

Correlation to the Texas Prekindergarten Guidelines

TPG Outcome	PreK On My Way Teaching Guide Page Numbers
II. Social and Emotional Development Domain	
A. Self Concept Skills	
Child is aware of where own body is in space and respects personal boundaries. (I.A.1)	T2: W1: Language 14–15, 16–17. T2: W2: Language 28–29, 30–31, 32–33, 34–35; Literacy 28–29, 32–33, 34–35. T5: W1: Literacy 14–15, 16–17, 18–19, 20–21. T5: W3: Literacy 44–45. T5: W4: Literacy 56–57, 58–59, 60–61, 62–63, 64–65; Math 56–57, 58–59, 60–61, 62–63, 64–65.
Child shows self-awareness and can express pride in age-appropriate abilities and skills. (I.A.2)	T1: W1: Math 14–15, 16–17, 18–19, 20–21, 22–23. T2: W1: Language 16–17. T4: W2: Language 28–29, 30–31, 32–33, 36–37; Literacy 30–31, 32–33. T6: W1: Language 16–17, 18–19; Literacy 16–17. T6: W2: Language 30–31; Literacy 30–31. T6: W3: Language 44–45, 46–47, 48–49, 50–51; Literacy 44–45, 46–47. T7: W1: Language 16–17; Literacy 16–17. T8: W1: Literacy 14–15, 16–17, 22–23. T8: W3: Language 44–45; Literacy 42–43, 44–45, 46–47, 48–49, 50–51. T8: W4: Literacy 56–57, 58–59, 60–61, 62–63, 64–65.
Child shows reasonable opinion of his own abilities and limitations. (I.A.3)	T6: W1: Language 18–19. T6: W2: Language 28–29, 30–31, 32–33, 34–35; Literacy 28–29, 32–33, 34–35. T7: W1: Language 14–15. T7: W2: Literacy 30–31, 32–33, 36–37. T8: W2: Literacy 28–29, 30–31, 32–33, 34–35, 36–37. T8: W4: Literacy 58–59, 60–61, 62–63.
Child shows initiative in independent situations and persists in attempting to solve problems. (I.A.4)	T2: W2: Literacy 28–29, 30–31, 32–33, 34–35, 36–37. T2: W3: Literacy 42–43, 44–45, 46–47, 48–49, 50–51. T2: W4: Literacy 56–57, 58–59, 60–61. T4: W1: Literacy 16–17, 18–19. T4: W3: Literacy 44–45. T5: W2: Language 28–29, 32–33; Literacy 28–29, 32–33. T5: W3: Language 42–43, 44–45, 46–47; Literacy 42–43, 44–45. T5: W4: Language 60–61; Literacy 60–61. T6: W3: Language 42–43; Literacy 42–43; Math 44–45, 46–47, 48–49, 50–51. T6: W4: Language 56–57, 58–59, 60–61, 62–63, 64–65; Literacy 56–57, 58–59, 60–61, 62–63; Math 56–57, 58–59, 62–63. T7: W1: Language 16–17. T7: W4: Language 58–59, 60–61, 62–63, 64–65; Literacy 58–59, 60–61, 62–63. T8: W1: Literacy 16–17, 18–19, 20–21, 22–23. T8: W2: Language 28–29; Literacy 28–29, 32–33, 34–35. T8: W3: Language 44–45; Literacy 44–45. T8: W4: Language 58–59, 60–61; Literacy 58–59.
B. Self Regulation Skills	
Child follows classroom rules and routines with occasional reminders from teacher. (I.B.1.a)	T2: W1: Literacy 14–15, 16–17, 18–19, 20–21. T5: W1: Language 14–15, 16–17, 18–19, 20–21, 22–23; Literacy 16–17, 18–19, 20–21. T5: W2: Language 30–31; Literacy 30–31. T5: W4: Language 62–63. T7: W4: Math 56–57, 58–59, 60–61, 62–63, 64–65.
Child takes care of and manages classroom materials. (I.B.1.b)	T2: W3: Math 44–45, 46–47, 48–49, 50–51. T5: W1: Language 16–17; Literacy 16–17. T5: W2: Language 30–31; Literacy 30–31. T7: W1: Literacy 14–15, 16–17, 18–19, 20–21. T7: W4: Literacy 56–57, 58–59, 60–61, 62–63, 64–65.
Child regulates his own behavior with occasional reminders or assistance from teacher. (I.B.1.c)	T1: W1: Language 22–23. T1: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51; Literacy 42–43, 44–45, 48–49. T4: W3: Math 42–43, 44–45, 46–47, 48–49, 50–51. T7: W1: Literacy 20–21, 22–23.
Child begins to understand difference and connection between emotions/feelings and behaviors. (I.B.2.a)	T1: W1: Language 16–17; Literacy 16–17, 18–19. T1: W2: Literacy 28–29, 30–31, 32–33, 34–35, 36–37; Math 28–29, 30–31, 32–33, 34–35, 36–37. T1: W4: Math 58–59, 60–61, 62–63, 64–65. T3: W1: Math 14–15, 16–17, 18–19, 22–23. T3: W3: Literacy 42–43, 44–45, 46–47, 50–51. T5: W1: Literacy 14–15, 16–17, 18–19, 22–23. T8: W2: Language 28–29, 30–31, 32–33; Literacy 30–31, 32–33.
Child can communicate basic emotions/feelings. (I.B.2.b)	T1: W1: Literacy 14–15, 16–17, 18–19, 22–23. T1: W2: Literacy 28–29, 30–31, 32–33, 34–35, 36–37. T3: W1: Math 14–15, 16–17, 18–19, 22–23. T6: W2: Math 36–37. T8: W2: Language 28–29, 30–31, 36–37; Literacy 30–31.

Correlation to the Texas Prekindergarten Guidelines

TPG Outcome	PreK On My Way Teaching Guide Page Numbers
Child is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary. (I.B.2.c)	T1: W4: Math 56–57, 58–59, 60–61, 62–63, 64–65. T5: W1: Literacy 20–21. T8: W2: Language 30–31; Literacy 30–31.
Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed. (I.B.3.a)	T1: W3: Math 42–43, 46–47, 50–51. T2: W1: Language 16–17, 22–23. T2: W4: Language 56–57, 60–61; Literacy 56–57, 60–61. T3: W1: Literacy 14–15, 16–17, 20–21. T4: W1: Language 14–15, 16–17, 18–19, 20–21, 22–23; Literacy 14–15, 16–17, 18–19; Math 16–17. T4: W3: Language 42–43, 44–45, 48–49, 50–51; Literacy 42–43, 44–45, 48–49.
Child remains focused on engaging group activities for up to 20 minutes at a time. (I.B.3.b)	T2: W1: Language 14–15, 16–17, 18–19, 20–21, 22–23; Literacy 14–15, 16–17, 18–19. T2: W3: Math 42–43. T2: W4: Language 56–57, 60–61; Literacy 56–57, 60–61. T3: W1: Literacy 14–15, 16–17, 18–19, 20–21. T4: W1: Language 14–15, 16–17, 18–19, 20–21, 22–23; Literacy 14–15, 16–17, 18–19. T4: W3: Language 42–43, 44–45, 48–49, 50–51; Literacy 42–43, 44–45, 48–49. T5: W3: Language 48–49; Literacy 48–49.
C. Relationships with Others	
Child uses effective verbal and nonverbal communication skills to build relationships with teachers/adults. (I.C.1)	T1: W1: Language 14–15, 16–17, 18–19, 20–21, 22–23; Literacy 14–15, 16–17, 18–19, 20–21. T1: W2: Language 28–29, 30–31, 32–33, 34–35, 36–37; Literacy 28–29, 30–31, 32–33, 34–35. T2: W1: Math 16–17, 18–19, 20–21, 22–23. T5: W3: Math 42–43, 44–45, 46–47, 48–49, 50–51.
Child assumes various roles and responsibilities as part of a classroom community. (I.C.2)	T2: W3: Math 44–45, 48–49, 50–51. T5: W1: Language 16–17; Literacy 16–17. T5: W2: Language 30–31; Literacy 30–31. T7: W1: Literacy 16–17, 20–21. T7: W4: Literacy 58–59, 60–61, 62–63.
Child shows competence initiating social interactions. (I.C.3)	T3: W2: Math 30–31. T4: W1: Literacy 16–17. T4: W2: Language 34–35; Literacy 34–35. T5: W1: Math 20–21, 22–23. T6: W2: Math 32–33, 34–35. T6: W3: Math 42–43, 44–45.
Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal. (I.C.4)	T1: W4: Language 56–57, 58–59, 60–61, 62–63, 64–65; Literacy 56–57, 58–59, 60–61, 62–63. T2: W1: Literacy 14–15, 16–17, 18–19, 22–23. T3: W4: Math 56–57, 58–59, 60–61, 62–63, 64–65. T6: W2: Math 28–29, 30–31. T6: W4: Language 64–65. T8: W1: Language 14–15, 16–17, 18–19, 20–21, 22–23; Literacy 16–17, 20–21. T8: W2: Math 28–29, 30–31, 32–33, 34–35, 36–37.
Child initiates problem-solving strategies and seeks adult help when necessary. (I.C.5)	T1: W2: Literacy 30–31, 32–33. T1: W3: Literacy 42–43, 44–45, 46–47, 50–51. T1: W4: Literacy 58–59, 62–63. T3: W1: Literacy 14–15, 18–19, 20–21, 22–23. T3: W2: Literacy 34–35. T4: W1: Literacy 16–17. T4: W3: Literacy 44–45. T5: W2: Language 32–33; Literacy 32–33. T5: W3: Language 42–43, 44–45, 50–51; Literacy 42–43, 44–45. T5: W4: Language 56–57, 58–59, 62–63, 64–65; Literacy 56–57, 58–59, 62–63. T6: W1: Language 16–17, 20–21; Literacy 16–17. T6: W3: Language 42–43, 44–45, 50–51; Literacy 42–43; Math 42–43, 46–47, 48–49. T6: W4: Math 58–59, 60–61, 64–65. T7: W4: Language 58–59, 60–61, 64–65; Literacy 60–61. T8: W1: Language 22–23; Literacy 16–17, 18–19, 20–21, 22–23. T8: W2: Literacy 28–29, 34–35.
Child demonstrates empathy and caring for others. (I.C.6)	T1: W4: Literacy 58–59, 62–63, 64–65. T2: W3: Math 44–45, 46–47, 50–51. T4: W2: Math 34–35, 36–37. T5: W3: Language 50–51. T5: W4: Language 58–59, 64–65; Literacy 58–59. T6: W1: Language 14–15, 16–17, 18–19, 20–21, 22–23; Literacy 14–15, 16–17, 18–19, 20–21. T6: W4: Literacy 56–57, 58–59, 60–61, 62–63, 64–65. T7: W3: Math 42–43, 44–45, 46–47, 48–49, 50–51. T8: W1: Literacy 16–17, 20–21; Math 14–15, 16–17, 18–19, 20–21, 22–23.
Child interacts with a variety of playmates and may have preferred friends. (I.C.7)	T4: W1: Literacy 14–15, 16–17, 18–19. T5: W1: Math 14–15, 16–17, 18–19, 22–23. T6: W3: Math 48–49.

