

**Scholastic Early Childhood Program  
Correlated to the  
Texas Prekindergarten Guidelines, As Revised in 2008**

Texas Prekindergarten Guidelines 2008	Scholastic Early Childhood Program
<b>I. Social and Emotional Development</b>	
<b>A. Self Concept Skills</b>	
I.A.1. Child is aware of where own body is in space, respects personal boundaries.	<p>Begins to use words that indicate where things are in space: T1: 72-73; T3: 66-67; T7: 93-94, 97-98, 102-103, 106-107, 110-113, 116-117, 128-129, 132-133; T8: 128-129, 132-133; T9: 25-27, 29-31, 42-43, 59-61, 63-65, 68-71, 74-75, 78-79, 84-85</p> <p>Develops a sense of personal space: T4: 27, 31; T5: 26-27, 30-31; T8: 60-61, 64-65</p> <p>Explores moving in space: T1: 59, 61, 63, 65; T3: 36-37, 42-43, 59, 61, 63, 65, 94-95, 98-99; T9: 26-27, 30-31</p> <p>Moves within a space of defined boundaries, changing body configuration to accommodate the space: T1: 27, 31; T2: 61, 65; T3: 36-37; T4: 61, 65; T5: 40-41; T7: 61, 65</p> <p>Respects other people's space and personal belongings: T2: 25-26, 29-30; T7: 26-27, 30-31; T8: 60-61, 64-65; T10: 93-95, 97-99</p> <p>Shows an awareness of name, location, and relationship of body parts: T1: 59, 61, 63, 65, 108-109; T3: 25-27, 29-31, 34-35, 59, 61, 63, 65, 74-75, 114-115; T4: 72-73; T5: 94-95, 98-99; T8: 129, 133; T9: 148-149</p> <p>Uses one or more senses to observe and learn about objects, events, organisms, and phenomena: T1: 59-61, 63-65; T2: 106-107; T3: 26, 30, 59-61, 63-65, 80-81; T4: 84-85, 94-95, 98-99; T7: 66-67, 76-77; T8: 25-27, 29-31, 34-35, 40-41, 50-51, 127-129, 131-133; T9: 48-49, 116-117; T10: 32-33, 59-61, 63-65, 116-117</p>
I.A.2. Child shows awareness of areas of competence and describes self positively in what he is able to do.	<p>The Following Supports this Objective:</p> <p>Begins to practice self-help skills: T6: 93, 97; T10: 76-77</p> <p>Becomes aware of what it means to be a consumer: T1: 95, 99; T5: 95, 99, 110-111; T6: 104-105; T8: 128, 132</p> <p>Links new experiences and vocabulary to what is already known about a topic: T1: 70-71; T2: 84-85; T3: 66-67, 80-81, 112-113; T4: 80-81; T5: 25-27, 29-31, 42-43, 70-71, 78-79; T6: 80-81, 100-101; T7: 68-69, 70-71, 78-79, 108-109, 116-117, 142-143; T8: 104-105; T9: 82-83; T10: 25-27, 29-31, 34-35, 40-41, 102-105, 150-151</p> <p>Recognizes favorite books by their cover: T1: 118; T3: 118-119; T4: 118-119; T5: 118-119; T9: 152-153</p> <p>Shows an awareness of name, location, and relationship of body parts: T1: 59, 61, 63, 65, 108-109; T3: 25-27, 29-31, 34-35, 59, 61, 63, 65, 74-75, 114-115; T4: 72-73; T5: 94-95, 98-99; T8: 129, 133; T9: 148-149</p>
I.A.3. Child shows reasonable opinion of his own abilities and limitations.	<p>The Following Supports this Objective:</p> <p>Begin to express thoughts, feelings and ideas through language: T6: 93-94, 97-98</p> <p>Begins to express thoughts, feelings, and ideas through language, as well as through gestures and actions: T1: 25, 29; T2: 59-61, 63-65, 94-95, 98-99; T5: 93-95, 97-99; T7: 129, 133; T8: 94-95, 98-99; T9: 60-61, 64-65, 127-128, 131-132; T10: 60-61, 64-65, 127-129, 131-133</p> <p>Begins to be responsible for individual behavior and actions: T4: 25-27, 29-31; T5: 59-61, 63-65; T7: 60-61, 64-65, 93-95, 97-99, 128-129, 132-133; T8: 127-129, 131-133; T9: 25-27, 29-31; T10:</p>

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	93-95, 97-99 Knows how to get help from a parent and/or trusted adult when made to feel uncomfortable or unsafe by another person/adult: T4: 95, 99; T5: 100, 116-117; T6: 93, 97; T9: 27, 31
I.A.4. Child shows initiative in independent situations and persists in attempting to solve problems.	Attempts to read and write independently: T3: 46-47; T5: 50-51; T6: 72-73, 118-119; T9: 46-47, 152-153; T10: 127-129, 131-133 Begins to practice self-help skills: T6: 93, 97; T10: 76-77 Expresses interest and self-direction in learning: T1: 59-61, 63-65; T3: 26-27, 30-31, 59-61, 63-65; T4: 59-61, 63-65, 95, 99; T5: 94-95, 98-99; T8: 25-27, 29-31 Knows how to get help from a parent and/or trusted adult when made to feel uncomfortable or unsafe by another person/adult: T4: 95, 99; T5: 100, 116-117; T6: 93, 97; T9: 27, 31 Solves simple design problems: T5: 93-95, 97-99; T6: 114-115 Understands that reading and writing are ways to obtain information and knowledge, generate and communicate thoughts and ideas, and solve problems: T1: 110-111, 118-119; T2: 25-26, 29-30, 34-35, 72-73; 50-51, 84-85, 94-95, 98-99, 118-119; T4: 106-107; T5: 110-111; T6: 50-51, 72-73, 94-95, 98-99; T7: 50-51, 84-85, 118-119, 150-151; T8: 60-61, 64-65, 114-115; T9: 50-51, 102-103; T10: 114-115, 118-119
<b>B. Self Control Skills</b>	
<b>1. Behavior Control</b>	
I.B.1.a. Child follows classroom rules and routines with occasional reminders from teacher.	Begins to engage in conversation and follows conversational rules: T1: 26-27, 30-31, 104-105, 116-117; T2: 42-43, 60-61, 64-65, 82-83; T3: 42-43; T4: 44-45, 61, 65, 70-71, 74-75, 84-85; T5: 42-43, 61, 65, 108-109; T6: 44-45, 93-95, 97-99, 104-105; T7: 26-27, 30-31, 106-107; T8: 42-43, 76-77, 144-145, 148-149; T9: 27, 31, 66-67, 104-105, 127-129, 131-133, 144-145, 150-151; T10: 94-95, 98-99, 108-109 Begins to show self-control by following classroom rules: T1: 93-95, 97-99; T2: 25-27, 29-31; T4: 59-61, 63-65; T6: 59-61, 63-65; T7: 60-61, 64-65; T8: 93-95, 97-99, 127-129, 131-133; T9: 25-27, 29-31 Responds appropriately during a fire drill: T4: 93-95, 97-99 Identifies and follows classroom rules: T1: 76-77; T3: 26-27, 30-31; T6: 59-60, 63-64; T7: 26-27, 30-31, 46-47, 60-61, 64-65; T9: 25-27, 29-31, 93-95, 97-99; T10: 59-61, 63-65
I.B.1.b. Child takes care of and manages classroom materials.	Begins to demonstrate safe practices and appropriate use of materials: T1: 25-27, 29-31; T3: 25-27, 29-31; T4: 42-43; T9: 112-113 Participates in classroom jobs and contributes to classroom community: T1: 94-95, 98-99, 106-107; T2: 61, 65; T3: 93-95, 97-99; T6: 25-27, 29-31, 80-81; T7: 60-61, 64-65; T9: 93-95, 97-99; T10: 59-61, 63-65, 93-95, 97-99
I.B.1.c. Child regulates his own behavior with occasional reminders or assistance from teacher.	The Following Supports this Objective: Becomes aware of routine healthy behavior: T2: 60, 64; T4: 48-49; T6: 26-27, 30-31; T9: 129, 133; T10: 26, 30 Begins to be responsible for individual behavior and actions: T4: 25-27, 29-31; T5: 59-61, 63-65; T7: 60-61, 64-65, 93-95, 97-99, 128-129, 132-133; T8: 127-129, 131-133; T9: 25-27, 29-31; T10: 93-95, 97-99

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<b>2. Emotional Control</b>	
I.B.2.a. Child begins to understand difference and connection between <i>feelings</i> and <i>behaviors</i> .	<p>The Following Provides Opportunities to Meet this Objective:            Begins to express thoughts, feelings, and ideas through language, as well as through gestures and actions: T1: 25, 29; T2: 59-61, 63-65, 94-95, 98-99; T5: 93-95, 97-99; T6: 93-94, 97-98; T7: 129, 133; T8: 94-95, 98-99; T9: 60-61, 64-65, 127-128, 131-132; T10: 60-61, 64-65, 127-129, 131-133</p> <p>Begins to show greater ability to control feelings: T6: 25, 27, 29, 31</p> <p>Expresses feeling through movement: T1: 66-67; T3: 50-51; T4: 95, 99; T7: 95, 99; T10: 106-107</p>
I.B.2.b. Child is aware of own feelings most of the time.	<p>The Following Provides Opportunities to Meet this Objective:            Begin to express thoughts, feelings and ideas through language: T6: 93-94, 97-98</p> <p>Begins to express thoughts, feelings, and ideas through language, as well as through gestures and actions: T1: 25, 29; T2: 59-61, 63-65, 94-95, 98-99; T5: 93-95, 97-99; T7: 129, 133; T8: 94-95, 98-99; T9: 60-61, 64-65, 127-128, 131-132; T10: 60-61, 64-65, 127-129, 131-133</p> <p>Begins to show greater ability to control feelings: T6: 25, 27, 29, 31</p> <p>Expresses feeling through movement: T1: 66-67; T3: 50-51; T4: 95, 99; T7: 95, 99; T10: 106-107</p>
I.B.2.c. Child is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary.	<p>The Following Provides Opportunities to Meet this Objective:            Begin to express thoughts, feelings and ideas through language: T6: 93-94, 97-98</p> <p>Begins to express thoughts, feelings, and ideas through language, as well as through gestures and actions: T1: 25, 29; T2: 59-61, 63-65, 94-95, 98-99; T5: 93-95, 97-99; T7: 129, 133; T8: 94-95, 98-99; T9: 60-61, 64-65, 127-128, 131-132; T10: 60-61, 64-65, 127-129, 131-133</p> <p>Begins to show greater ability to control feelings: T6: 25, 27, 29, 31</p> <p>Expresses feeling through movement: T1: 66-67; T3: 50-51; T4: 95, 99; T7: 95, 99; T10: 106-107</p>
<b>3. Control of Attention</b>	
I.B.3.a. Child sustains attention to personally chosen or routine tasks until they are completed.	<p>The Following Supports this Objective:            Becomes aware of routine healthy behavior: T2: 60, 64; T4: 48-49; T6: 26-27, 30-31; T9: 129, 133; T10: 26, 30</p> <p>Begins to follow health promoting routines: T1: 25-27, 29-31, 94-95, 98-99; T2: 26, 30, 94, 98; T3: 26-27, 30-31, 60-61, 64-65, 95, 99; T4: 114-115; T5: 95, 99; T6: 94-95, 98-99; T7: 27, 31, 60-61, 64-65, 95, 99, 128-129, 132-133; T8: 27, 31, 94, 98, 128-129, 132-133; T9: 26, 30, 59, 61, 63, 65, 127, 129, 131, 133; T10: 60-61, 64-65, 129, 133</p> <p>Expresses interest and self-direction in learning: T1: 59-61, 63-65; T3: 26-27, 30-31, 59-61, 63-65; T4: 59-61, 63-65, 95, 99; T5: 94-95, 98-99; T8: 25-27, 29-31</p> <p>Identifies common events and routines: T1: 74-75, 84-85; T3: 93-95, 97-99; T4: 26-27, 30-31; T5: 100-101; T8: 104-105</p> <p>Participates in classroom jobs and contributes to classroom community: T1: 94-95, 98-99, 106-107; T2: 61, 65; T3: 93-95, 97-</p>

