Learn Center, Phonological Awareness, Library and Listening Center, whole page, Pretend and Learn Center, Library and Listening Center
9780076582303						158, 160	whole page, Creativity Center	
		2. Child responds to different musical styles through movement and play.	a. Child responds to different musical styles through movement.	>>>>>	3	9780076582297	158, 160	whole page, Pretend and Learn Center
	9780076582303					158	Explore and Express	
	9780076582310					158	Explore and Express	
						9780076582334	122	Dancing Patterns



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			b. Child responds to different musical styles through play.	>>>>>	3	9780076582303	158, 160	Explore and Express, Purposeful Play
						9780076582310	158	Explore and Express
						9780076582358	152, 158	Creativity Center, Explore and Express
	<b>C. Dramatic Expression Skills.</b> 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.	1. Child creates or recreates stories, moods, or experiences through dramatic representations.	a. Child creates stories through dramatic representations.	>>>>>	3	9780076582297	140, 212	Pretend and Learn Center, Pretend and Learn Center
						9780076582303	232, 268	Purposeful Play, Purposeful Play
						9780076582310	230	Explore and Express
						9780076582327	116, 212, 232	Pretend and Learn Center, Pretend and Learn Center, Pretend and Learn Center

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			b. Child creates moods through dramatic representations.	>>>>>	3	9780076582303	152, 258	Construction Center, Oral Language and Vocabulary
						9780076582310	230	Explore and Express
						9780076582358	220, 230	Construction Center, Explore and Express
						9780076582341	231	Explore and Express
			c. Child creates experiences through dramatic representations.	>>>>>	3	9780076582297	212, 230, 232	Pretend and Learn Center, Explore and Express, Pretend and Learn Center
						9780076582303	152	Construction Center
						9780076582310	230	Explore and Express
						9780076582327	232, 272, 278	Pretend and Learn Center, Pretend and Learn Center, Understand and Participate

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			d. Child recreates stories through dramatic representations.	>>>>>	3	9780076582303	230, 232, 268, 292	Explore and Express, Pretend and Learn Center, Pretend and Learn Center, Purposeful Play
						9780076582310	230	Explore and Express
						9780076582327	230, 232, 284	Observe and Investigate, Pretend and Learn Center, Pretend and Learn Center
			e. Child recreates moods through dramatic representations.	>>>>>	3	9780076582303	204	Making Good Choices
						9780076582310	230	Explore and Express
						9780076582341	230	Explore and Express

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			f. Child recreates experiences through dramatic representations.	>>>>>	3	9780076582297	230, 232	Explore and Express, Pretend and Learn Center
						9780076582303	220, 276	Purposeful Play, Making Good Choices
						9780076582310	230	Explore and Express
						9780076582341	230	Explore and Express
<b>IX. PHYSICAL DEVELOPMENT DOMAIN</b>	<b>A. Gross Motor Development Skills.</b> 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.	1. Child demonstrates coordination and balance in isolation (may not yet coordinate consistently with a partner).	a. Child demonstrates coordination in isolation (may not yet coordinate consistently with a partner).	>>>>>	3	9780076582303	50, 138, 302, 304	Gross Motor Development, Phonological Awareness, Move and Learn, Pretend and Learn Center
						9780076582327	158	Observe and Investigate
						9780076582334	146, 302	Pattern Strips, Whole page
						9780076582341	302	Explore Movement

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			b. Child demonstrates balance in isolation (may not yet coordinate consistently with a partner).	>>>>>	3	9780076582303	138, 302, 304	Phonological Awareness, Move and Learn, Pretend and Learn Center
						9780076582327	302	Move and Learn
						9780076582334	302	Whole page
						9780076582341	302	Explore Movement
		2. Child coordinates sequence of movements to perform tasks.	>>>>>	>>>>>	3	9780076582297	302	Move and Learn
						9780076582303	140, 302, 304	Construction Center, Move and Learn, Pretend and Learn Center
						9780076582327	158	Observe and Investigate
						9780076582334	122	Whole page

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	<b>B. Fine-Motor Development Skills.</b> 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.	1. Child shows control of tasks that require small-muscle strength and control.	a. Child shows control of tasks that require small-muscle strength.	>>>>>	3	9780076582327	80	Construction Center
9780076582358						64, 152, 160, 180, 196	Writing, ABC Center, Writing, Observe and Investigate, Construction Center	
			b. Child shows control of tasks that require small-muscle control.	>>>>>	3	9780076582297	44, 128, 176, 260	Construction Center, Construction Center, Construction Center, Construction Center
						9780076582327	80, 104, 140	Construction Center, Construction Center, Construction Center
		2. Child shows increasing control of tasks that require eye-hand coordination.	>>>>>	>>>>>	3	9780076582297	44, 296	Construction Center, Creativity Center
						9780076582358	64, 76, 124, 224	Writing, Math

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<b>X. TECHNOLOGY APPLICATIONS DOMAIN</b>	<b>A. Technology and Devices Skills.</b> 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.	1. Child opens and navigates through software programs designed to enhance development of appropriate concepts.	a. Child opens software programs designed to enhance development of appropriate concepts.	>>>>>	3	9780076582297 9780076582358	50 48, 60, 120, 180, 192, 292	whole page Observe and Investigate, Observe and Investigate, Observe and Investigate, Observe and Investigate, Observe and Investigate, Purposeful Play
			b. Child navigates through software programs designed to enhance development of appropriate concepts.	>>>>>	3	9780076582334 9780076582358	114, 144 48, 60, 120, 180, 192, 292	Oral Language and Vocabulary, Observe and Investigate Observe and Investigate, Observe and Investigate,
			2. Child uses and names a variety of computer input devices, such as mouse, keyboard, voice/sound recorder, touch screen, CD-ROM.	a. Child uses a variety of computer input devices, such as mouse, keyboard, voice/sound recorder, touch screen, CD-ROM.	>>>>>	3	9780076582297 9780076582334 9780076582358	50 114 76, 120, 144, 292

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			b. Child names a variety of computer input devices, such as mouse, keyboard, voice/sound recorder, touch screen, CD-ROM.	>>>>>	3	9780076582297 9780076582334 9780076582358	50 114 76, 120, 144, 292	whole page Oral Language and Vocabulary Writing, Observe and Investigate, Observe and Investigate, Purposeful Play
		3. Child operates voice/sound recorders and touch screens.	a. Child operates voice/sound recorders.	>>>>>	3	9780076582303 9780076582358	152 200, 248, 260	Library and Listening Center Writer's Center, Library and Listening Center, ABC Center
			b. Child operates touch screens.	>>>>>	3	9780076582303 9780076582358	58, 70, 118, 190, 274 178, 214	Learn About Letters and Sounds, Learn About Letters and Sounds, Learn About Letters and Sounds, Learn About Letters and Sounds, Learn About Letters and Sounds Learn About Letters and Sounds, Learn About Letters and Sounds



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		4. Child uses software applications to create and express own ideas.	a. Child uses software applications to create own ideas.	>>>>>	3	9780076582297 9780076582358	50, 78 192, 196	whole page, Phonological Awareness ELL, Purposeful Play
			b. Child uses software applications to express own ideas.	>>>>>	3	9780076582297 9780076582358	50, 78 76, 192, 196	whole page, Phonological Awareness Writing, ELL, Purposeful Play
		5. Child recognizes that information is accessible through the use of technology.	>>>>>	>>>>>	3	9780076582358	110, 144, 254, 268, 280	Observe and Investigate, Observe and Investigate, Oral Language and Academic Vocabulary, Writing, Writing