Correlation to the Texas Prekindergarten Guidelines

TPG Outcome	PreK On My Way Teaching Guide Page Numbers
D. Social Awareness Skills	
Child demonstrates an understanding that others have perspectives and feelings that are different from her own. (I.D.1)	T1: W1: Language 14–15, 16–17, 18–19, 20–21, 22–23; Literacy 14–15, 16–17, 18–19, 20–21, 22–23. T1: W2: Language 28–29, 30–31, 32–33, 34–35, 36–37; Literacy 28–29, 30–31, 32–33, 34–35. T1: W4: Math 58–59, 60–61, 64–65. T2: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51; Literacy 42–43, 44–45, 46–47. T2: W4: Language 56–57, 58–59, 60–61, 64–65; Literacy 58–59. T4: W2: Literacy 30–31, 32–33, 34–35, 36–37. T5: W2: Math 28–29, 30–31, 32–33, 34–35, 36–37. T6: W1: Math 14–15, 16–17, 18–19, 20–21, 22–23. T8: W2: Language 30–31.
II. Language and Communication Domain	
A. Listening Comprehension Skills	
Child shows understanding by responding appropriately. (II.A.1)	T1: W1: Language 20–21, 22–23. T1: W3: Language 44–45, 46–47, 48–49, 50–51. T2: W1: Language 14–15, 16–17, 18–19, 20–21, 22–23; Literacy 14–15, 16–17, 18–19, 20–21. T2: W2: Language 28–29, 30–31, 32–33, 34–35, 36–37; Literacy 34–35. T2: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51; Literacy 44–45, 46–47, 48–49. T2: W4: Language 56–57, 58–59, 60–61, 62–63; Literacy 56–57, 58–59, 60–61, 62–63. T3: W1: Language 18–19, 22–23; Literacy 18–19. T3: W3: Literacy 42–43, 44–45, 46–47, 48–49, 50–51; Math 42–43, 44–45, 46–47, 48–49, 50–51. T3: W4: Language 56–57. T4: W3: Language 46–47, 50–51. T4: W4: Literacy 56–57, 58–59, 60–61. T5: W1: Literacy 14–15, 20–21. T6: W3: Language 42–43, 44–45, 46–47, 48–49; Literacy 42–43, 46–47. T7: W1: Language 16–17, 18–19, 20–21, 22–23. T7: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51; Literacy 42–43, 44–45, 46–47, 48–49. T8: W1: Language 14–15, 16–17, 18–19; Literacy 16–17. T8: W2: Language 28–29, 32–33, 34–35; Literacy 28–29, 30–31, 34–35. T8: W3: Language 42–43, 44–45, 50–51; Literacy 42–43, 44–45. T8: W4: Language 56–57, 58–59, 60–61, 62–63; Literacy 56–57, 58–59, 60–61, 62–63.
Child shows understanding by following two-step oral directions and usually follows three-step directions. (II.A.2)	T1: W4: Language 58–59, 60–61, 62–63, 64–65; Literacy 58–59, 62–63. T4: W3: Language 46–47, 48–49. T5: W2: Language 34–35; Literacy 34–35. T5: W3: Language 48–49; Literacy 48–49. T6: W2: Literacy 30–31, 32–33, 34–35, 36–37. T6: W4: Language 56–57, 58–59, 60–61, 62–63, 64–65; Literacy 56–57, 58–59, 60–61, 62–63.
Child shows understanding of the language being spoken by teachers and peers. (II.A.3)	T2: W1: Language 14–15, 16–17, 18–19, 20–21, 22–23; Literacy 14–15, 16–17. T2: W2: Language 28–29, 30–31, 32–33, 34–35, 36–37; Literacy 34–35. T7: W1: Language 14–15, 18–19, 22–23.
B. Speaking (Conversation) Skills	
Child is able to use language for different purposes. (II.B.1)	T2: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51. T3: W1: Language 14–15, 16–17, 18–19, 20–21, 22–23; Literacy 14–15, 16–17, 18–19, 20–21. T3: W2: Language 36–37. T4: W1: Literacy 14–15, 16–17, 20–21. T4: W2: Literacy 28–29, 30–31, 36–37. T8: W4: Math 64–65.
Child engages in conversations in appropriate ways. (II.B.2)	T1: W1: Language 14–15, 16–17, 18–19, 20–21, 22–23; Literacy 14–15, 16–17, 18–19, 20–21. T1: W3: Math 42–43, 44–45, 46–47, 48–49, 50–51. T4: W3: Language 44–45; Literacy 44–45. T5: W2: Language 32–33, 34–35; Literacy 32–33. T5: W3: Language 46–47; Literacy 46–47. T6: W2: Math 30–31, 32–33. T7: W1: Language 22–23. T7: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51; Literacy 42–43, 44–45, 46–47, 48–49.
Child provides appropriate information for various situations. (II.B.3)	T1: W2: Language 28–29, 30–31, 32–33, 34–35, 36–37; Literacy 28–29, 30–31, 32–33, 34–35. T1: W3: Literacy 44–45. T2: W2: Language 28–29, 30–31, 32–33, 34–35, 36–37; Literacy 28–29, 30–31, 32–33, 34–35. T3: W1: Language 14–15, 16–17, 18–19, 20–21; Literacy 14–15, 16–17, 18–19, 20–21. T4: W4: Language 56–57, 58–59, 60–61, 62–63, 64–65; Literacy 56–57, 58–59, 60–61, 62–63. T5: W1: Math 18–19, 22–23. T5: W2: Language 30–31; Literacy 30–31, 32–33, 36–37. T5: W3: Math 44–45. T5: W4: Language 56–57; Literacy 56–57. T6: W3: Literacy 50–51. T7: W1: Language 16–17, 18–19; Literacy 16–17, 18–19. T7: W4: Language 60–61; Literacy 60–61. T8: W3: Language 42–43, 48–49; Literacy 42–43, 48–49.

Correlation to the Texas Prekindergarten Guidelines

TPG Outcome	PreK On My Way Teaching Guide Page Numbers
Child demonstrates knowledge of verbal conversational rules. (II.B.4)	T3: W2: Language 28–29, 30–31, 32–33, 34–35; Literacy 28–29, 30–31, 32–33, 34–35. T4: W3: Language 44–45, 46–47; Literacy 44–45. T6: W1: Language 14–15, 16–17, 18–19, 20–21; Literacy 14–15, 16–17, 18–19. T6: W3: Literacy 42–43, 44–45, 46–47, 48–49, 50–51. T8: W4: Language 60–61, 62–63; Literacy 60–61, 62–63.
Child demonstrates knowledge of nonverbal conversational rules. (II.B.5)	T3: W2: Language 36–37. T6: W3: Literacy 42–43, 44–45, 46–47, 48–49, 50–51. T8: W4: Language 60–61, 62–63; Literacy 60–61, 62–63.
Child matches language to social contexts. (II.B.6)	T1: W4: Language 56–57, 58–59, 60–61, 62–63, 64–65; Literacy 56–57, 58–59, 62–63. T2: W4: Language 56–57, 58–59; Literacy 56–57, 58–59. T3: W2: Language 28–29, 30–31, 32–33, 34–35, 36–37; Literacy 28–29, 30–31, 32–33, 34–35. T7: W4: Language 58–59, 62–63, 64–65; Literacy 58–59, 62–63. T8: W2: Language 36–37.
C. Speech Production Skills	
Child's speech is understood by both the teacher and other adults in the school. (II.C.1)	T1: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51; Literacy 42–43, 44–45, 46–47, 48–49. T3: W2: Math 28–29, 30–31, 32–33, 34–35, 36–37. T5: W2: Math 28–29, 30–31, 32–33, 34–35. T6: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51; Literacy 42–43, 44–45, 48–49.
Child perceives differences between similar sounding words. (II.C.2)	T1: W4: Math 64–65. T5: W1: Language 14–15, 20–21; Literacy 14–15, 20–21. T6: W2: Literacy 32–33, 34–35. T7: W3: Literacy 42–43.
Child investigates and demonstrates growing understanding of the sounds and intonation of language. (II.C.3)	T1: W4: Language 56–57; Literacy 56–57. T2: W4: Language 56–57, 58–59. T3: W2: Language 30–31, 32–33, 34–35, 36–37. T4: W3: Language 42–43, 46–47. T5: W2: Language 36–37. T6: W2: Language 28–29, 30–31, 32–33, 34–35, 36–37; Literacy 28–29, 30–31, 34–35. T7: W2: Literacy 28–29, 30–31, 32–33, 34–35, 36–37. T7: W4: Language 56–57, 58–59, 60–61, 62–63; Literacy 56–57, 58–59, 60–61, 62–63.
D. Vocabulary Skills	
Child uses a wide variety of words to label and describe people, places, things, and actions. (II.D.1)	T2: W4: Language 64–65. T3: W1: Language 18–19, 20–21, 22–23; Literacy 18–19, 20–21. T3: W2: Language 28–29, 30–31, 32–33, 34–35, 36–37; Literacy 28–29, 30–31, 32–33, 34–35. T3: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51; Literacy 44–45, 46–47, 48–49, 50–51. T3: W4: Language 56–57, 58–59, 60–61, 62–63, 64–65; Literacy 60–61, 62–63. T4: W1: Math 14–15, 16–17, 18–19, 20–21. T4: W2: Language 28–29, 30–31, 32–33, 34–35, 36–37; Literacy 28–29, 30–31, 32–33, 34–35; Math 32–33. T4: W3: Language 44–45, 50–51; Math 44–45, 46–47, 48–49, 50–51. T4: W4: Language 56–57, 60–61, 62–63, 64–65; Literacy 56–57, 60–61, 62–63. T5: W1: Language 18–19; Literacy 18–19; Math 14–15, 16–17, 20–21. T5: W2: Language 30–31, 32–33, 34–35, 36–37; Literacy 30–31, 32–33, 34–35. T5: W4: Language 56–57, 58–59, 60–61, 62–63, 64–65; Literacy 56–57, 58–59, 62–63. T6: W1: Language 14–15, 16–17, 18–19, 20–21; Literacy 14–15, 16–17, 18–19, 20–21, 22–23; Math 14–15, 16–17, 18–19, 20–21, 22–23. T6: W3: Math 42–43, 46–47. T7: W1: Language 20–21. T7: W2: Language 28–29, 30–31, 32–33, 34–35, 36–37; Literacy 34–35. T7: W3: Language 46–47, 48–49, 50–51; Literacy 48–49. T8: W1: Language 22–23; Literacy 14–15, 16–17, 18–19; Math 14–15, 16–17, 18–19, 20–21, 22–23. T8: W2: Language 28–29, 30–31, 36–37; Literacy 28–29, 30–31, 32–33, 34–35, 36–37. T8: W3: Language 50–51. T8: W4: Language 58–59; Literacy 58–59.