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I.B.3.b. Child remains focused on engaging group activities for about 20 minutes at a time.	<p>99; T6: 25-27, 29-31, 80-81; T7: 60-61, 64-65; T9: 93-95, 97-99; T10: 59-61, 63-65, 93-95, 97-99</p> <p>The Following Supports this Objective:</p> <p>Begins to participate in group games involving movement: T1: 44-45, 52; T3: 48-49, 116-117; T6: 38-39, 61, 65, 70-71, 84-85; T9: 36-37, 108-109; T10: 26-27, 30-31, 66-67, 76-77</p> <p>Begins to share and cooperate with others in group activities: T1: 25-27, 29-31, 59-61, 63-65, 94-95, 98-99, 103-105; T2: 25-27, 29-31, 60-61, 64-65, 93, 95, 97, 99, 114-115; T3: 26-27, 30-31, 59-61, 63-65, 82-83, 93-95, 97-99; T4: 82-83, 93-95, 97-99; T5: 27, 31, 59-61, 63-65, 118-119; T6: 25-27, 29-31, 46-47, 59-61, 63-65, 93-95, 97-99; T7: 26-27, 30-31, 36-37, 93-95, 97-99, 114-115, 118-119, 150-151; T8: 26-27, 30-31, 93-95, 97-99; T9: 93-95, 97-99, 150-151; T10: 26-27, 30-31</p> <p>Cooperates with others in a joint activity: T1: 103-105; T2: 25-27, 29-31, 114-115; T3: 26-27, 30-31, 82-83; T4: 82-83, 94-95, 98-99; T5: 59-61, 63-65, 118-119; T6: 46-47, 93-95, 97-99; T7: 26-27, 30-31, 36-37, 93-95, 97-99, 114-115, 150-151; T8: 93-95, 97-99; T9: 150-151; T10: 26-27, 30-31</p> <p>Participates in classroom music activities: T1: 78-79, 100-101; T2: 38-39, 48-49, 82-83; T3: 82-83, 102-103, 112-113; T4: 106-109, 116-117; T5: 66-67, 82-83, 114-115; T6: 36-37, 74-75; T7: 66-67, 76-77, 82-83, 148-151; T8: 32-33; T9: 100-101, 128-129, 132-133, 142-143; T10: 42-45, 48-49</p>
<b>C. Social Competence Skills</b>	
I.C.1. Child uses positive relationships as modeled by his teacher for her own pro-social behaviors.	<p>Begins to share and cooperate with others in group activities: T1: 25-27, 29-31, 59-61, 63-65, 94-95, 98-99, 103-105; T2: 25-27, 29-31, 60-61, 64-65, 93, 95, 97, 99, 114-115; T3: 26-27, 30-31, 59-61, 63-65, 82-83, 93-95, 97-99; T4: 82-83, 93-95, 97-99; T5: 27, 31, 59-61, 63-65, 118-119; T6: 25-27, 29-31, 46-47, 59-61, 63-65, 93-95, 97-99; T7: 26-27, 30-31, 36-37, 93-95, 97-99, 114-115, 118-119, 150-151; T8: 26-27, 30-31, 93-95, 97-99; T9: 93-95, 97-99, 150-151; T10: 26-27, 30-31</p> <p>Shares ideas and takes turns listening and speaking: T1: 25-27, 29-31, 48-49, 116-117; T2: 38-39, 59, 60, 61, 63, 64, 65; T4: 68-69, 95, 99; T5: 60, 61, 64, 65; T6: 34-35; T7: 108-109, 114-115, 134-135; T8: 27, 31; T8: 25, 29, 76-77, 93, 94, 95, 97, 98, 99, 116-117, 127, 128, 129, 131, 132, 133; T9: 25, 26, 27, 29, 30, 31, 104-105; T10: 25, 26, 27, 29, 30, 31</p> <p>Uses single words and simple phrases to communicate meaning in social situations (ESL): T1: 40-41, 82, 106-107; T3: 46-47, 106-107; T4: 46-47; T5: 74-75; T6: 44-45; T7: 38-39, 44-47, 70-71, 74-75, 100-101; T8: 116-117; T9: 116-117, 150-151; T10: 48-49, 74-75, 116-117</p>
I.C.2. Child assumes various roles and responsibilities as part of a classroom community.	<p>Begins to be responsible for individual behavior and actions: T4: 25-27, 29-31; T5: 59-61, 63-65; T7: 60-61, 64-65, 93-95, 97-99, 128-129, 132-133; T8: 127-129, 131-133; T9: 25-27, 29-31; T10: 93-95, 97-99</p> <p>Begins to show self-control by identifying and following classroom rules: T1: 76-77, 93-95, 97-99; T2: 25-27, 29-31; T3: 26-27, 30-31; T4: 59-61, 63-65; T6: 59-61, 63-65; T7: 26-27, 30-31, 46-47, 60-61, 64-65; T8: 93-95, 97-99, 127-129, 131-133; T9:</p>

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	25-27, 29-31, 93-95, 97-99; T10: 59-61, 63-65 Participates in classroom jobs and contributes to classroom community: T1: 94-95, 98-99, 106-107; T2: 61, 65; T3: 93-95, 97-99; T6: 25-27, 29-31, 80-81; T7: 60-61, 64-65; T9: 93-95, 97-99; T10: 59-61, 63-65, 93-95, 97-99
I.C.3. Child shows competence in initiating social interactions.	The Following Supports this Objective: Begins to develop friendships with others: T6: 93-94, 97-98; T7: 26-27, 30-31; T9: 128-129, 132- 133; T10: 26-27, 30- 31, 128-129, 132-133 Uses single words and simple phrases to communicate meaning in social situations (ESL): T1: 40-41, 82, 106-107; T3: 46-47, 106-107; T4: 46-47; T5: 74-75; T6: 44-45; T7: 38-39, 44-47, 70-71, 74-75, 100-101; T8: 116-117; T9: 116-117, 150-151; T10: 48-49, 74-75, 116-117
I.C.4. Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal.	The Following Supports this Objective: Attempts to write messages as part of playful activity: T2: 94-95, 98-99 Imitates the special language in storybooks and story dialogue, and uses it in retelling and dramatic play: T3: 72-73; T5: 76-77; T6: 110-111
I.C.5. Child initiates problem solving strategies and seeks adult help when necessary.	Knows how to get help from a parent and/or trusted adult when made to feel uncomfortable or unsafe by another person/adult: T4: 95, 99; T5: 100, 116-117; T6: 93, 97; T9: 27, 31 Knows how to seek help in an emergency: T1: 59, 63; T4: 36-37; T6: 106; T7: 106-107
I.C.6. Child demonstrates empathy and caring for others.	Solves simple design problems: T5: 93-95, 97-99; T6: 114-115 Begins to examine a situation from another person's perspective: T2: 42-43; T4: 61, 65; T7: 129, 133; T8: 136-137 Respects other people's space and personal belongings: T2: 25-26, 29-30; T7: 26-27, 30-31; T8: 60-61, 64-65; T10: 93-95, 97-99
I.C.7. Child begins to have meaningful friends.	Begins to develop friendships with others: T6: 93-94, 97-98; T7: 26-27, 30-31; T9: 128-129, 132- 133; T10: 26-27, 30- 31, 128-129, 132-133
<b>D. Social Awareness Skills</b>	
I.D.1. Child demonstrates an understanding that others have specific characteristics.	Identifies similarities about himself/herself and classmates as well as among himself/herself and people from other cultures: T1: 42-43, 61, 65; T2: 25, 29, 94, 98; T3: 59-61, 63-65; T4: 68-69; T5: 74-75; T6: 34-35; T8: 61, 65, 72-73
I.D.2. Child demonstrates an understanding that others have perspectives and feelings that are different from her own.	The Following Supports this Objective: Identifies similarities about himself/herself and classmates as well as among himself/herself and people from other cultures: T1: 42-43, 61, 65; T2: 25, 29, 94, 98; T3: 59-61, 63-65; T4: 68-69; T5: 74-75; T6: 34-35; T8: 61, 65, 72-73
<b>II. Language and Communication</b>	
<b>A. Listening Comprehension Skills</b>	
II.A.1. Child shows understanding by responding appropriately.	Selected Examples Include: Begins to engage in conversation and follows conversational rules: T1: 26-27, 30-31, 104-105, 116-117; T2: 42-43, 60-61, 64-65, 82-83; T3: 42-43; T4: 44-45, 61, 65, 70-71, 74-75, 84-85; T5: 42-43, 61, 65, 108-109; T6: 44-45, 93-95, 97-99, 104-105; T7: 26-27, 30-31, 106-107; T8: 42-43, 76-77, 144-145, 148-149; T9: 27, 31, 66-67, 104-105, 127-129, 131-133, 144-145, 150-151; T10: 94-95,