Correlation to the Texas Prekindergarten Guidelines

TPG Outcome	PreK On My Way Teaching Guide Page Numbers
<p>Child demonstrates understanding of terms used in the instructional language of the classroom. (II.D.2)</p>	<p>T2: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51. T2: W4: Language 58–59. T3: W3: Language 42–43, 48–49; Literacy 48–49. T4: W1: Language 14–15, 16–17, 18–19, 20–21, 22–23; Literacy 14–15, 16–17, 18–19, 20–21; Math 14–15. T4: W2: Language 30–31, 32–33, 34–35, 36–37; Literacy 30–31, 32–33, 34–35. T4: W3: Language 42–43, 46–47, 48–49; Literacy 42–43, 46–47. T5: W1: Language 14–15, 16–17, 18–19, 20–21, 22–23; Literacy 14–15, 16–17, 20–21. T5: W2: Math 28–29, 34–35. T5: W3: Math 42–43, 44–45, 46–47, 48–49, 50–51. T6: W2: Language 34–35. T6: W3: Literacy 42–43, 44–45, 46–47, 48–49. T6: W4: Math 56–57, 58–59, 60–61, 62–63. T7: W1: Language 14–15, 16–17; Literacy 14–15, 16–17. T7: W2: Math 28–29, 30–31, 32–33, 34–35. T7: W4: Literacy 56–57, 58–59, 62–63. T8: W1: Literacy 14–15, 16–17, 18–19, 20–21. T8: W2: Language 28–29. T8: W3: Math 42–43, 44–45, 46–47, 48–49, 50–51.</p>
<p>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. (II.D.3)</p>	<p>T1: W2: Language 28–29, 30–31, 32–33, 34–35, 36–37; Literacy 28–29, 30–31, 32–33, 34–35. T2: W4: Language 56–57, 58–59, 60–61, 62–63, 64–65. T3: W3: Language 42–43, 48–49; Literacy 48–49. T3: W4: Math 56–57, 58–59. T4: W1: Math 16–17, 22–23. T4: W2: Math 28–29, 30–31, 32–33, 34–35, 36–37. T4: W4: Language 58–59; Literacy 58–59. T5: W1: Language 18–19, 20–21, 22–23; Literacy 18–19, 20–21. T5: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51; Literacy 42–43, 44–45. T6: W4: Math 56–57, 58–59, 60–61, 62–63, 64–65. T7: W2: Language 28–29, 34–35, 36–37; Literacy 34–35. T7: W4: Language 58–59; Literacy 58–59. T8: W1: Literacy 14–15, 18–19, 20–21.</p>
<p>Child uses a large speaking vocabulary, adding several new words daily. (II.D.4)</p>	<p>T1: W1: Language 14–15, 16–17, 18–19, 20–21, 22–23; Literacy 14–15, 16–17, 18–19, 20–21; Math 14–15, 16–17, 18–19, 20–21, 22–23. T1: W2: Language 28–29, 30–31, 32–33, 34–35, 36–37; Literacy 28–29, 30–31, 32–33, 34–35; Math 28–29, 30–31, 32–33, 34–35, 36–37. T1: W3: Literacy 42–43; Math 42–43, 44–45, 46–47, 48–49. T1: W4: Language 60–61; Literacy 60–61; Math 56–57, 58–59, 60–61, 62–63, 64–65. T2: W1: Math 14–15, 16–17, 18–19, 20–21, 22–23. T2: W2: Math 28–29, 30–31, 32–33, 34–35, 36–37. T2: W3: Language 48–49; Literacy 48–49; Math 42–43, 44–45, 46–47, 48–49, 50–51. T2: W4: Language 56–57, 58–59, 60–61, 62–63, 64–65; Literacy 56–57, 58–59, 60–61, 62–63; Math 56–57, 58–59, 60–61, 62–63, 64–65. T3: W1: Language 22–23; Math 14–15, 16–17, 18–19, 20–21, 22–23. T3: W2: Language 32–33; Math 28–29, 30–31, 32–33, 34–35. T3: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51; Literacy 42–43, 44–45, 46–47; Math 42–43, 44–45, 46–47, 48–49, 50–51. T3: W4: Language 64–65; Math 56–57, 58–59, 60–61, 62–63, 64–65. T4: W1: Math 14–15, 16–17, 18–19, 20–21. T4: W2: Math 28–29, 30–31, 32–33, 34–35. T4: W3: Literacy 42–43, 44–45, 46–47, 48–49, 50–51; Math 42–43, 44–45, 46–47, 48–49, 50–51. T4: W4: Math 56–57, 58–59, 60–61, 62–63. T5: W1: Math 14–15, 16–17, 20–21. T5: W2: Math 28–29, 30–31, 32–33, 34–35, 36–37. T5: W3: Math 42–43, 44–45, 46–47, 48–49. T5: W4: Math 56–57, 58–59, 60–61, 62–63, 64–65. T6: W1: Math 14–15, 16–17, 18–19, 20–21, 22–23. T6: W2: Math 30–31, 32–33, 34–35. T6: W3: Math 42–43, 44–45, 46–47, 48–49, 50–51. T6: W4: Language 56–57, 58–59, 60–61, 62–63, 64–65; Literacy 56–57, 58–59, 60–61, 62–63, 64–65; Math 56–57, 58–59, 60–61, 62–63. T7: W1: Language 14–15; Literacy 14–15; Math 14–15, 16–17, 20–21. T7: W2: Math 28–29, 30–31, 32–33, 34–35, 36–37. T7: W3: Language 42–43, 44–45; Literacy 42–43; Math 42–43, 44–45, 46–47, 48–49. T7: W4: Language 56–57; Literacy 56–57; Math 56–57, 58–59, 60–61, 62–63. T8: W1: Literacy 14–15, 16–17, 18–19. T8: W3: Language 44–45, 46–47, 48–49, 50–51; Literacy 42–43, 44–45, 46–47, 48–49.</p>
<p>Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases. (II.D.5)</p>	<p>T2: W3: Math 42–43. T2: W4: Language 64–65. T3: W1: Language 22–23. T3: W2: Language 28–29, 30–31, 32–33, 34–35, 36–37; Literacy 28–29, 30–31, 32–33, 34–35; Math 36–37. T3: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51. T3: W4: Language 58–59, 60–61, 62–63; Literacy 60–61, 62–63. T4: W2: Language 28–29, 30–31, 32–33, 34–35, 36–37; Literacy 30–31, 32–33, 34–35. T4: W3: Language 44–45. T4: W4: Language 56–57, 60–61, 62–63; Literacy 56–57, 60–61, 62–63. T5: W2: Language 34–35; Literacy 34–35. T5: W4: Literacy 60–61. T6: W1: Language 14–15, 16–17, 18–19, 20–21, 22–23; Literacy 14–15, 16–17, 18–19, 20–21. T6: W3: Language 42–43. T7: W1: Literacy 16–17, 18–19, 20–21, 22–23. T7: W2: Language 28–29, 36–37; Literacy 28–29. T8: W1: Language 16–17, 18–19, 20–21, 22–23; Literacy 16–17, 18–19, 20–21; Math 14–15, 16–17, 18–19, 20–21. T8: W3: Language 42–43, 48–49; Literacy 42–43, 48–49. T8: W4: Language 56–57, 58–59, 60–61, 62–63, 64–65; Literacy 56–57, 58–59, 60–61, 62–63.</p>

Correlation to the Texas Prekindergarten Guidelines

TPG Outcome	PreK On My Way Teaching Guide Page Numbers
Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English. (II.D.6)	T1: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51; Literacy 42–43, 44–45, 46–47, 48–49. T2: W4: Language 58–59. T6: W1: Language 14–15, 22–23. T7: W3: Language 46–47. T7: W4: Language 56–57, 60–61, 64–65. T8: W4: Language 56–57; Literacy 56–57.
E. Sentence and Structure Skills	
Child typically uses complete sentences of four or more words and grammatical complexity, usually with subject, verb, and object order. (II.E.1)	T3: W1: Language 14–15, 16–17, 18–19, 20–21, 22–23; Literacy 14–15, 16–17. T3: W4: Language 56–57, 58–59, 60–61, 62–63, 64–65; Literacy 56–57, 60–61, 62–63. T4: W1: Language 14–15, 16–17, 18–19, 20–21, 22–23; Literacy 14–15, 16–17, 18–19, 20–21. T5: W1: Language 18–19. T5: W2: Math 30–31. T6: W3: Language 46–47, 48–49, 50–51; Literacy 48–49. T7: W1: Language 16–17; Literacy 16–17; Math 14–15, 16–17, 18–19, 20–21, 22–23. T7: W2: Language 28–29, 30–31, 32–33; Literacy 30–31, 32–33.
Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement. (II.E.2)	T1: W4: Language 56–57, 58–59, 60–61, 62–63, 64–65; Literacy 56–57, 58–59, 62–63. T2: W1: Language 14–15, 16–17, 18–19, 20–21; Literacy 14–15, 16–17, 18–19, 20–21. T2: W2: Language 28–29, 30–31, 32–33; Literacy 28–29, 30–31, 32–33. T2: W3: Language 44–45, 46–47; Literacy 44–45, 46–47. T2: W4: Language 56–57, 58–59, 60–61, 62–63, 64–65; Literacy 56–57, 58–59, 60–61, 62–63. T3: W2: Literacy 28–29, 36–37. T4: W2: Language 28–29, 30–31, 32–33, 34–35, 36–37; Literacy 30–31, 32–33, 34–35. T4: W3: Literacy 48–49. T5: W1: Literacy 14–15, 18–19, 20–21. T5: W4: Language 60–61, 64–65; Literacy 60–61. T6: W1: Language 14–15, 16–17, 20–21, 22–23; Literacy 14–15, 18–19, 20–21. T7: W1: Literacy 14–15, 16–17, 18–19; Math 14–15, 16–17, 18–19, 20–21, 22–23. T7: W3: Math 42–43, 50–51. T7: W4: Literacy 56–57. T8: W1: Language 14–15, 16–17, 18–19, 20–21; Literacy 14–15, 16–17, 20–21. T8: W2: Language 28–29, 32–33, 34–35; Literacy 28–29, 32–33, 34–35. T8: W4: Literacy 58–59, 62–63.
Child uses sentences with more than one phrase. (II.E.3)	T4: W3: Language 42–43, 46–47, 48–49; Literacy 48–49. T5: W4: Language 58–59, 60–61, 62–63, 64–65; Literacy 60–61. T8: W3: Math 42–43, 44–45, 46–47, 48–49, 50–51. T8: W4: Language 56–57, 58–59, 60–61, 64–65; Literacy 58–59, 60–61.
Child combines more than one idea using complex sentences. (II.E.4)	T5: W2: Language 28–29, 30–31; Literacy 28–29. T6: W4: Math 60–61, 64–65. T8: W3: Literacy 42–43, 44–45, 50–51.
Child combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning. (II.E.5)	T2: W3: Language 42–43, 44–45, 50–51; Literacy 42–43. T4: W4: Language 56–57, 60–61. T7: W1: Language 18–19, 20–21, 22–23; Literacy 18–19, 20–21. T7: W2: Language 28–29, 30–31, 32–33; Literacy 28–29, 30–31, 32–33.
Child engages in various forms of nonverbal communication with those who do not speak her native language. (II.E.6)	T5: W2: Language 28–29, 34–35; Literacy 34–35. T6: W3: Math 50–51. T8: W4: Literacy 56–57, 60–61.
Child uses single words and simple phrases to communicate meaning in social situations. (II.E.7)	T1: W2: Language 28–29, 30–31, 32–33, 34–35, 36–37; Literacy 28–29, 30–31, 32–33, 34–35. T2: W1: Literacy 14–15, 16–17, 18–19, 20–21. T6: W2: Language 30–31, 32–33, 34–35, 36–37; Literacy 32–33, 34–35. T7: W1: Language 16–17; Literacy 16–17. T7: W4: Math 64–65.
Child attempts to use new vocabulary and grammar in speech. (II.E.8)	T1: W4: Language 56–57, 58–59, 60–61, 62–63, 64–65. T5: W1: Literacy 14–15, 18–19, 20–21. T6: W4: Math 60–61, 64–65.
III. Emergent Literacy – Reading Domain	
A. Motivation to Read Skills	
Child engages in pre-reading and reading-related activities. (III.A.1)	T1: W1: Literacy 14–15, 18–19, 20–21, 22–23. T1: W3: Literacy 42–43, 44–45, 46–47, 48–49, 50–51. T3: W2: Literacy 28–29, 30–31, 36–37. T4: W4: Literacy 56–57, 64–65. T7: W1: Language 20–21. T7: W3: Language 42–43, 44–45. T8: W1: Literacy 14–15; Math 14–15, 16–17, 20–21, 22–23. T8: W2: Math 30–31.

Correlation to the Texas Prekindergarten Guidelines

TPG Outcome	PreK On My Way Teaching Guide Page Numbers
Child self-selects books and other written materials to engage in pre-reading behaviors. (III.A.2)	T1: W4: Literacy 56–57, 58–59, 60–61, 62–63. T3: W1: Literacy 18–19. T4: W3: Language 50–51. T5: W2: Math 30–31. T8: W1: Literacy 20–21, 22–23.
Child recognizes that text has meaning. (III.A.3)	T1: W2: Literacy 28–29, 30–31, 32–33, 34–35, 36–37. T1: W3: Literacy 42–43, 44–45, 46–47, 48–49, 50–51. T3: W1: Literacy 14–15, 16–17, 20–21. T7: W2: Math 28–29, 30–31, 32–33, 36–37. T8: W2: Math 28–29, 30–31, 32–33, 34–35.
B. Phonological Awareness Skills	
Child separates a normally spoken four-word sentence into individual words. (III.B.1)	T1: W4: Language 56–57, 58–59, 60–61, 62–63, 64–65. T2: W1: Literacy 20–21. T2: W4: Language 56–57. T6: W3: Math 48–49.
Child combines words to make a compound word. (III.B.2)	T2: W4: Language 60–61. T3: W2: Literacy 30–31, 32–33. T7: W3: Language 44–45, 48–49. T8: W4: Literacy 56–57.
Child deletes a word from a compound word. (III.B.3)	T4: W2: Literacy 32–33. T5: W4: Language 60–61. T6: W3: Math 42–43. T7: W1: Language 14–15; Literacy 14–15. T8: W4: Language 60–61; Literacy 60–61.
Child blends syllables into words. (III.B.4)	T3: W2: Literacy 32–33. T5: W2: Math 28–29. T7: W2: Literacy 32–33, 34–35, 36–37. T8: W4: Language 60–61.
Child can segment a syllable from a word. (III.B.5)	T1: W2: Math 28–29. T4: W1: Literacy 18–19. T5: W2: Language 28–29. T6: W1: Literacy 18–19, 22–23. T7: W4: Language 56–57, 62–63.
Child can recognize rhyming words. (III.B.6)	T2: W4: Literacy 60–61, 62–63. T4: W4: Literacy 58–59, 62–63. T5: W3: Literacy 46–47. T5: W4: Literacy 62–63. T6: W1: Literacy 14–15. T6: W2: Language 28–29, 30–31, 32–33, 36–37; Literacy 32–33, 34–35; Math 32–33, 34–35, 36–37. T6: W3: Language 46–47. T6: W4: Literacy 56–57, 58–59, 60–61, 62–63, 64–65. T7: W1: Literacy 14–15, 22–23. T7: W2: Literacy 32–33. T7: W3: Literacy 50–51. T7: W4: Literacy 56–57. T8: W4: Math 56–57, 62–63.
Child can produce a word that begins with the same sound as a given pair of words. (III.B.7)	T5: W2: Literacy 28–29, 32–33. T7: W1: Language 18–19, 22–23. T8: W2: Language 32–33; Literacy 28–29, 30–31, 32–33, 34–35, 36–37.
Child blends onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with and without pictorial support. (III.B.8)	T6: W3: Literacy 44–45. T7: W3: Literacy 42–43, 44–45, 46–47, 48–49. T8: W2: Math 28–29, 30–31, 32–33, 34–35.
Child recognizes and blends spoken phonemes into one-syllable words with pictorial support. (III.B.9)	T6: W2: Literacy 28–29, 30–31, 32–33. T7: W2: Language 36–37. T8: W3: Literacy 48–49.
C. Alphabet Knowledge Skills	
Child names at least 20 uppercase and at least 20 lowercase letters in the language of instruction. (III.C.1)	T1: W2: Literacy 28–29, 32–33. T1: W3: Literacy 42–43. T1: W4: Literacy 56–57. T2: W1: Literacy 14–15. T2: W2: Literacy 28–29. T2: W3: Literacy 42–43. T2: W4: Literacy 56–57. T3: W1: Literacy 14–15, 16–17. T3: W4: Literacy 56–57, 62–63. T4: W1: Literacy 14–15. T4: W2: Literacy 28–29, 34–35. T4: W3: Literacy 42–43, 44–45. T5: W3: Language 42–43. T5: W4: Literacy 56–57. T7: W2: Literacy 28–29. T8: W3: Language 44–45; Literacy 42–43.
Child recognizes at least 20 distinct letter sounds in the language of instruction. (III.C.2)	T3: W2: Literacy 28–29. T3: W3: Literacy 42–43, 44–45, 46–47, 48–49, 50–51. T5: W4: Literacy 62–63. T6: W4: Language 56–57; Literacy 56–57. T7: W1: Math 14–15, 16–17, 18–19, 20–21, 22–23. T8: W1: Literacy 14–15, 18–19. T8: W2: Language 28–29; Literacy 28–29, 34–35.