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	<p>98-99, 108-109</p> <p>Enjoys listening and discussing storybooks and information books read aloud: T1: 68-69, 102-103; T2: 42-43, 68-71, 102-103; T3: 46-47, 76-77; T4: 68-69, 102-103, 114-115, 118-119; T5: 34-35, 68-69; T6: 34-35, 72-73, 80-81; T7: 34-35, 42-43, 68-69, 72-73, 136-137, 152-153; T8: 68-69; T9: 34-35, 68-69, 80-81, 102-103; T10: 152-153</p> <p>Enjoys listening to and interacting with electronic story books and information texts in electronic forms: T1: 25-26, 29-30; T3: 59-60, 63-64; T5: 94, 98; T6: 25-26, 29-30; T7: 93-94, 97-98; T8: 93-94, 97-98; T9: 60, 64; T10: 93-94, 97-98</p> <p>Listens and follows simple oral directions: T2: 36-37, 66-67; T3: 44-45; T4: 66-67, 70-71, 108-109, 116-117</p> <p>Listens for different purposes: T1: 93-95, 97-99, 108-109; T2: 32-33, 36-37, 44-45, 100-101; T3: 40-41; T4: 78-79; T5: 59-61, 63-65, 76-77, 104-105; T6: 34-35, 82-83; T7: 40-41, 44-45, 66-67, 100-101, 138-139; T8: 36-37, 66-67, 70-71, 78-79, 82-83, 100-101, 104-105, 134-135, 138-139, 142-143; T9: 38-39, 116-117; T10: 142-143</p> <p>Listens purposefully to English-speaking teachers and peers to gather information and shows understanding of the new language being spoken by others (ESL): T1: 78, 112-113; T2: 108-109; T4: 70-71, 104-105, 116-117; T5: 40-41; T6: 40-41; T7: 34-37, 78-79, 144-145; T8: 38-39, 66-67, 138-139, 142-143, 150-151; T9: 36-37; T9: 44-45, 74-75</p> <p>Listens to and engages in several exchanges of conversation with others: T1: 76-77; T2: 38-39, 76-77, 102-103; T3: 68-69, 102-103; T4: 34-35; T5: 112-113; T6: 74-75; T7: 93-95, 97-99, 108-109, 128-129, 132-133; T8: 116-117, 127-129, 131-133, 138-139; T9: 26-27, 30-31, 44-45, 100-101, 138-139; T10: 76-77, 108-109, 138-139</p> <p>Listens to gather information, and shows understanding of the new language (ESL): T1: 110-111; T2: 112-113; T3: 114-115; T6: 36-37; T7: 48-49</p> <p>Understands and follows simple oral directions: T1: 59-61, 63-65, 70-71, 78-79, 93-95, 97-99; T2: 32-33, 40-41, 78-79, 112-113; T3: 40-41, 78-79, 104-105, 116-117; T4: 32-33, 48-49, 78-79, 104-105, 112-113; T5: 44-45, 66-67, 74-75; T6: 44-45; T7: 36-37, 44-45, 70-71, 76-79, 82-83, 95, 99, 146-147, 150-151; T8: 36-37, 48-49, 78-79, 93-95, 97-99, 100-101, 108-113, 146-147; T9: 25-27, 29-31, 44-45, 70-71; T10: 36-37, 100-101, 127-129, 131-133</p> <p>The Following Supports this Objective:</p> <p>Follows basic oral and pictorial cues for operating programs successfully: T1: 60, 64; T2: 59-60, 63-64; T3: 26, 30, 94, 98; T4: 60, 64; T6: 60, 64, 93, 97; T7: 25-26, 29-30, 93-94, 97-98; T8: 59-60, 63-64, 127, 131; T9: 128, 132; T10: 60, 64</p> <p>Listens and follows simple oral directions: T2: 36-37, 66-67; T3: 44-45; T4: 66-67, 70-71, 108-109, 116-117</p> <p>Understands and follows simple oral directions: T1: 59-61, 63-65, 70-71, 78-79, 93-95, 97-99; T2: 32-33, 40-41, 78-79, 112-113; T3: 40-41, 78-79, 104-105, 116-117; T4: 32-33, 48-49, 78-79, 104-105, 112-113; T5: 44-45, 66-67, 74-75; T6: 44-45; T7: 36-37, 44-</p>
<p>II.A.2. Child shows understanding by following two-step oral directions and usually follows three-step directions.</p>	

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II.A.3. Child shows understanding of the new language being spoken by English-speaking teachers and peers (ELL).	<p>45, 70-71, 76-79, 82-83, 95, 99, 146-147, 150-151; T8: 36-37, 48-49, 78-79, 93-95, 97-99, 100-101, 108-113, 146-147; T9: 25-27, 29-31, 44-45, 70-71; T10: 36-37, 100-101, 127-129, 131-133</p> <p>Increases listening vocabulary and begins to develop a vocabulary of object names and common phrases in English (ESL): T1: 77; T2: 32-33, 36-37, 40-41, 44-45, 50-51, 74-75, 78-79, 100-101; T3: 40-41, 48-49, 100-103, 108-109; T4: 36-37, 44-45, 66-67, 108-109, 112-113; T5: 36-37; T6: 66-67, 100-103, 116-117; T7: 32-33, 40-41, 48-49, 68-69, 138-139, 146-148; T8: 36-37, 44-45, 48-49, 74-75, 78-79, 82-83, 116-117, 134-135, 144-145; T9: 32-33, 38-39, 78-79, 134-135, 138-139, 142-143; T10: 32-33, 36-37, 48-49, 74-75, 78-79, 110-111, 134-135, 136-137, 150-151</p> <p>Listens purposefully to English-speaking teachers and peers to gather information and shows understanding of the new language being spoken by others (ESL): T1: 78, 112-113; T2: 108-109; T4: 70-71, 104-105, 116-117; T5: 40-41; T6: 40-41; T7: 34-37, 78-79, 144-145; T8: 38-39, 66-67, 138-139, 142-143, 150-151; T9: 36-37; T9: 44-45, 74-75</p> <p>Listens to gather information, and shows understanding of the new language (ESL): T1: 110-111; T2: 112-113; T3: 114-115; T6: 36-37; T7: 48-49</p> <p>Uses single words and simple phrases to communicate meaning in social situations (ESL): T1: 40-41, 82, 106-107; T3: 46-47, 106-107; T4: 46-47; T5: 74-75; T6: 44-45; T7: 38-39, 44-47, 70-71, 74-75, 100-101; T8: 116-117; T9: 116-117, 150-151; T10: 48-49, 74-75, 116-117</p>
<b>B. Speaking (Conversation) Skills</b>	
II.B.1. Child is able to use language for different purposes.	<p>Uses language for a variety of purposes: T2: 84-85; T3: 26, 30, 44-45, 59-61, 63-65, 82-83, 94-95, 98-99; T4: 82-83; T5: 40-41, 116-117; T6: 82-83, 108; T7: 48-49, 134-135; T9: 78-79, 82-83</p>
II.B.2. Child engages in conversations in appropriate ways.	<p>Begins to engage in conversation and follows conversational rules: T1: 26-27, 30-31, 104-105, 116-117; T2: 42-43, 60-61, 64-65, 82-83; T3: 42-43; T4: 44-45, 61, 65, 70-71, 74-75, 84-85; T5: 42-43, 61, 65, 108-109; T6: 44-45, 93-95, 97-99, 104-105; T7: 26-27, 30-31, 106-107; T8: 42-43, 76-77, 144-145, 148-149; T9: 27, 31, 66-67, 104-105, 127-129, 131-133, 144-145, 150-151; T10: 94-95, 98-99, 108-109</p> <p>Listens to and engages in several exchanges of conversation with others: T1: 76-77; T2: 38-39, 76-77, 102-103; T3: 68-69, 102-103; T4: 34-35; T5: 112-113; T6: 74-75; T7: 93-95, 97-99, 108-109, 128-129, 132-133; T8: 116-117, 127-129, 131-133, 138-139; T9: 26-27, 30-31, 44-45, 100-101, 138-139; T10: 76-77, 108-109, 138-139</p>
II.B.3. Child provides appropriate information for various situations.	<p>The Following Supports this Objective:</p> <p>Uses language for a variety of purposes: T2: 84-85; T3: 26, 30, 44-45, 59-61, 63-65, 82-83, 94-95, 98-99; T4: 82-83; T5: 40-41, 116-117; T6: 82-83, 108; T7: 48-49, 134-135; T9: 78-79, 82-83</p> <p>Uses single words and simple phrases to communicate meaning in social situations (ESL): T1: 40-41, 82, 106-107; T3: 46-47, 106-107; T4: 46-47; T5: 74-75; T6: 44-45; T7: 38-39, 44-47, 70-71, 74-75, 100-101; T8: 116-117; T9: 116-117, 150-151; T10: 48-49, 74-75, 116-117</p>