Correlation to the Texas Prekindergarten Guidelines

TPG Outcome	PreK On My Way Teaching Guide Page Numbers
Child produces at least 20 distinct letter-sound correspondences in the language of instruction. (III.C.3)	T4: W4: Literacy 56–57, 58–59, 62–63. T5: W1: Literacy 14–15, 16–17. T5: W2: Literacy 28–29, 30–31, 32–33. T5: W3: Literacy 42–43, 44–45. T6: W1: Literacy 14–15. T6: W2: Literacy 28–29, 32–33. T6: W3: Literacy 42–43. T6: W4: Literacy 56–57, 62–63. T7: W1: Literacy 14–15, 18–19. T7: W2: Language 28–29, 30–31, 34–35, 36–37; Literacy 28–29. T7: W3: Literacy 42–43. T7: W4: Literacy 56–57. T8: W3: Language 50–51; Literacy 42–43, 48–49. T8: W4: Literacy 56–57.
D. Comprehension of Text Read Aloud Skills	
Child retells or re-enacts a story after it is read aloud (III.D.1)	T1: W1: Literacy 22–23. T1: W2: Literacy 36–37. T1: W3: Literacy 50–51. T1: W4: Literacy 64–65. T2: W4: Language 64–65. T3: W1: Literacy 22–23. T3: W3: Literacy 50–51. T3: W4: Literacy 64–65. T4: W3: Literacy 50–51. T4: W4: Language 64–65. T5: W1: Literacy 22–23. T5: W2: Language 36–37. T5: W3: Literacy 50–51. T5: W4: Literacy 64–65. T6: W1: Language 20–21; Literacy 20–21, 22–23; Math 14–15, 16–17, 18–19, 20–21, 22–23. T6: W2: Literacy 36–37. T6: W3: Language 44–45, 50–51; Literacy 44–45, 50–51. T6: W4: Literacy 64–65. T7: W1: Literacy 22–23. T7: W2: Literacy 36–37. T7: W3: Language 48–49, 50–51; Literacy 50–51. T7: W4: Literacy 64–65. T8: W2: Literacy 36–37. T8: W3: Language 50–51; Literacy 50–51. T8: W4: Literacy 64–65.
Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting. (III.D.2)	T1: W1: Literacy 14–15, 16–17, 18–19, 20–21. T1: W2: Literacy 28–29, 30–31, 32–33, 34–35. T1: W4: Literacy 56–57, 58–59, 60–61, 62–63. T2: W1: Literacy 14–15, 16–17, 18–19, 20–21, 22–23. T2: W4: Literacy 56–57, 58–59, 60–61, 62–63, 64–65. T3: W1: Literacy 14–15, 16–17, 18–19, 20–21; Math 18–19, 22–23. T3: W2: Language 28–29; Literacy 28–29, 32–33, 34–35, 36–37. T3: W3: Literacy 42–43, 44–45, 46–47, 48–49. T3: W4: Literacy 56–57, 58–59, 60–61. T4: W1: Literacy 14–15, 16–17, 18–19, 20–21, 22–23. T4: W3: Literacy 42–43, 44–45, 46–47, 48–49. T4: W4: Language 56–57, 58–59, 60–61, 62–63, 64–65; Literacy 56–57. T5: W1: Literacy 14–15, 16–17, 18–19, 20–21. T5: W2: Literacy 28–29, 30–31, 32–33, 34–35, 36–37. T5: W3: Language 42–43, 44–45, 46–47, 48–49; Literacy 42–43, 44–45, 46–47, 48–49. T5: W4: Language 58–59, 60–61, 62–63; Literacy 56–57, 58–59, 60–61, 64–65. T6: W1: Literacy 14–15, 16–17, 18–19, 20–21. T6: W2: Literacy 28–29, 30–31, 32–33, 34–35. T6: W3: Literacy 42–43, 44–45, 46–47, 48–49. T6: W4: Literacy 56–57, 58–59, 60–61, 62–63. T7: W2: Language 32–33; Literacy 28–29, 32–33, 34–35. T7: W4: Language 56–57, 64–65; Literacy 56–57, 58–59, 60–61, 62–63. T8: W2: Language 32–33, 34–35, 36–37; Literacy 30–31. T8: W3: Language 42–43, 46–47, 48–49, 50–51; Literacy 42–43, 44–45, 46–47, 48–49, 50–51. T8: W4: Language 58–59, 64–65; Literacy 56–57, 58–59, 62–63, 64–65.
Child asks and responds to questions relevant to the text read aloud. (III.D.3)	T1: W3: Literacy 42–43, 44–45, 46–47, 48–49. T3: W1: Language 18–19; Literacy 18–19. T4: W1: Literacy 14–15, 16–17, 18–19, 20–21, 22–23. T4: W2: Language 32–33; Literacy 28–29, 30–31, 32–33, 34–35, 36–37. T6: W3: Language 42–43. T7: W1: Literacy 14–15, 16–17, 18–19, 20–21; Math 14–15, 16–17, 18–19, 20–21, 22–23. T7: W2: Literacy 30–31. T7: W3: Literacy 42–43, 44–45, 46–47, 48–49. T7: W4: Language 58–59. T8: W1: Literacy 18–19. T8: W4: Language 56–57.
Child will make inferences and predictions about text. (III.D.4)	T1: W3: Literacy 42–43. T2: W2: Literacy 28–29, 30–31, 32–33, 34–35, 36–37. T2: W3: Literacy 42–43, 44–45, 46–47, 48–49, 50–51. T4: W4: Literacy 56–57, 58–59, 60–61, 62–63, 64–65. T5: W2: Language 28–29, 30–31, 32–33, 34–35; Literacy 28–29, 34–35. T5: W3: Literacy 46–47. T6: W3: Literacy 46–47, 50–51. T7: W3: Language 46–47; Math 42–43, 44–45, 46–47, 48–49. T8: W1: Literacy 16–17, 18–19, 20–21, 22–23. T8: W3: Literacy 46–47. T8: W4: Literacy 60–61.
E. Print Concepts	
Child can distinguish between elements of print including letters, words, and pictures. (III.E.1)	T1: W4: Literacy 56–57, 58–59, 60–61, 62–63, 64–65. T4: W1: Literacy 14–15, 20–21. T7: W3: Language 50–51.
Child demonstrates understanding of print directionality including left to right and top to bottom. (III.E.2)	T2: W2: Literacy 28–29, 30–31, 32–33, 34–35, 36–37. T3: W4: Literacy 62–63. T4: W1: Literacy 20–21. T8: W2: Language 32–33.

Correlation to the Texas Prekindergarten Guidelines

TPG Outcome	PreK On My Way Teaching Guide Page Numbers
Child can identify some conventional features of print that communicate meaning including end punctuation and case. (III.E.3)	T3: W2: Literacy 30–31, 34–35. T5: W3: Literacy 42–43, 44–45, 46–47. T7: W1: Literacy 14–15.
IV. Emergent Literacy – Writing Domain	
A. Motivation to Write Skills	
Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning. (IV.A.1)	T1: W2: Math 30–31. T1: W3: Literacy 48–49, 50–51; Math 44–45. T1: W4: Literacy 60–61, 62–63, 64–65; Math 60–61. T2: W2: Language 36–37. T2: W3: Language 50–51; Literacy 46–47, 48–49, 50–51. T2: W4: Math 64–65. T3: W1: Language 22–23; Literacy 14–15, 16–17, 18–19, 20–21, 22–23. T3: W2: Language 36–37. T4: W2: Math 34–35, 36–37. T4: W3: Literacy 48–49. T4: W4: Math 64–65. T5: W1: Math 22–23. T5: W3: Language 46–47, 50–51; Literacy 48–49. T7: W4: Literacy 62–63, 64–65. T8: W2: Language 34–35, 36–37. T8: W3: Language 50–51. T8: W4: Language 64–65; Literacy 64–65.
Child independently writes to communicate his/her ideas for a variety of purposes. (IV.A.2)	T1: W2: Math 32–33, 34–35, 36–37. T1: W4: Math 62–63, 64–65. T2: W1: Literacy 22–23; Math 22–23. T2: W4: Literacy 64–65. T3: W1: Math 22–23. T3: W2: Literacy 32–33, 34–35, 36–37; Math 36–37. T3: W4: Literacy 64–65; Math 64–65. T4: W1: Math 22–23. T4: W2: Literacy 28–29, 30–31, 34–35, 36–37; Math 30–31. T4: W3: Literacy 50–51; Math 50–51. T4: W4: Language 64–65. T5: W1: Literacy 20–21, 22–23. T5: W2: Language 36–37; Literacy 34–35, 36–37; Math 36–37. T5: W3: Literacy 46–47, 50–51; Math 50–51. T6: W1: Language 22–23; Literacy 20–21, 22–23. T6: W2: Language 36–37. T6: W3: Language 50–51; Literacy 48–49, 50–51; Math 50–51. T6: W4: Literacy 62–63, 64–65. T7: W1: Literacy 20–21, 22–23. T7: W2: Literacy 34–35, 36–37. T7: W3: Literacy 48–49, 50–51; Math 50–51. T7: W4: Language 64–65; Literacy 62–63, 64–65. T8: W1: Literacy 22–23. T8: W2: Literacy 36–37; Math 36–37. T8: W3: Language 46–47, 48–49, 50–51; Literacy 50–51; Math 50–51.
B. Writing as a Process	
Child discusses and contributes ideas for drafts composed in whole- /small-group writing activities. (IV.B.1)	T1: W2: Literacy 32–33. T1: W3: Literacy 46–47. T1: W4: Math 58–59. T2: W1: Literacy 18–19, 20–21. T4: W2: Literacy 32–33. T4: W3: Literacy 46–47. T4: W4: Literacy 58–59, 60–61. T5: W1: Literacy 18–19. T5: W2: Literacy 32–33. T6: W1: Literacy 18–19. T6: W4: Literacy 60–61. T7: W2: Math 32–33, 34–35, 36–37. T8: W1: Literacy 18–19.
Child interacts and provides suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts. (IV.B.2)	T4: W1: Literacy 22–23. T7: W3: Language 44–45, 46–47, 48–49. T8: W2: Literacy 32–33.
Child shares and celebrates class-made and individual written products. (IV.B.3)	T2: W2: Literacy 32–33, 34–35, 36–37. T3: W2: Literacy 34–35, 36–37. T4: W1: Literacy 22–23. T5: W1: Language 18–19, 20–21, 22–23. T5: W2: Language 36–37. T6: W3: Literacy 46–47, 48–49. T6: W2: Math 32–33, 36–37. T8: W1: Language 22–23.
C. Conventions in Writing	
Child writes own name (first name or frequent nickname) using legible letters in proper sequence. (IV.C.1)	T1: W2: Literacy 34–35, 36–37. T3: W4: Literacy 62–63. T6: W4: Language 58–59, 60–61, 64–65.
Child moves from scribbles to some letter-sound correspondence using beginning and ending sounds when writing. (IV.C.2)	T3: W3: Literacy 44–45, 46–47, 48–49, 50–51. T5: W1: Language 14–15, 16–17, 18–19, 20–21, 22–23. T6: W2: Literacy 34–35, 36–37.
Child independently uses letters to make words or parts of words. (IV.C.3)	T4: W4: Literacy 62–63, 64–65. T6: W1: Literacy 20–21, 22–23. T8: W1: Language 22–23.
Child uses appropriate directionality when writing (top to bottom, left to right). (IV.C.4)	T3: W2: Literacy 36–37. T5: W4: Language 56–57, 64–65. T7: W4: Literacy 62–63, 64–65.

Correlation to the Texas Prekindergarten Guidelines

TPG Outcome	PreK On My Way Teaching Guide Page Numbers
Child begins to experiment with punctuation when writing. (IV.C.5)	T4: W2: Literacy 34–35, 36–37. T5: W4: Literacy 56–57, 58–59, 60–61, 62–63, 64–65. T7: W1: Language 18–19, 20–21.
V. Mathematics Domain	
A. Counting Skills	
Child knows that objects, or parts of an object, can be counted. (V.A.1)	T1: W1: Math 14–15, 16–17, 18–19, 20–21, 22–23. T3: W1: Math 14–15, 16–17, 18–19, 20–21, 22–23. T7: W1: Math 14–15, 16–17, 18–19, 20–21, 22–23.
Child uses words to rote count from 1 to 30. (V.A.2)	T1: W1: Math 14–15, 18–19, 22–23. T1: W2: Math 32–33. T2: W3: Math 42–43, 50–51. T5: W3: Math 42–43, 48–49, 50–51. T7: W1: Math 14–15, 22–23.
Child counts 1–10 items, with one count per item. (V.A.3)	T1: W2: Math 28–29, 30–31, 32–33, 34–35, 36–37. T1: W4: Math 56–57, 58–59, 60–61, 62–63. T3: W1: Math 14–15, 16–17, 18–19, 20–21, 22–23. T3: W2: Language 34–35. T4: W1: Math 16–17, 22–23. T4: W3: Math 42–43, 44–45, 46–47, 48–49. T5: W3: Math 42–43. T6: W3: Language 42–43. T7: W3: Math 44–45. T8: W4: Math 56–57, 58–59, 62–63, 64–65.
Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted. (V.A.4)	T1: W3: Math 42–43, 46–47, 48–49, 50–51. T2: W3: Literacy 44–45. T4: W3: Math 42–43. T8: W1: Math 14–15, 16–17, 18–19, 20–21, 22–23. T8: W4: Literacy 62–63; Math 56–57, 58–59, 62–63, 64–65.
Child counts up to 10 items and demonstrates that the last count indicates how many items were counted. (V.A.5)	T1: W2: Math 28–29, 30–31, 32–33, 34–35, 36–37. T1: W3: Math 42–43. T2: W4: Math 56–57, 58–59, 60–61, 64–65. T3: W2: Math 28–29, 30–31, 32–33, 34–35, 36–37. T4: W4: Math 56–57, 58–59, 60–61, 62–63, 64–65. T5: W3: Math 44–45. T7: W3: Math 44–45, 48–49, 50–51. T8: W2: Math 28–29, 30–31, 32–33, 34–35, 36–37.
Child demonstrates understanding that when counting, the items can be chosen in any order. (V.A.6)	T1: W4: Math 56–57, 58–59, 60–61, 62–63, 64–65. T3: W4: Math 60–61, 62–63. T4: W1: Math 14–15, 16–17, 18–19, 20–21. T5: W3: Math 46–47, 48–49, 50–51. T7: W3: Math 42–43, 50–51. T8: W2: Math 28–29, 34–35, 36–37.
Child uses the verbal ordinal terms. (V.A.7)	T2: W1: Math 14–15, 16–17, 22–23. T3: W1: Math 18–19, 20–21. T7: W2: Math 28–29, 30–31, 34–35, 36–37.
Child verbally identifies, without counting, the number of objects from 1 to 5. (V.A.8)	T1: W3: Math 42–43, 44–45, 48–49, 50–51. T4: W2: Math 32–33, 34–35, 36–37. T6: W4: Math 56–57, 58–59, 60–61, 62–63. T8: W1: Math 16–17, 18–19, 20–21. T8: W2: Math 28–29.
Child recognizes one-digit numerals, 0–9. (V.A.9)	T1: W2: Math 36–37. T3: W1: Math 20–21, 22–23. T3: W3: Math 44–45. T5: W2: Math 28–29, 30–31, 32–33, 34–35, 36–37. T8: W4: Math 56–57, 58–59, 62–63, 64–65.
B. Adding To/Taking Away Skills	
Child uses concrete objects, creates pictorial models and shares a verbal word problem for adding up to 5 objects. (V.B.1)	T3: W2: Math 28–29, 30–31, 36–37. T3: W4: Math 58–59, 60–61, 62–63, 64–65. T4: W1: Math 18–19, 22–23. T5: W1: Math 18–19. T5: W2: Math 28–29, 32–33, 34–35, 36–37. T6: W4: Math 56–57, 58–59, 62–63. T7: W3: Math 46–47. T8: W1: Math 14–15, 16–17. T8: W2: Math 28–29, 34–35, 36–37.
Child uses concrete models or makes a verbal word problem for subtracting 0–5 objects from a set. (V.B.2)	T3: W2: Math 28–29, 30–31, 36–37. T3: W4: Math 58–59, 60–61, 62–63, 64–65. T4: W1: Math 18–19, 22–23. T5: W1: Math 18–19. T5: W2: Math 30–31, 32–33, 34–35, 36–37. T6: W4: Math 60–61, 62–63, 64–65. T7: W3: Math 46–47. T8: W1: Math 14–15, 16–17. T8: W2: Math 28–29, 34–35, 36–37.
Child uses informal strategies to separate up to 10 items into equal groups. (V.B.3)	T1: W3: Math 42–43, 44–45, 48–49. T4: W4: Math 60–61, 62–63, 64–65. T7: W3: Math 42–43. T8: W2: Math 30–31.

Correlation to the Texas Prekindergarten Guidelines

TPG Outcome	PreK On My Way Teaching Guide Page Numbers
C. Geometry and Spatial Sense Skills	
Child names common shapes. (V.C.1)	T1: W1: Language 20–21; Literacy 20–21. T2: W2: Math 28–29, 30–31, 32–33, 34–35, 36–37. T2: W3: Math 44–45, 46–47, 48–49. T3: W1: Language 14–15. T3: W2: Language 28–29. T3: W3: Math 44–45. T6: W2: Math 28–29, 30–31, 32–33, 34–35, 36–37. T6: W3: Math 42–43, 44–45, 46–47, 48–49, 50–51. T7: W4: Math 56–57, 58–59, 60–61, 62–63, 64–65.
Child creates shapes. (V.C.2)	T2: W2: Math 30–31, 32–33, 34–35, 36–37. T2: W4: Math 60–61, 62–63, 64–65. T6: W2: Math 30–31, 34–35, 36–37. T6: W3: Math 44–45, 48–49.
Child demonstrates use of location words (such as “over,” “under,” “above,” “on,” “beside,” “next to,” “between,” “in front of,” “near,” “far,” etc.). (V.C.3)	T2: W1: Math 14–15, 16–17, 18–19, 20–21, 22–23. T2: W4: Math 56–57, 60–61, 62–63, 64–65. T4: W3: Math 46–47, 48–49, 50–51. T5: W4: Math 56–57, 58–59, 60–61, 62–63, 64–65. T7: W2: Math 32–33, 34–35, 36–37. T8: W2: Math 28–29, 32–33, 36–37.
Child slides, flips, and turns shapes to demonstrate that the shapes remain the same. (V.C.4)	T2: W2: Math 28–29, 30–31, 32–33. T2: W3: Math 44–45, 48–49. T4: W4: Language 56–57, 58–59; Literacy 56–57, 58–59. T6: W3: Math 42–43, 44–45.
D. Measurement Skills	
Child recognizes and compares heights or lengths of people or objects. (V.D.1)	T1: W1: Math 20–21, 22–23. T1: W3: Math 46–47, 50–51. T3: W2: Math 32–33, 34–35. T3: W3: Language 42–43, 44–45, 46–47, 48–49; Literacy 42–43, 44–45, 46–47, 48–49; Math 42–43, 44–45, 46–47, 48–49, 50–51. T3: W4: Math 56–57, 58–59, 60–61, 64–65. T4: W2: Math 28–29, 30–31, 32–33. T5: W2: Language 32–33. T6: W1: Math 14–15, 16–17, 18–19, 20–21. T7: W3: Math 46–47, 48–49, 50–51. T8: W3: Math 42–43, 44–45, 46–47, 48–49, 50–51.
Child recognizes how much can be placed within an object. (V.D.2)	T3: W3: Math 42–43, 44–45, 46–47, 48–49, 50–51. T5: W2: Math 34–35, 36–37. T6: W1: Math 22–23.
Child informally recognizes and compares weights of objects or people. (V.D.3)	T3: W3: Language 48–49. T3: W3: Literacy 48–49. T3: W3: Math 42–43, 44–45, 48–49. T3: W4: Math 56–57, 58–59, 60–61, 62–63, 64–65. T4: W2: Math 32–33, 34–35, 36–37. T6: W4: Math 56–57, 58–59, 60–61, 62–63, 64–65.
Child uses language to describe concepts associated with the passing of time. (V.D.4)	T2: W1: Math 14–15, 16–17, 18–19, 20–21, 22–23. T7: W1: Math 14–15, 16–17, 18–19, 20–21, 22–23. T8: W3: Language 42–43; Literacy 42–43. T8: W4: Math 56–57, 58–59, 60–61, 62–63, 64–65.
E. Classification and Patterns Skills	
Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different. (V.E.1)	T1: W1: Language 20–21; Literacy 20–21. T1: W3: Math 46–47. T2: W1: Language 18–19, 20–21; Literacy 18–19, 20–21. T2: W4: Language 62–63; Literacy 62–63; Math 58–59, 60–61, 62–63, 64–65. T3: W2: Math 32–33, 34–35, 36–37. T3: W3: Language 42–43; Literacy 42–43. T3: W4: Language 56–57, 58–59, 60–61; Literacy 56–57, 58–59, 60–61. T4: W2: Language 28–29; Literacy 28–29; Math 34–35. T4: W3: Language 48–49; Literacy 48–49. T4: W4: Math 56–57, 58–59, 60–61. T5: W2: Language 34–35; Literacy 34–35. T6: W3: Math 46–47. T7: W1: Language 18–19; Literacy 18–19. T7: W2: Language 32–33, 34–35; Literacy 34–35. T7: W3: Language 42–43; Literacy 42–43. T8: W2: Language 28–29, 34–35; Literacy 28–29, 34–35. T8: W3: Language 48–49; Literacy 48–49.
Child collects data and organizes it in a graphic representation. (V.E.2)	T3: W2: Math 32–33, 34–35. T3: W3: Math 46–47, 50–51. T5: W4: Math 60–61, 62–63, 64–65. T6: W3: Math 48–49. T8: W3: Math 42–43, 44–45, 46–47, 48–49, 50–51.
Child recognizes and creates patterns. (V.E.3)	T4: W1: Math 20–21. T4: W4: Math 62–63, 64–65. T5: W1: Math 14–15, 16–17, 18–19, 20–21, 22–23. T6: W1: Math 16–17, 18–19. T6: W2: Math 32–33, 34–35, 36–37. T7: W3: Math 44–45, 48–49.