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II.B.4. Child demonstrates knowledge of verbal conversational rules.	Begins to engage in conversation and follows conversational rules: T1: 26-27, 30-31, 104-105, 116-117; T2: 42-43, 60-61, 64-65, 82-83; T3: 42-43; T4: 44-45, 61, 65, 70-71, 74-75, 84-85; T5: 42-43, 61, 65, 108-109; T6: 44-45, 93-95, 97-99, 104-105; T7: 26-27, 30-31, 106-107; T8: 42-43, 76-77, 144-145, 148-149; T9: 27, 31, 66-67, 104-105, 127-129, 131-133, 144-145, 150-151; T10: 94-95, 98-99, 108-109
II.B.5. Child demonstrates knowledge of nonverbal conversational rules.	The Following Supports this Objective: Begins to engage in conversation and follows conversational rules: T1: 26-27, 30-31, 104-105, 116-117; T2: 42-43, 60-61, 64-65, 82-83; T3: 42-43; T4: 44-45, 61, 65, 70-71, 74-75, 84-85; T5: 42-43, 61, 65, 108-109; T6: 44-45, 93-95, 97-99, 104-105; T7: 26-27, 30-31, 106-107; T8: 42-43, 76-77, 144-145, 148-149; T9: 27, 31, 66-67, 104-105, 127-129, 131-133, 144-145, 150-151; T10: 94-95, 98-99, 108-109
II.B.6. Child matches language to social contexts.	The Following Supports this Objective: Uses language for a variety of purposes: T2: 84-85; T3: 26, 30, 44-45, 59-61, 63-65, 82-83, 94-95, 98-99; T4: 82-83; T5: 40-41, 116-117; T6: 82-83, 108; T7: 48-49, 134-135; T9: 78-79, 82-83 Uses single words and simple phrases to communicate meaning in social situations (ESL): T1: 40-41, 82, 106-107; T3: 46-47, 106-107; T4: 46-47; T5: 74-75; T6: 44-45; T7: 38-39, 44-47, 70-71, 74-75, 100-101; T8: 116-117; T9: 116-117, 150-151; T10: 48-49, 74-75, 116-117
<b>C. Speech Production Skills</b>	
II.C.1. Child's speech is understood by both the teacher and other adults in the school.	The Following Provides Opportunities to Meet this Objective: Uses new vocabulary in everyday communication: T1: 118-119; T3: 25-27, 29-31, 70-71; T4: 108-109; T5: 38-39; T6: 70-71; T7: 112-113, 116-117; T9: 59-61, 63-65, 138-139; T10: 50-51, 59-61, 63-65, 84-85, 138-139, 152-153
II.C.2. Child perceives differences between similar sounding words.	Perceives differences between similar sounding words: T1: 116-117; T2: 82-83; T3: 72-73; T4: 74-75; T5: 66-67; T6: 74-75; T7: 32-33; T8: 74-75; T9: 66-67
II.C.3. Child investigates and demonstrates growing understanding of the sounds and intonation of the English language (ELL).	The Following Supports this Objective: Becomes increasingly sensitive to the sounds of spoken words: T1: 44-45, 74-75, 108-109; T2: 40-41, 70-71; T4: 74-75, 116-117; T5: 36-37, 66-67, 82-83, 108-109; T6: 66-67 T7: 40-41; T8: 36-37, 108-109, 142-143; T9: 32-33, 138-139; T10: 78-79, 100-101, 146-147 Begins to identify rhymes and rhyming sounds in familiar words, participates in rhyming games, and repeats rhyming songs and poems: T1: 40-41, 116-117; T2: 48-49, 66-67, 116-117; T3: 82-83; T4: 32-33, 40-41, 66-67, 74-75, 82-83, 100-101; T5: 32-33, 74-75, 104-105, 112-113; T6: 40-41, 74-75, 104-105; T7: 32-33, 44-45, 100-101, 104-105, 127-129, 131-133; T8: 40-41, 48-49, 82-83; T9: 40-41, 66-67, 114-115; T10: 32-33, 44-45, 78-79, 104-105, 108-109, 112-113, 138-139, 142-143
<b>D. Vocabulary Skills</b>	
II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions.	The Following Selected Matches Support this Objective: Attempts to communicate more than current vocabulary will allow, borrowing and extending words to create meaning: T1: 66-67; T3: 27, 31, 50-51, 84-85, 100-101; T4: 36-37; T5: 80-81; T6:

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	48-49, 108; T8: 26-27, 30-31; T9: 40-41; T10 134-135
	Begins to recognize, describe, and name shapes: T7: 26-27, 30-31, 34-37, 40-41, 44-45, 48-51, 59-61, 63-65, 70-73, 80-81; T9: 106-107
	Begins to use scientific words and phrases to describe objects, events, and some living things: T3: 80-81; T7: 127-128, 131-132; T9: 26-27, 30-31, 112-113; T10: 93-95, 97-99, 106-107
	Begins to use words that indicate where things are in space: T1: 72-73; T3: 66-67; T7: 93-94, 97-98, 102-103, 106-107, 110-113, 116-117, 128-129, 132-133; T8: 128-129, 132-133; T9: 25-27, 29-31, 42-43, 59-61, 63-65, 68-71, 74-75, 78-79, 84-85
	Describes observations: T2: 26, 30; T3: 80-81; T4: 114-115; T5: 25-27, 29-30; T6: 84-85; T7: 76-77; T8: 44-45, 74-75, 80-81, 93-95, 97-99; T9: 38-39, 44-45, 76-77, 102-103, 112-113, 127-129, 131-133; T10: 60, 64, 66-67, 127-129, 131-133
	Increases listening vocabulary and begins to develop a vocabulary of object names and common phrases in English (ESL): T1: 77; T2: 32-33, 36-37, 40-41, 44-45, 50-51, 74-75, 78-79, 100-101; T3: 40-41, 48-49, 100-103, 108-109; T4: 36-37, 44-45, 66-67, 108-109, 112-113; T5: 36-37; T6: 66-67, 100-103, 116-117; T7: 32-33, 40-41, 48-49, 68-69, 138-139, 146-148; T8: 36-37, 44-45, 48-49, 74-75, 78-79, 82-83, 116-117, 134-135, 144-145; T9: 32-33, 38-39, 78-79, 134-135, 138-139, 142-143; T10 32-33, 36-37, 48-49, 74-75, 78-79, 110-111, 134-135, 136-137, 150-151
	Observes and describes properties of rocks, soil, and water: T6: 26-27, 30-31
	Refines and extends understanding of known words: T1: 80-83; T2: 32-33, 36-37, 70-71, 78-79; T3: 26, 30, 59-61, 63-65, 108-109; T4: 32-33, 78-79; T5: 48-49, 104-105; T6: 59-61, 63-65, 116-117; T7: 74-75; T8: 74-75, 82-83; T9: 48-49, 59-61, 63-65; T10: 44-45, 48-49
	Uses new vocabulary in everyday communication: T1: 118-119; T3: 25-27, 29-31, 70-71; T4: 108-109; T5: 38-39; T6: 70-71; T7: 112-113, 116-117; T9: 59-61, 63-65, 138-139; T10: 50-51, 59-61, 63-65, 84-85, 138-139, 152-153
	Uses single words and simple phrases to communicate meaning in social situations (ESL): T1: 40-41, 82, 106-107; T3: 46-47, 106-107; T4: 46-47; T5: 74-75; T6: 44-45; T7: 38-39, 44-47, 70-71, 74-75, 100-101; T8: 116-117; T9: 116-117, 150-151; T10: 48-49, 74-75, 116-117
II.D.2. Child demonstrates understanding of terms used in the instructional language of the classroom.	Follows basic oral and pictorial cues for operating programs successfully: T1: 60, 64; T2: 59-60, 63-64; T3: 26, 30, 94, 98; T4: 60, 64; T6: 60, 64, 93, 97; T7: 25-26, 29-30, 93-94, 97-98; T8: 59-60, 63-64, 127, 131; T9: 128, 132; T10: 60, 64
	Listens and follows simple oral directions: T2: 36-37, 66-67; T3: 44-45; T4: 66-67, 70-71, 108-109, 116-117
	Listens to gather information, and shows understanding of the new language (ESL): T1: 110-111; T2: 112-113; T3: 114-115; T6: 36-37; T7: 48-49
	Understands and follows simple oral directions: T1: 59-61, 63-65, 70-71, 78-79, 93-95, 97-99; T2: 32-33, 40-41, 78-79, 112-113; T3: 40-41, 78-79, 104-105, 116-117; T4: 32-33, 48-49, 78-79, 104-

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	105, 112-113; T5: 44-45, 66-67, 74-75; T6: 44-45; T7: 36-37, 44-45, 70-71, 76-79, 82-83, 95, 99, 146-147, 150-151; T8: 36-37, 48-49, 78-79, 93-95, 97-99, 100-101, 108-113, 146-147; T9: 25-27, 29-31, 44-45, 70-71; T10: 36-37, 100-101, 127-129, 131-133
	Understands that print carries a message by recognizing labels, signs, and other print forms in the environment: T2: 94-95, 98-99; T4: 118-119; T5: 50-51
	Uses a variety of software packages with audio, video and graphics to enhance learning experiences: T1: 94, 98; T2: 25-26, 29-30, 94, 98; T3: 26, 30, 94, 98; T4: 93-94, 97-98; T5: 60, 64; T6: 93, 97; T7: 127, 131; T8: 93-94, 97-98; T9: 93, 97; T10: 128, 132
II.D.3. Child demonstrates understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words*, many more than he or she uses.	<p>The Following Selected Matches Support this Objective:</p> <p>Attempts to use new vocabulary and grammar in speech: T1: 32, 78-81, 118-119; T2: 82-83, 114-115, 118-119; T3: 32-33; T4: 32-33, 42-43; T5: 82-83; T6: 110-111, 114-115; T7: 78-79, 82-83, 138-139, 142-143, 152-153; T8: 38-39, 42-43, 80-81, 104-105, 112-113; T9: 70-71, 82-83, 100-101; T10: 70-71, 72-73</p> <p>Attempts to communicate more than current vocabulary will allow, borrowing and extending words to create meaning: T1: 66-67; T3: 27, 31, 50-51, 84-85, 100-101; T4: 36-37; T5: 80-81; T6: 48-49, 108; T8: 26-27, 30-31; T9: 40-41; T10 134-135</p> <p>Increases listening vocabulary and begins to develop a vocabulary of object names and common phrases in English (ESL): T1: 77; T2: 32-33, 36-37, 40-41, 44-45, 50-51, 74-75, 78-79, 100-101; T3: 40-41, 48-49, 100-103, 108-109; T4: 36-37, 44-45, 66-67, 108-109, 112-113; T5: 36-37; T6: 66-67, 100-103, 116-117; T7: 32-33, 40-41, 48-49, 68-69, 138-139, 146-148; T8: 36-37, 44-45, 48-49, 74-75, 78-79, 82-83, 116-117, 134-135, 144-145; T9: 32-33, 38-39, 78-79, 134-135, 138-139, 142-143; T10 32-33, 36-37, 48-49, 74-75, 78-79, 110-111, 134-135, 136-137, 150-151</p> <p>Shows a steady increase in listening and speaking vocabulary: T1: 112-113; T4: 100-101; T7: 80-81; T8: 142-143, 146-147; T9: 108-109; T10: 59-61, 63-65</p> <p>Uses new vocabulary in everyday communication: T1: 118-119; T3: 25-27, 29-31, 70-71; T4: 108-109; T5: 38-39; T6: 70-71; T7: 112-113, 116-117; T9: 59-61, 63-65, 138-139; T10: 50-51, 59-61, 63-65, 84-85, 138-139, 152-153</p>
II.D.4. Child uses a large speaking vocabulary, adding several new words daily.	Shows a steady increase in listening and speaking vocabulary: T1: 112-113; T4: 100-101; T7: 80-81; T8: 142-143, 146-147; T9: 108-109; T10: 59-61, 63-65
II.D.5. Child uses category labels to understand how the words/objects relate to each other.	<p>The Following Provides Opportunities to Meet this Objective:</p> <p>Relates new learning experiences and vocabulary to what is already known about a topic: T6: 112</p> <p>Sorts objects and organisms into groups and begins to describe how groups were organized: T1: 60, 64, 68, 70-71, 78-79, 82-83, 94, 98, 102, 104-105, 112-113; T2: 94-95, 98-99, 112-113; T4: 26, 30; T5: 94-95, 98-99; T6: 94-95, 98-99; T7: 26-27, 30-31; T8: 59-61, 63-65, 110-111; T9: 76-77, 94, 98, 100-101, 104-105, 110-115, 118-119, 136-137, 140-141, 150-151; T10: 26-27, 30-31, 74-75, 116-117, 136-137, 140-141</p>