Correlation to the Texas Prekindergarten Guidelines

TPG Outcome	PreK On My Way Teaching Guide Page Numbers
VI. Science Domain	
A. Physical Science Skills	
Child observes, investigates, describes, and discusses properties and characteristics of common objects. (VI.A.1)	T2: W1: Language 18–19; Literacy 18–19. T3: W1: Language 16–17, 22–23; Literacy 16–17, 18–19, 20–21. T3: W3: Language 42–43, 44–45, 46–47, 50–51; Literacy 44–45, 46–47. T3: W4: Literacy 56–57, 58–59, 60–61, 62–63, 64–65. T4: W4: Literacy 62–63; Math 64–65. T5: W1: Language 14–15, 20–21, 22–23; Literacy 14–15. T6: W1: Math 14–15, 16–17, 18–19, 22–23. T6: W4: Language 56–57, 58–59, 60–61, 62–63, 64–65; Literacy 58–59, 60–61. T7: W2: Literacy 28–29, 30–31, 32–33, 34–35, 36–37. T7: W3: Math 42–43, 44–45, 46–47, 48–49, 50–51. T7: W4: Language 60–61, 62–63; Literacy 60–61, 62–63. T8: W1: Language 14–15.
Child observes, investigates, describes, and discusses position and motion of objects. (VI.A.2)	T2: W4: Language 62–63; Literacy 62–63; Math 62–63, 64–65. T3: W4: Language 56–57, 58–59, 60–61, 62–63, 64–65; Literacy 56–57, 58–59, 60–61, 62–63; Math 58–59, 62–63, 64–65. T5: W3: Literacy 50–51. T6: W4: Math 56–57, 58–59, 60–61, 62–63, 64–65.
Child uses simple measuring devices to learn about objects. (VI.A.3)	T3: W3: Language 48–49, 50–51; Literacy 48–49. T6: W4: Language 58–59, 60–61, 62–63; Literacy 58–59, 60–61. T7: W2: Literacy 30–31, 32–33, 36–37.
Child observes, investigates, describes, and discusses sources of energy, including light, heat, and electricity. (VI.A.4)	T3: W2: Literacy 30–31. T7: W4: Literacy 58–59, 60–61, 62–63. T8: W1: Math 14–15, 22–23.
B. Life Sciences Skills	
Child observes, investigates, describes, and discusses the characteristics of organisms. (VI.B.1)	T4: W1: Math 14–15, 16–17, 18–19, 20–21, 22–23. T4: W3: Literacy 42–43, 44–45, 46–47, 48–49, 50–51. T4: W4: Language 60–61, 62–63, 64–65; Literacy 56–57, 58–59, 60–61, 62–63, 64–65; Math 56–57, 58–59, 60–61, 62–63, 64–65. T5: W1: Literacy 18–19, 20–21, 22–23. T8: W4: Language 60–61; Literacy 60–61.
Child describes life cycles of organisms. (VI.B.2)	T4: W3: Language 42–43, 44–45, 48–49; Literacy 42–43, 48–49. T7: W2: Language 28–29, 32–33, 34–35; Literacy 34–35. T7: W3: Language 42–43, 44–45; Literacy 42–43, 44–45. T8: W3: Language 46–47; Literacy 42–43, 44–45, 46–47, 48–49, 50–51.
Child observes, investigates, describes, and discusses the relationship of organisms to their environments. (VI.B.3)	T2: W2: Language 36–37. T4: W1: Language 14–15, 16–17, 18–19, 20–21; Literacy 14–15, 16–17, 18–19, 20–21, 22–23. T4: W3: Language 46–47, 50–51; Literacy 46–47; Math 42–43, 44–45, 46–47, 48–49, 50–51. T7: W1: Language 20–21; Literacy 20–21. T7: W2: Language 28–29; Literacy 28–29. T7: W3: Language 42–43, 46–47, 48–49, 50–51; Literacy 42–43, 46–47, 48–49. T7: W4: Language 60–61; Math 62–63, 64–65. T8: W1: Language 18–19, 20–21; Literacy 18–19, 20–21. T8: W3: Language 48–49; Literacy 48–49.
C. Earth and Space Science Skills	
Child observes, investigates, describes, and discusses earth materials and their properties and uses. (VI.C.1)	T2: W4: Literacy 56–57, 58–59, 60–61, 64–65. T3: W2: Math 34–35, 36–37. T4: W3: Language 42–43, 44–45, 50–51; Literacy 44–45. T7: W3: Literacy 42–43, 44–45, 46–47, 48–49, 50–51. T7: W4: Language 56–57; Literacy 56–57.
Child identifies, observes, and discusses objects in the sky. (VI.C.2)	T3: W2: Language 28–29, 30–31, 32–33, 34–35, 36–37; Literacy 28–29, 30–31, 32–33, 34–35; Math 28–29, 32–33, 34–35, 36–37. T4: W3: Math 44–45, 46–47, 48–49. T7: W1: Language 14–15; Literacy 14–15, 16–17, 18–19, 20–21, 22–23.
Child observes and describes what happens during changes in the earth and sky. (VI.C.3)	T3: W2: Language 28–29, 30–31, 34–35; Literacy 28–29, 30–31, 32–33, 34–35, 36–37; Math 28–29, 32–33, 34–35. T7: W1: Language 18–19, 20–21; Literacy 20–21. T7: W2: Language 28–29, 30–31, 32–33, 34–35; Literacy 28–29, 30–31, 32–33, 34–35; Math 36–37. T8: W4: Language 56–57; Literacy 56–57.
Child demonstrates the importance of caring for our environment and our planet. (VI.C.4)	T2: W2: Language 28–29, 36–37; Literacy 28–29. T4: W3: Math 44–45. T7: W4: Language 62–63, 64–65; Literacy 56–57, 58–59, 60–61, 62–63, 64–65; Math 62–63, 64–65.

Correlation to the Texas Prekindergarten Guidelines

TPG Outcome	PreK On My Way Teaching Guide Page Numbers
VII. Social Studies Domain	
A. People, Past and Present Skills	
Child identifies similarities and differences between himself, classmates, and other children inclusive of specific characteristics and cultural influences. (VII.A.1)	T1: W1: Language 14–15, 16–17; Literacy 14–15, 18–19, 20–21. T1: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51; Literacy 44–45, 46–47. T5: W1: Literacy 16–17, 18–19, 22–23. T7: W1: Language 16–17.
Child identifies similarities and differences in characteristics of families. (VII.A.2)	T1: W1: Language 14–15, 16–17, 18–19, 20–21, 22–23; Literacy 14–15, 16–17, 18–19, 20–21. T1: W3: Math 42–43, 44–45, 46–47, 48–49, 50–51. T5: W3: Language 50–51. T7: W4: Language 60–61. T8: W3: Language 42–43, 46–47; Literacy 42–43.
Child connects their life to events, time, and routines. (VII.A.3)	T2: W1: Literacy 14–15, 16–17, 18–19, 20–21. T4: W2: Literacy 34–35, 36–37. T5: W2: Language 30–31; Literacy 30–31. T8: W1: Language 14–15; Literacy 14–15. T8: W4: Math 58–59, 60–61, 62–63, 64–65.
B. Economic Skills	
Child demonstrates that all people need food, clothing, and shelter. (VII.B.1)	T2: W3: Language 42–43. T3: W2: Literacy 32–33; Math 30–31, 34–35. T5: W2: Language 28–29, 34–35. T6: W4: Language 56–57, 58–59, 62–63; Literacy 62–63. T8: W3: Language 46–47; Literacy 46–47.
Child demonstrates understanding of what it means to be a consumer. (VII.B.2)	T1: W1: Math 14–15, 16–17, 18–19. T4: W2: Language 28–29, 30–31, 32–33; Literacy 28–29. T5: W2: Math 28–29, 32–33, 36–37. T7: W3: Literacy 44–45, 46–47. T8: W4: Language 56–57.
Child discusses the roles and responsibilities of family, school, and community helpers. (VII.B.3)	T2: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51; Literacy 48–49; Math 42–43, 44–45, 46–47, 48–49, 50–51. T2: W4: Language 56–57; Literacy 56–57. T5: W3: Math 42–43, 44–45, 46–47, 50–51. T8: W1: Literacy 20–21, 22–23. T8: W4: Language 62–63; Literacy 62–63.
C. Geography Skills	
Child identifies and creates common features in the natural environment. (VII.C.1)	T2: W2: Math 28–29, 30–31, 32–33, 34–35, 36–37. T2: W3: Literacy 42–43, 44–45, 46–47, 50–51. T3: W2: Language 30–31; Literacy 30–31. T4: W2: Language 36–37. T7: W1: Language 22–23. T8: W4: Literacy 60–61, 64–65.
Child explores geography tools and resources. (VII.C.2)	T1: W1: Math 14–15, 16–17, 18–19. T1: W4: Math 56–57. T2: W1: Language 16–17. T2: W2: Language 34–35; Literacy 34–35. T8: W1: Language 16–17.
D. Citizenship Skills	
Child identifies flags of the United States and Texas. (VII.D.1)	T8: W4: Literacy 60–61. T2: W2: Math 30–31.
Child recites the Pledge of Allegiance to the United States flag and the state flag and observes a moment of silence. (VII.D.2)	T8: W4: Math 56–57, 64–65.
The child engages in voting as a method for group decision-making. (VII.D.3)	T1: W4: Literacy 60–61. T2: W1: Literacy 22–23. T8: W4: Math 62–63, 64–65.
VIII. Fine Arts Domain	
A. Art Skills	
Child uses a variety of art materials and activities for sensory experience and exploration. (VIII.A.1)	T1: W2: Language 32–33, 34–35; Literacy 34–35. T1: W4: Language 56–57, 58–59, 60–61, 64–65; Literacy 56–57, 60–61. T2: W1: Language 14–15, 18–19, 20–21, 22–23. T2: W2: Math 30–31, 36–37. T2: W3: Literacy 46–47. T3: W4: Language 64–65; Literacy 60–61. T4: W4: Literacy 60–61. T5: W1: Literacy 16–17. T5: W3: Literacy 44–45. T6: W2: Math 30–31. T6: W3: Literacy 44–45, 46–47, 48–49, 50–51. T7: W1: Literacy 16–17. T7: W2: Literacy 28–29. T7: W4: Math 58–59.