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<p>II.D.6. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English. (ELL)</p>	<p>Uses one or more senses to observe and learn about objects, events, organisms, and phenomena: T1: 59-61, 63-65; T2: 106-107; T3: 26, 30, 59-61, 63-65, 80-81; T4: 84-85, 94-95, 98-99; T7: 66-67, 76-77; T8: 25-27, 29-31, 34-35, 40-41, 50-51, 127-129, 131-133; T9: 48-49, 116-117; T10: 32-33, 59-61, 63-65, 116-117</p> <p>Selected Examples Include:</p> <p>Increases listening vocabulary and begins to develop a vocabulary of object names and common phrases in English (ESL): T1: 77; T2: 32-33, 36-37, 40-41, 44-45, 50-51, 74-75, 78-79, 100-101; T3: 40-41, 48-49, 100-103, 108-109; T4: 36-37, 44-45, 66-67, 108-109, 112-113; T5: 36-37; T6: 66-67, 100-103, 116-117; T7: 32-33, 40-41, 48-49, 68-69, 138-139, 146-148; T8: 36-37, 44-45, 48-49, 74-75, 78-79, 82-83, 116-117, 134-135, 144-145; T9: 32-33, 38-39, 78-79, 134-135, 138-139, 142-143; T10: 32-33, 36-37, 48-49, 74-75, 78-79, 110-111, 134-135, 136-137, 150-151</p> <p>Listens for different purposes: T1: 93-95, 97-99, 108-109; T2: 32-33, 36-37, 44-45, 100-101; T3: 40-41; T4: 78-79; T5: 59-61, 63-65, 76-77, 104-105; T6: 34-35, 82-83; T7: 40-41, 44-45, 66-67, 100-101, 138-139; T8: 36-37, 66-67, 70-71, 78-79, 82-83, 100-101, 104-105, 134-135, 138-139, 142-143; T9: 38-39, 116-117; T10: 142-143</p> <p>Listens purposefully to English-speaking teachers and peers to gather information and shows understanding of the new language being spoken by others (ESL): T1: 78, 112-113; T2: 108-109; T4: 70-71, 104-105, 116-117; T5: 40-41; T6: 40-41; T7: 34-37, 78-79, 144-145; T8: 38-39, 66-67, 138-139, 142-143, 150-151; T9: 36-37; T9: 44-45, 74-75</p> <p>Listens to tapes and records, and shows understanding through gestures, actions, and/or language: T3: 32-33, 74-75; T4: 32-33; T5: 108-109; T6: 36-37, 48-49, 78-79, 112-113; T7: 32-33, 74-75; T8: 66-67; T9: 36-37, 70-71, 74-75; T10: 36-37, 82-83</p> <p>Shows a steady increase in listening and speaking vocabulary: T1: 112-113; T4: 100-101; T7: 80-81; T8: 142-143, 146-147; T9: 108-109; T10: 59-61, 63-65</p>
<p><b>E. Sentences and Structure Skills</b></p> <p>II.E.1. Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order.</p>	<p>The Following Provides Opportunities to Meet this Objective:</p> <p>Attempts to use new vocabulary and grammar in speech: T1: 32, 78-81, 118-119; T2: 82-83, 114-115, 118-119; T3: 32-33; T4: 32-33, 42-43; T5: 82-83; T6: 110-111, 114-115; T7: 78-79, 82-83, 138-139, 142-143, 152-153; T8: 38-39, 42-43, 80-81, 104-105, 112-113; T9: 70-71, 82-83, 100-101; T10: 70-71, 72-73</p> <p>Listens to and engages in several exchanges of conversation with others: T1: 76-77; T2: 38-39, 76-77, 102-103; T3: 68-69, 102-103; T4: 34-35; T5: 112-113; T6: 74-75; T7: 93-95, 97-99, 108-109, 128-129, 132-133; T8: 116-117, 127-129, 131-133, 138-139; T9: 26-27, 30-31, 44-45, 100-101, 138-139; T10: 76-77, 108-109, 138-139</p> <p>Shares ideas and takes turns listening and speaking: T1: 25-27, 29-31, 48-49, 116-117; T2: 38-39, 59, 60, 61, 63, 64, 65; T3: 59-61, 63-65; T4: 68-69, 95, 99; T5: 60, 61, 64, 65; T6: 34-35; T7: 108-109, 114-115, 134-135; T8: 25, 27, 29, 31, 76-77, 93, 94, 95, 97, 98, 99, 116-117, 127, 128, 129, 131, 132, 133; T9: 25, 26, 27, 29,</p>

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	<p>30, 31, 104-105; T10: 25, 26, 27, 29, 30, 31</p> <p>Shows a steady increase in listening and speaking vocabulary: T1: 74-75, 112-113; T2: 114-115; T3: 36-37, 84-85; T4: 100-101; T5: 104-105; T7: 48-49, 70-71, 78-81; T8: 142-143, 146-147; T9: 108-109; T10: 59-61, 63-65, 116-117, 134-135, 146-147</p> <p>Uses sentences of increasing length and grammatical complexity in everyday speech: T1: 34-35, 59-61, 63-65, 108-109; T3: 70-71; T4: 78-79; T5: 100-101; T7: 59-61, 63-65, 82-83, 138-139; T8: 72-73, 146-147; T9: 94-95, 98-99, 110-111; T10: 70-71, 78-79, 138-139</p> <p>Uses single words and simple phrases to communicate meaning in social situations (ESL): T1: 40-41, 82, 106-107; T3: 46-47, 106-107; T4: 46-47; T5: 74-75; T6: 44-45; T7: 38-39, 44-47, 70-71, 74-75, 100-101; T8: 116-117; T9: 116-117, 150-151; T10: 48-49, 74-75, 116-117</p>
<p>II.E.2. Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.</p>	<p>The Following Provides Opportunities to Meet this Objective:</p> <p>Attempts to use new vocabulary and grammar in speech: T1: 32, 78-81, 118-119; T2: 82-83, 114-115, 118-119; T3: 32-33; T4: 32-33, 42-43; T5: 82-83; T6: 110-111, 114-115; T7: 78-79, 82-83, 138-139, 142-143, 152-153; T8: 38-39, 42-43, 80-81, 104-105, 112-113; T9: 70-71, 82-83, 100-101; T10: 70-71, 72-73</p> <p>Listens to and engages in several exchanges of conversation with others: T1: 76-77; T2: 38-39, 76-77, 102-103; T3: 68-69, 102-103; T4: 34-35; T5: 112-113; T6: 74-75; T7: 93-95, 97-99, 108-109, 128-129, 132-133; T8: 116-117, 127-129, 131-133, 138-139; T9: 26-27, 30-31, 44-45, 100-101, 138-139; T10: 76-77, 108-109, 138-139</p> <p>Shares ideas and takes turns listening and speaking: T1: 25-27, 29-31, 48-49, 116-117; T2: 38-39, 59, 60, 61, 63, 64, 65; T3: 59-61, 63-65; T4: 68-69, 95, 99; T5: 60, 61, 64, 65; T6: 34-35; T7: 108-109, 114-115, 134-135; T8: 25, 27, 29, 31, 76-77, 93, 94, 95, 97, 98, 99, 116-117, 127, 128, 129, 131, 132, 133; T9: 25, 26, 27, 29, 30, 31, 104-105; T10: 25, 26, 27, 29, 30, 31</p> <p>Shows a steady increase in listening and speaking vocabulary: T1: 74-75, 112-113; T2: 114-115; T3: 36-37, 84-85; T4: 100-101; T5: 104-105; T7: 48-49, 70-71, 78-81; T8: 142-143, 146-147; T9: 108-109; T10: 59-61, 63-65, 116-117, 134-135, 146-147</p> <p>Uses sentences of increasing length and grammatical complexity in everyday speech: T1: 34-35, 59-61, 63-65, 108-109; T3: 70-71; T4: 78-79; T5: 100-101; T7: 59-61, 63-65, 82-83, 138-139; T8: 72-73, 146-147; T9: 94-95, 98-99, 110-111; T10: 70-71, 78-79, 138-139</p> <p>Uses single words and simple phrases to communicate meaning in social situations (ESL): T1: 40-41, 82, 106-107; T3: 46-47, 106-107; T4: 46-47; T5: 74-75; T6: 44-45; T7: 38-39, 44-47, 70-71, 74-75, 100-101; T8: 116-117; T9: 116-117, 150-151; T10: 48-49, 74-75, 116-117</p>
<p>II.E.3. Child uses sentences with more than one phrase.</p>	<p>The Following Supports this Objective:</p> <p>Attempts to use new vocabulary and grammar in speech: T1: 32, 78-81, 118-119; T2: 82-83, 114-115, 118-119; T3: 32-33; T4: 32-33, 42-43; T5: 82-83; T6: 110-111, 114-115; T7: 78-79, 82-83, 138-139, 142-143, 152-153; T8: 38-39, 42-43, 80-81, 104-105,</p>

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	<p>112-113; T9: 70-71, 82-83, 100-101; T10: 70-71, 72-73</p> <p>Listens to and engages in several exchanges of conversation with others: T1: 76-77; T2: 38-39, 76-77, 102-103; T3: 68-69, 102-103; T4: 34-35; T5: 112-113; T6: 74-75; T7: 93-95, 97-99, 108-109, 128-129, 132-133; T8: 116-117, 127-129, 131-133, 138-139; T9: 26-27, 30-31, 44-45, 100-101, 138-139; T10: 76-77, 108-109, 138-139</p> <p>Shares ideas and takes turns listening and speaking: T1: 25-27, 29-31, 48-49, 116-117; T2: 38-39, 59, 60, 61, 63, 64, 65; T3: 59-61, 63-65; T4: 68-69, 95, 99; T5: 60, 61, 64, 65; T6: 34-35; T7: 108-109, 114-115, 134-135; T8: 25, 27, 29, 31, 76-77, 93, 94, 95, 97, 98, 99, 116-117, 127, 128, 129, 131, 132, 133; T9: 25, 26, 27, 29, 30, 31, 104-105; T10: 25, 26, 27, 29, 30, 31</p> <p>Shows a steady increase in listening and speaking vocabulary: T1: 74-75, 112-113; T2: 114-115; T3: 36-37, 84-85; T4: 100-101; T5: 104-105; T7: 48-49, 70-71, 78-81; T8: 142-143, 146-147; T9: 108-109; T10: 59-61, 63-65, 116-117, 134-135, 146-147</p> <p>Uses sentences of increasing length and grammatical complexity in everyday speech: T1: 34-35, 59-61, 63-65, 108-109; T3: 70-71; T4: 78-79; T5: 100-101; T7: 59-61, 63-65, 82-83, 138-139; T8: 72-73, 146-147; T9: 94-95, 98-99, 110-111; T10: 70-71, 78-79, 138-139</p> <p>Uses single words and simple phrases to communicate meaning in social situations (ESL): T1: 40-41, 82, 106-107; T3: 46-47, 106-107; T4: 46-47; T5: 74-75; T6: 44-45; T7: 38-39, 44-47, 70-71, 74-75, 100-101; T8: 116-117; T9: 116-117, 150-151; T10: 48-49, 74-75, 116-117</p>
II.E.4. Child combines more than one idea using complex sentences.	<p>The Following Provides Opportunities to Meet this Objective:</p> <p>Listens to and engages in several exchanges of conversation with others: T1: 76-77; T2: 38-39, 76-77, 102-103; T3: 68-69, 102-103; T4: 34-35; T5: 112-113; T6: 74-75; T7: 93-95, 97-99, 108-109, 128-129, 132-133; T8: 116-117, 127-129, 131-133, 138-139; T9: 26-27, 30-31, 44-45, 100-101, 138-139; T10: 76-77, 108-109, 138-139</p> <p>Shares ideas and takes turns listening and speaking: T1: 25-27, 29-31, 48-49, 116-117; T2: 38-39, 59, 60, 61, 63, 64, 65; T3: 59-61, 63-65; T4: 68-69, 95, 99; T5: 60, 61, 64, 65; T6: 34-35; T7: 108-109, 114-115, 134-135; T8: 25, 27, 29, 31, 76-77, 93, 94, 95, 97, 98, 99, 116-117, 127, 128, 129, 131, 132, 133; T9: 25, 26, 27, 29, 30, 31, 104-105; T10: 25, 26, 27, 29, 30, 31</p> <p>Uses sentences of increasing length and grammatical complexity in everyday speech: T1: 34-35, 59-61, 63-65, 108-109; T3: 70-71; T4: 78-79; T5: 100-101; T7: 59-61, 63-65, 82-83, 138-139; T8: 72-73, 146-147; T9: 94-95, 98-99, 110-111; T10: 70-71, 78-79, 138-139</p>
II.E.5. Child combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning.	<p>The Following Supports this Objective:</p> <p>Attempts to use new vocabulary and grammar in speech: T1: 32, 78-81, 118-119; T2: 82-83, 114-115, 118-119; T3: 32-33; T4: 32-33, 42-43; T5: 82-83; T6: 110-111, 114-115; T7: 78-79, 82-83, 138-139, 142-143, 152-153; T8: 38-39, 42-43, 80-81, 104-105, 112-113; T9: 70-71, 82-83, 100-101; T10: 70-71, 72-73</p> <p>Listens to and engages in several exchanges of conversation with</p>

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	<p>others: T1: 76-77; T2: 38-39, 76-77, 102-103; T3: 68-69, 102-103; T4: 34-35; T5: 112-113; T6: 74-75; T7: 93-95, 97-99, 108-109, 128-129, 132-133; T8: 116-117, 127-129, 131-133, 138-139; T9: 26-27, 30-31, 44-45, 100-101, 138-139; T10: 76-77, 108-109, 138-139</p> <p>Shares ideas and takes turns listening and speaking: T1: 25-27, 29-31, 48-49, 116-117; T2: 38-39, 59, 60, 61, 63, 64, 65; T3: 59-61, 63-65; T4: 68-69, 95, 99; T5: 60, 61, 64, 65; T6: 34-35; T7: 108-109, 114-115, 134-135; T8: 25, 27, 29, 31, 76-77, 93, 94, 95, 97, 98, 99, 116-117, 127, 128, 129, 131, 132, 133; T9: 25, 26, 27, 29, 30, 31, 104-105; T10: 25, 26, 27, 29, 30, 31</p> <p>Uses sentences of increasing length and grammatical complexity in everyday speech: T1: 34-35, 59-61, 63-65, 108-109; T3: 70-71; T4: 78-79; T5: 100-101; T7: 59-61, 63-65, 82-83, 138-139; T8: 72-73, 146-147; T9: 94-95, 98-99, 110-111; T10: 70-71, 78-79, 138-139</p>
II.E.6. Child engages in various forms of nonverbal communication with those who do not speak her home language (ELL).	Engages in nonverbal communication with those who do not speak his/her home language (ESL): T1: 42-43, 66-67, 104; T2: 80-81; T3: 70-71, 104-105, 108-109, 116-117; T4: 100-101; T5: 48-49; T7: 42-43, 112-113; T9: 146-147; T10: 44-45, 112-113, 138-139
II.E.7. Child uses single words and simple phrases to communicate meaning in social situations (ELL).	Uses single words and simple phrases to communicate meaning in social situations (ESL): T1: 40-41, 82, 106-107; T3: 46-47, 106-107; T4: 46-47; T5: 74-75; T6: 44-45; T7: 38-39, 44-47, 70-71, 74-75, 100-101; T8: 116-117; T9: 116-117, 150-151; T10: 48-49, 74-75, 116-117
II.E.8. Child attempts to use new vocabulary and grammar in speech (ELL).	Attempts to use new vocabulary and grammar in speech: T1: 32, 78-81, 118-119; T2: 82-83, 114-115, 118-119; T3: 32-33; T4: 32-33, 42-43; T5: 82-83; T6: 110-111, 114-115; T7: 78-79, 82-83, 138-139, 142-143, 152-153; T8: 38-39, 42-43, 80-81, 104-105, 112-113; T9: 70-71, 82-83, 100-101; T10: 70-71, 72-73
	Shows a steady increase in listening and speaking vocabulary: T1: 74-75, 112-113; T2: 114-115; T3: 36-37, 84-85; T4: 100-101; T5: 104-105; T7: 48-49, 70-71, 78-81; T8: 142-143, 146-147; T9: 108-109; T10: 59-61, 63-65, 116-117, 134-135, 146-147
<b>III. Emergent Literacy Reading</b>	
<b>A. Motivation to Read Skills</b>	
III.A.1. Child engages in pre-reading and reading-related activities.	<p>Enjoys listening to and interacting with electronic story books and information texts in electronic forms: T1: 25-26, 29-30; T3: 59-60, 63-64; T5: 94, 98; T6: 25-26, 29-30; T7: 93-94, 97-98; T8: 93-94, 97-98; T9: 60, 64; T10: 93-94, 97-98</p> <p>Enjoys visiting the library: T1: 106-107</p> <p>Frequently requests the rereading of books: T5: 118-119; T6: 118-119; T9: 152-153</p> <p>Imitates the special language in storybooks and story dialogue, and uses it in retelling and dramatic play: T3: 72-73; T5: 76-77; T6: 110-111</p> <p>Listens to tapes and records, and shows understanding through gestures, actions, and/or language: T3: 32-33, 74-75; T4: 32-33; T5: 108-109; T6: 36-37, 48-49, 78-79, 112-113; T7: 32-33, 74-75; T8: 66-67; T9: 36-37, 70-71, 74-75; T10: 36-37, 82-83</p> <p>Starts, uses, and exits software programs: T1: 60, 64; T2: 59-60, 63-64; T4: 25, 29, 93-94, 97-98; T5: 60, 64, 94, 98; T6: 25-26, 29-</p>

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	30; T7: 25-26, 29-30, 127, 131; T8: 26, 30, 127, 131; T9: 60, 64, 128, 132; T10: 26, 30 Uses a variety of input devices, such as mouse, keyboard, voice/sound recorder, and touch screen: T1: 26, 30; T2: 25-26, 29-30; T3: 59-60, 63-64; T4: 60, 64; T5: 26, 30; T6: 60, 64; T7: 59-60, 63-64; T8: 26, 30; T9: 25-26, 29-30; T10: 60, 64, 128, 132 Uses a variety of software packages with audio, video and graphics to enhance learning experiences: T1: 94, 98; T2: 25-26, 29-30, 94, 98; T3: 26, 30, 94, 98; T4: 93-94, 97-98; T5: 60, 64; T6: 93, 97; T7: 127, 131; T8: 93-94, 97-98; T9: 93, 97; T10: 128, 132
III.A.2. Child uses books and other written materials to engage in prereading behaviors	Begins to understand that print runs from left to right and top bottom: T1: 106-107; T2: 38-39; T3: 38-39; T4: 34-35; T6: 42-43; T7: 50-51; T9: 84-85 Recognizes favorite books by their cover: T1: 118; T3: 118-119; T4: 118-119; T5: 118-119; T9: 152-153 Selects books to read based on personal criteria: T3: 118-119 Shares books and engages in pretend reading with other children: T2: 60-61, 64-65; T6: 38-39, 118-119; T9: 152-153
III.A.3. Child asks to be read to or asks the meaning of written text.	Frequently requests the rereading of books: T5: 118-119; T6: 118-119; T9: 152-153
<b>B. Phonological Awareness Skills</b>	
III.B.1. Child separates a normally spoken four-word sentence into individual words.	Begins to break words into syllables or claps along with each syllable or phrase: T2: 32-33; T4: 108-109; T5: 82-83; T6: 48-49, 116-117; T7: 78-79, 82-83, 104-105; T8: 108-109; T9: 116-117; T10: 36-37, 134-135 Begins to break words into syllables or slaps along with each syllable in a phrase: T10: 100-101
III.B.2. Child combines words to make a compound word.	Attempts to communicate more than current vocabulary will allow, borrowing and extending words to create meaning: T1: 66-67; T3: 27, 31, 50-51, 84-85, 100-101; T4: 36-37; T5: 80-81; T6: 48-49, 108; T8: 26-27, 30-31; T9: 40-41; T10 134-135
III. B.3. Child deletes a word from a compound word.	
III.B.4. Child combines syllables into words.	Begins to break words into syllables or claps along with each syllable or phrase: T2: 32-33; T4: 108-109; T5: 82-83; T6: 48-49, 116-117; T7: 78-79, 82-83, 104-105; T8: 108-109; T9: 116-117; T10: 36-37, 134-135 Begins to break words into syllables or slaps along with each syllable in a phrase: T10: 100-101
III.B.5. Child can delete a syllable from a word.	The Following Provides Opportunities to Meet this Objective: Begins to break words into syllables or claps along with each syllable or phrase: T2: 32-33; T4: 108-109; T5: 82-83; T6: 48-49, 116-117; T7: 78-79, 82-83, 104-105; T8: 108-109; T9: 116-117; T10: 36-37, 134-135 Begins to break words into syllables or slaps along with each syllable in a phrase: T10: 100-101
III.B.6. Child can produce a word that rhymes with a given word.	Begins to identify rhymes and rhyming sounds in familiar words, participates in rhyming games, and repeats rhyming songs and poems: T1: 40-41, 116-117; T2: 48-49, 66-67, 116-117; T3: 82-83; T4: 32-33, 40-41, 66-67, 74-75, 82-83, 100-101; T5: 32-33,