Correlation to the Texas Prekindergarten Guidelines

TPG Outcome	PreK On My Way Teaching Guide Page Numbers
Child uses art as a form of creative self-expression and representation. (VIII.A.2)	T1: W2: Literacy 30–31. T1: W3: Literacy 42–43, 46–47, 48–49. T1: W4: Literacy 58–59, 62–63. T2: W2: Language 28–29, 30–31, 36–37; Literacy 34–35. T2: W4: Literacy 58–59; Math 62–63. T5: W2: Literacy 30–31. T5: W3: Literacy 46–47. T6: W2: Language 28–29, 32–33; Literacy 28–29, 32–33. T6: W3: Language 44–45, 48–49, 50–51; Literacy 48–49; Math 42–43, 44–45, 46–47, 50–51. T7: W4: Math 62–63. T8: W2: Language 36–37; Literacy 30–31. T8: W3: Literacy 48–49. T8: W4: Literacy 58–59.
Child demonstrates interest in and shows appreciation for the creative work of others. (VIII.A.3)	T2: W2: Literacy 32–33. T2: W3: Language 42–43, 44–45; Literacy 44–45. T3: W3: Language 50–51. T5: W3: Literacy 46–47. T6: W2: Language 32–33; Literacy 32–33. T6: W3: Language 42–43, 44–45, 46–47, 48–49, 50–51; Literacy 42–43, 44–45, 48–49.
B. Music Skills	
Child participates in classroom music activities, including singing, playing musical instruments, and moving to rhythms. (VIII.B.1)	T1: W1: Literacy 14–15, 20–21. T1: W2: Literacy 28–29, 34–35. T1: W3: Literacy 50–51. T1: W4: Literacy 56–57, 60–61, 64–65. T2: W3: Math 42–43, 46–47, 50–51. T2: W4: Literacy 64–65. T3: W1: Literacy 18–19, 20–21. T3: W3: Literacy 42–43. T3: W4: Literacy 56–57, 60–61. T4: W1: Literacy 20–21. T4: W2: Literacy 28–29. T4: W3: Literacy 46–47. T4: W4: Literacy 56–57, 60–61. T5: W1: Math 14–15, 16–17, 18–19, 20–21, 22–23. T5: W2: Literacy 28–29. T5: W4: Literacy 56–57. T6: W2: Language 28–29, 30–31, 32–33, 34–35, 36–37; Literacy 30–31, 32–33, 34–35, 36–37. T6: W3: Literacy 42–43, 46–47. T6: W4: Literacy 60–61. T8: W3: Literacy 42–43. T8: W4: Literacy 56–57, 64–65.
Child responds to different musical styles through movement and play. (VIII.B.2)	T3: W1: Literacy 22–23. T6: W2: Literacy 28–29. T5: W1: Math 14–15, 18–19, 20–21. T8: W3: Literacy 44–45. T8: W4: Literacy 58–59.
C. Dramatic Expression Skills	
Child creates or recreates stories, moods, or experiences through dramatic representations. (VIII.C.1)	T1: W1: Literacy 20–21, 22–23. T1: W2: Literacy 34–35, 36–37. T1: W3: Literacy 46–47, 48–49, 50–51. T1: W4: Language 58–59, 62–63; Literacy 58–59, 62–63, 64–65. T2: W1: Language 16–17; Literacy 16–17, 22–23. T2: W2: Language 32–33, 36–37; Literacy 32–33. T2: W3: Language 46–47, 48–49, 50–51; Literacy 46–47, 48–49. T2: W4: Language 64–65. T3: W1: Literacy 22–23. T3: W2: Language 32–33, 36–37. T3: W3: Literacy 44–45, 50–51. T3: W4: Literacy 62–63, 64–65. T4: W1: Language 20–21, 22–23; Literacy 20–21, 22–23. T4: W2: Language 36–37; Literacy 30–31, 32–33, 34–35, 36–37. T4: W3: Literacy 50–51. T4: W4: Literacy 64–65. T5: W1: Literacy 22–23. T5: W2: Literacy 28–29, 34–35, 36–37. T5: W3: Literacy 48–49, 50–51. T5: W4: Language 58–59; Literacy 64–65. T6: W1: Language 14–15, 22–23; Literacy 14–15, 20–21, 22–23; Math 20–21. T6: W2: Language 28–29; Literacy 28–29, 36–37. T6: W3: Literacy 50–51. T6: W4: Literacy 64–65. T7: W1: Literacy 20–21, 22–23. T7: W2: Literacy 34–35, 36–37. T7: W4: Literacy 64–65. T8: W2: Language 36–37; Literacy 36–37. T8: W3: Literacy 44–45, 46–47, 50–51. T8: W4: Language 62–63, 64–65; Literacy 58–59, 60–61, 62–63, 64–65.
IX. Physical Development Domain	
A. Gross Motor Development Skills	
Child demonstrates coordination and balance in isolation (may not yet coordinate consistently with a partner). (IX.A.1)	T2: W1: Language 16–17, 20–21; Literacy 16–17. T2: W2: Language 34–35. T5: W3: Language 42–43, 44–45; Literacy 44–45. T5: W4: Language 62–63, 64–65. T8: W2: Language 34–35; Literacy 32–33, 34–35, 36–37.
Child coordinates sequence of movements to perform tasks. (IX.A.2)	T1: W1: Literacy 16–17. T1: W2: Literacy 32–33; Math 14–15, 18–19, 20–21, 22–23. T2: W4: Language 58–59; Literacy 58–59. T3: W1: Math 18–19. T3: W4: Language 58–59; Literacy 58–59. T4: W1: Literacy 18–19. T4: W4: Literacy 62–63. T5: W1: Language 14–15, 18–19, 20–21, 22–23; Literacy 14–15, 20–21; Math 16–17, 20–21. T5: W4: Math 56–57, 58–59, 64–65. T6: W2: Language 28–29; Literacy 28–29, 30–31; Math 28–29, 36–37. T7: W1: Language 16–17; Literacy 16–17. T8: W3: Language 46–47, 48–49, 50–51. T8: W4: Literacy 56–57.

Correlation to the Texas Prekindergarten Guidelines

TPG Outcome	PreK On My Way Teaching Guide Page Numbers
B. Fine Motor Development Skills	
Child shows control of tasks that require small-muscle strength and control. (IX.B.1)	T2: W3: Math 42–43, 44–45, 46–47, 48–49, 50–51. T3: W1: Language 18–19, 20–21; Literacy 18–19; Math 14–15. T3: W4: Math 60–61. T5: W4: Language 56–57, 58–59, 62–63; Literacy 56–57, 58–59, 62–63. T6: W1: Language 16–17, 18–19; Literacy 16–17. T6: W3: Language 44–45, 46–47, 48–49; Literacy 48–49; Math 44–45, 48–49, 50–51. T6: W4: Literacy 56–57, 58–59, 60–61, 62–63, 64–65. T7: W1: Language 14–15; Literacy 14–15. T8: W2: Literacy 34–35.
Child shows increasing control of tasks that require eye-hand coordination. (IX.B.2)	T2: W1: Language 22–23. T2: W4: Language 56–57, 60–61; Literacy 56–57, 60–61. T3: W3: Language 44–45. T4: W4: Math 62–63. T5: W1: Language 16–17, 18–19; Literacy 16–17, 18–19. T6: W1: Literacy 16–17. T8: W3: Language 46–47, 48–49.
C. Personal Safety and Health Skills	
Child practices good habits of personal safety. (IX.C.1)	T4: W2: Language 30–31. T5: W3: Language 44–45. T5: W4: Language 56–57, 60–61, 62–63; Literacy 56–57, 58–59, 60–61, 62–63. T8: W2: Language 30–31, 34–35.
Child practices good habits of personal health and hygiene. (IX.C.2)	T5: W1: Language 16–17. T5: W3: Language 42–43, 46–47, 48–49; Literacy 42–43, 44–45, 46–47, 48–49, 50–51; Math 42–43, 46–47, 48–49.
Child identifies good habits of nutrition and exercise. (IX.C.3)	T1: W4: Literacy 56–57. T4: W2: Language 34–35. T5: W2: Literacy 34–35. T5: W4: Math 62–63, 64–65. T6: W1: Literacy 14–15, 18–19. T8: W2: Language 34–35; Literacy 34–35.
X. Technology Applications Domain	
A. Technology and Devices Skills	
Child opens and navigates through digital learning applications and programs. (X.A.1)	T3: W1: Language 14–15. T4: W3: Literacy 48–49. T4: W4: Math 58–59. T8: W1: Math 20–21.
Child uses, operates, and names a variety of digital tools. (X.A.2)	T1: W3: Literacy 44–45. T7: W3: Literacy 46–47.
Child uses digital learning applications and programs to create digital products and express own ideas. (X.A.3)	T3: W2: Literacy 30–31. T5: W4: Math 60–61. T8: W3: Language 44–45.
Child uses technology to access appropriate information. (X.A.4)	T3: W4: Literacy 58–59, 60–61. T7: W4: Math 58–59, 62–63.
Child practices safe behavior while using digital tools and resources. (X.A.5)	T5: W2: Language 32–33. T5: W4: Literacy 60–61. T7: W3: Math 44–45. T7: W4: Math 58–59, 62–63.