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	74-75, 104-105, 112-113; T6: 40-41, 74-75, 104-105; T7: 32-33, 44-45, 100-101, 104-105, 127-129, 131-133; T8: 40-41, 48-49, 82-83; T9: 40-41, 66-67, 114-115; T10: 32-33, 44-45, 78-79, 104-105, 108-109, 112-113, 138-139, 142-143
III.B.7. Child can produce a word that begins with the same sound as a given pair of words.	<p>The Following Provides Opportunities to Meet this Objective:            Begins to attend to the beginning sounds in familiar words by identifying that the pronunciation of several words all begins the same way: T1: 100-101; T2: 100-101, 108-109; T3: 112-113; T5: 36-37, 44-45; T6: 82-83; T7: 66-67; T8: 32-33, 100-101, 114-115, 134-135; T9: 146-147; T10: 66-67, 70-71</p> <p>Begins to create and invent words by substituting one sound for another: T4: 48-49, 82-83; T6: 100-101; T7: 66-67; T8: 150-151; T9: 108-109</p> <p>Begins to recognize the beginning sounds in familiar words by identifying that the pronunciations of several words all begin the same way: T6: 108</p> <p>Begins to notice beginning letters in familiar words: T1: 46-47, 114-115; T3: 76-77; T6: 46-47; T8: 94-95, 98-99</p>
III.B.8. Child combines onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with pictorial support.	Begins to recognize the beginning sounds in familiar words by identifying that the pronunciations of several words all begin the same way: T6: 108
III.B.9. Child combines onset and rime to form familiar one-syllable words without pictorial support.	<p>The Following Provides Opportunities to Meet this Objective:            Begins to identify rhymes and rhyming sounds in familiar words, participates in rhyming games, and repeats rhyming songs and poems: T1: 40-41, 116-117; T2: 48-49, 66-67, 116-117; T3: 82-83; T4: 32-33, 40-41, 66-67, 74-75, 82-83, 100-101; T5: 32-33, 74-75, 104-105, 112-113; T6: 40-41, 74-75, 104-105; T7: 32-33, 44-45, 100-101, 104-105, 127-129, 131-133; T8: 40-41, 48-49, 82-83; T9: 40-41, 66-67, 114-115; T10: 32-33, 44-45, 78-79, 104-105, 108-109, 112-113, 138-139, 142-143</p>
III.B.10. Child recognizes and blends two phonemes into real words with pictorial support.	
<b>C. Alphabet Knowledge Skills</b>	
III.C.1. Child names at least 20 upper and at least 20 lower case letters.	<p>The Following Provides Opportunities to Meet this Objective:            Attempts to connect sounds in a word with its letter forms: T7: 50-51, 84-85; T8: 50-51; T9: 84-85, 118-119; T10: 42-43, 50-51, 110-111, 118-119</p> <p>Begins to notice beginning letters in familiar words: T1: 46-47, 114-115; T3: 76-77; T6: 46-47; T8: 94-95, 98-99</p> <p>Identifies 10 or more printed alphabet letters: T5: 106-107; T9: 106-107; T10: 118-119</p>
III.C.2. Child recognizes at least 20 letter sounds.	<p>The Following Provides Opportunities to Meet this Objective:            Attempts to connect sounds in a word with its letter forms: T7: 50-51, 84-85; T8: 50-51; T9: 84-85, 118-119; T10: 42-43, 50-51, 110-111, 118-119</p> <p>Begins to make some letter/sound matches: T3: 110-111 T6: 76-77 T7: 46-47, 148-149 T8: 46-47, 128-129, 132-133 T9: 114-115 T10: 25-27, 29-31</p> <p>Demonstrates understanding of the sounds and intonation of</p>

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III.C.3. Child produces the correct sounds for at least 10 letters.	<p>English: T4: 82-83; T7: 116-117</p> <p>Experiment with and demonstrates an understanding of the sounds and intonation of the English language: T1: 73-75, 108-109; T2: 48-49, 66-67, 70-71, 104-105, 108-109, 116-117; T3: 82-83, 112-113; T4: 40-41, 74-75; T5: 66-67, 112-115; T6: 82-83; T7: 40-41, 66-67, 104-105; T8: 100-101, 108-109, 134-137, 150-151; T8: 32-33; T9: 66-67, 104-105, 146-147; T10: 32-33, 40-41, 70-71, 100-101</p> <p>Produces speech sounds with increasing ease and accuracy: T1: 100; T3: 42-43; T4: 48-49; T5: 114-115; T6: 108-109; T9: 108-109; T10: 66-67</p> <p>The Following Supports this Objective:</p> <p>Attempts to connect sounds in a word with its letter forms: T7: 50-51, 84-85; T8: 50-51; T9: 84-85, 118-119; T10: 42-43, 50-51, 110-111, 118-119</p> <p>Begins to make some letter/sound matches: T3: 110-111 T6: 76-77 T7: 46-47, 148-149 T8: 46-47, 128-129, 132-133 T9: 114-115 T10: 25-27, 29-31</p> <p>Identifies 10 or more printed alphabet letters: T5: 106-107; T9: 106-107; T10: 118-119</p> <p>Produces speech sounds with increasing ease and accuracy: T1: 100; T3: 42-43; T4: 48-49; T5: 114-115; T6: 108-109; T9: 108-109; T10: 66-67</p>
<b>D. Comprehension of Text Read Aloud Skills</b>	
III.D.1. Child retells or reenacts a story after it is read aloud.	<p>Begins to retell some sequence of events in stories: T1: 85, 114-115; T2: 60-61, 64-65; T3: 38-39, 72-73; T4: 76-77, 95, 99, 110-111; T5: 110-111, 114-115; T6: 25-27, 29-31, 40-41, 68-69; T7: 114-115, 142-143; T8: 140-141, 148-149; T9: 140-141; T10: 34-35, 140-141</p> <p>Imitates the special language in storybooks and story dialogue, and uses it in retelling and dramatic play: T3: 72-73; T5: 76-77; T6: 110-111</p> <p>Listens to tapes and records, and shows understanding through gestures, actions, and/or language: T3: 32-33, 74-75; T4: 32-33; T5: 108-109; T6: 36-37, 48-49, 78-79, 112-113; T7: 32-33, 74-75; T8: 66-67; T9: 36-37, 70-71, 74-75; T10: 36-37, 82-83</p>
III.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.	<p>Asks questions and makes comments about information and events from books: T2: 80-81; T5: 34-35; T7: 108-109; T8: 148-149; T9: 42-43, 106-107; T10: 42-43</p> <p>Asks questions and makes comments related to the current topic of discussion: T1: 34-35, 68-69, 112-113; T2: 80-81, 84-85, 110-113; T3: 68-69; T4: 25-26, 29-30, 50-51, 102-103; T5: 48-49; T6: 48-49, 70-71; T7: 25-27, 29-31, 59-61, 63-65, 100-101, 108-111, 146-147; T8: 25-26, 29-30, 34-35, 48-49, 68-69; T9: 32-33, 82-83</p> <p>Connects information and events in books to real life experiences: T1: 76-77; T2: 46-47, 50-51, 68-69, 106-107, 110-111; T3: 110-111; T4: 110-111; T5: 102-103; T6: 38-39, 42-43; T7: 106-107; T9: 102-103, 136-137; T10: 140-141</p> <p>Enjoys listening and discussing storybooks and information books read aloud: T1: 68-69, 102-103; T2: 42-43, 68-71, 102-103; T3: 46-47, 76-77; T4: 68-69, 102-103, 114-115, 118-119; T5: 34-35,</p>

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	68-69; T6: 34-35, 72-73, 80-81; T7: 34-35, 42-43, 68-69, 72-73, 136-137, 152-153; T8: 68-69; T9: 34-35, 68-69, 80-81, 102-103; T10: 152-153
	Imitates the special language in storybooks and story dialogue, and uses it in retelling and dramatic play: T3: 72-73; T5: 76-77; T6: 110-111
	Shares books and engages in pretend reading with other children: T2: 60-61, 64-65; T6: 38-39, 118-119; T9: 152-153
	Understands that reading and writing are ways to obtain information and knowledge, generate and communicate thoughts and ideas, and solve problems: T1: 110-111, 118-119; T2: 25-26, 29-30, 34-35, 72-73; 50-51, 84-85, 94-95, 98-99, 118-119; T4: 106-107; T5: 110-111; T6: 50-51, 72-73, 94-95, 98-99; T7: 50-51, 84-85, 118-119, 150-151; T8: 60-61, 64-65, 114-115; T9: 50-51, 102-103; T10: 114-115, 118-119
III.D.3. Child asks and answers appropriate questions about the book.	Asks questions and makes comments related to the current topic of discussion: T1: 34-35, 68-69, 112-113; T2: 80-81, 84-85, 110-113; T3: 68-69; T4: 25-26, 29-30, 50-51, 102-103; T5: 48-49; T6: 48-49, 70-71; T7: 25-27, 29-31, 59-61, 63-65, 100-101, 108-111, 146-147; T8: 25-26, 29-30, 34-35, 48-49, 68-69; T9: 32-33, 82-83
<b>IV. Emergent Literacy Writing</b>	
<b>A. Motivation to Write Skills</b>	
IV.A.1. Child intentionally uses scribbles/writing to convey meaning.	Attempts to read and write independently: T3: 46-47; T5: 50-51; T6: 72-73, 118-119; T9: 46-47, 152-153; T10: 127-129, 131-133 Attempts to write messages as part of playful activity: T2: 94-95, 98-99 Attempts to use a variety of forms of writing: T6: 60-61, 64-65; T8: 118-119; T9: 50-51, 80-81; T10: 50-51 Begins to hold writing tool with fingers instead of fist: T1: 93-95, 97-99; T5: 25-27, 29-31; T7: 60-61, 64-65; T8: 60-61, 64-65, 94-95, 98-99, 128, 132; T9: 25-26, 29-30, 93-95, 97-99, 128, 132; T10: 59, 63, 93-95, 97-99, 127-128, 131-132 Uses known letters and approximations of letters to represent written language: T3: 38-39; T4: 60, 64; T5: 106-107; T5: 26-27, 30-31; T8: 102-103; T9: 50-51, 84-85; T10: 46-47
<b>B. Independently Conveys Meaning Skills</b>	
IV.B.1. Child independently uses letters or symbols to make words or parts of words.	Uses known letters and approximations of letters to represent written language: T3: 38-39; T4: 60, 64; T5: 106-107; T5: 26-27, 30-31; T8: 102-103; T9: 50-51, 84-85; T10: 46-47
IV.B. 2. Child writes own name (first name or frequent nickname), not necessarily with full correct spelling or well formed letters.	The Following Provides Opportunities to Meet this Objective: Attempts to read and write independently: T3: 46-47; T5: 50-51; T6: 72-73, 118-119; T9: 46-47, 152-153; T10: 127-129, 131-133 Attempts to write messages as part of playful activity: T2: 94-95, 98-99 Attempts to use a variety of forms of writing: T6: 60-61, 64-65; T8: 118-119; T9: 50-51, 80-81; T10: 50-51 Uses known letters and approximations of letters to represent written language: T3: 38-39; T4: 60, 64; T5: 106-107; T5: 26-27, 30-31; T8: 102-103; T9: 50-51, 84-85; T10: 46-47
<b>C. Forms Letters Skills</b>	

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IV.C.1. Child independently writes some letters on request (not necessarily well-formed).	The Following Supports this Objective: Attempts to read and write independently: T3: 46-47; T5: 50-51; T6: 72-73, 118-119; T9: 46-47, 152-153; T10: 127-129, 131-133 Attempts to write messages as part of playful activity: T2: 94-95, 98-99 Attempts to use a variety of forms of writing: T6: 60-61, 64-65; T8: 118-119; T9: 50-51, 80-81; T10: 50-51 Uses known letters and approximations of letters to represent written language: T3: 38-39; T4: 60, 64; T5: 106-107; T5: 26-27, 30-31; T8: 102-103; T9: 50-51, 84-85; T10: 46-47
<b>D. Concepts about Print Skills</b>	
IV.D.1. Child uses some appropriate writing conventions when writing or giving dictation.	The Following Provides Opportunities to Meet this Objective: Attempts to read and write independently: T3: 46-47; T5: 50-51; T6: 72-73, 118-119; T9: 46-47, 152-153; T10: 127-129, 131-133 Attempts to write messages as part of playful activity: T2: 94-95, 98-99 Attempts to use a variety of forms of writing: T6: 60-61, 64-65; T8: 118-119; T9: 50-51, 80-81; T10: 50-51 Begins to hold writing tool with fingers instead of fist: T1: 93-95, 97-99; T5: 25-27, 29-31; T7: 60-61, 64-65; T8: 60-61, 64-65, 94-95, 98-99, 128, 132; T9: 25-26, 29-30, 93-95, 97-99, 128, 132; T10: 59, 63, 93-95, 97-99, 127-128, 131-132 Uses known letters and approximations of letters to represent written language: T3: 38-39; T4: 60, 64; T5: 106-107; T5: 26-27, 30-31; T8: 102-103; T9: 50-51, 84-85; T10: 46-47
<b>V. Mathematics</b>	
<b>A. Counting Skills</b>	
V.A.1. Child knows that objects, or parts of an object, can be counted.	The Following Matches Support this Objective: Combines, separates, and names "how many" concrete objects: T2: 26, 30; T5: 25-27, 29-33, 38-41, 50-51, 60-61, 64-65, 68-69, 76-79, 94-95, 98-99, 104-105, 116-117; T8: 110-111, 150-151; T9: 40-43, 76-77, 152-153; T10 114-115 Counts concrete objects to five or higher: T3: 27, 31, 36-37, 44-45, 60, 64, 68-69, 78-79, 84-85, 94, 98, 100-101, 108-109, 116-117; T4: 94, 98, 102-105, 110-113, 118-119; T5: 32-33, 59-60, 63-64, 78-79, 104-105, 116-117; T8: 144-145; T9: 72-73, 128, 132; T10: 59-60, 63-64
V.A.2. Child uses words to rote count from 1 to 30.	Counts by ones to 10 or higher: T1: 100-101; T4: 94, 98, 102-105, 112-113; T5: 59-60, 63-64; T8: 140-141
V.A.3. Child counts 1-10 items, with one count per item.	Combines, separates, and names "how many" concrete objects: T2: 26, 30; T5: 25-27, 29-33, 38-41, 50-51, 60-61, 64-65, 68-69, 76-79, 94-95, 98-99, 104-105, 116-117; T8: 110-111, 150-151; T9: 40-43, 76-77, 152-153; T10 114-115 Counts by ones to 10 or higher: T1: 100-101; T4: 94, 98, 102-105, 112-113; T5: 59-60, 63-64; T8: 140-141 Counts concrete objects to five or higher: T3: 27, 31, 36-37, 44-45, 60, 64, 68-69, 78-79, 84-85, 94, 98, 100-101, 108-109, 116-117; T4: 94, 98, 102-105, 110-113, 118-119; T5: 32-33, 59-60, 63-64, 78-79, 104-105, 116-117; T8: 144-145; T9: 72-73, 128, 132; T10: 59-60, 63-64
V.A.4. Child demonstrates that the order of the counting sequence	The Following Supports this Objective: Combines, separates, and names "how many" concrete objects:

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is always the same, regardless of what is counted.	T2: 26, 30; T5: 25-27, 29-33, 38-41, 50-51, 60-61, 64-65, 68-69, 76-79, 94-95, 98-99, 104-105, 116-117; T8: 110-111, 150-151; T9: 40-43, 76-77, 152-153; T10 114-115 Counts by ones to 10 or higher: T1: 100-101; T4: 94, 98, 102-105, 112-113; T5: 59-60, 63-64; T8: 140-141 Counts concrete objects to five or higher: T3: 27, 31, 36-37, 44-45, 60, 64, 68-69, 78-79, 84-85, 94, 98, 100-101, 108-109, 116-117; T4: 94, 98, 102-105, 110-113, 118-119; T5: 32-33, 59-60, 63-64, 78-79, 104-105, 116-117; T8: 144-145; T9: 72-73, 128, 132; T10: 59-60, 63-64
V.A.5. Child counts up to 10 items, and demonstrates that the last count indicates how many items were counted.	The Following Provides Opportunities to Meet this Objective: Combines, separates, and names "how many" concrete objects: T2: 26, 30; T5: 25-27, 29-33, 38-41, 50-51, 60-61, 64-65, 68-69, 76-79, 94-95, 98-99, 104-105, 116-117; T8: 110-111, 150-151; T9: 40-43, 76-77, 152-153; T10 114-115 Counts concrete objects to five or higher: T3: 27, 31, 36-37, 44-45, 60, 64, 68-69, 78-79, 84-85, 94, 98, 100-101, 108-109, 116-117; T4: 94, 98, 102-105, 110-113, 118-119; T5: 32-33, 59-60, 63-64, 78-79, 104-105, 116-117; T8: 144-145; T9: 72-73, 128, 132; T10: 59-60, 63-64
V.A.6. Child demonstrates understanding that when counting, the items can be chosen in any order.	The Following Provides Opportunities to Meet this Objective: Combines, separates, and names "how many" concrete objects: T2: 26, 30; T5: 25-27, 29-33, 38-41, 50-51, 60-61, 64-65, 68-69, 76-79, 94-95, 98-99, 104-105, 116-117; T8: 110-111, 150-151; T9: 40-43, 76-77, 152-153; T10 114-115 Counts concrete objects to five or higher: T3: 27, 31, 36-37, 44-45, 60, 64, 68-69, 78-79, 84-85, 94, 98, 100-101, 108-109, 116-117; T4: 94, 98, 102-105, 110-113, 118-119; T5: 32-33, 59-60, 63-64, 78-79, 104-105, 116-117; T8: 144-145; T9: 72-73, 128, 132; T10: 59-60, 63-64
V.A.7. Child uses the verbal ordinal terms.	Concept Card #5, #6, #8
V.A.8. Child verbally identifies, without counting, the number of objects from 1 to 5.	Begins to name ""how many"" are in a group of up to three (or more) objects without counting: T3: 34-37, 42-43
V.A.9. Child recognizes one-digit numerals, 0-9.	Recognizes and describes the concept of zero: T3: 26, 30, 60-61, 64-65, 68-69; T4: 118-119
<b>B. Adding To/Taking Away Skills</b>	
V.B.1. Child uses concrete models or makes a verbal word problem for adding up to 5 objects.	Combines, separates, and names "how many" concrete objects: T2: 26, 30; T5: 25-27, 29-33, 38-41, 50-51, 60-61, 64-65, 68-69, 76-79, 94-95, 98-99, 104-105, 116-117; T8: 110-111, 150-151; T9: 40-43, 76-77, 152-153; T10 114-115
V.B.2. Child uses concrete models or makes a verbal word problem for subtracting 1-5 objects from a set.	Combines, separates, and names "how many" concrete objects: T2: 26, 30; T5: 25-27, 29-33, 38-41, 50-51, 60-61, 64-65, 68-69, 76-79, 94-95, 98-99, 104-105, 116-117; T8: 110-111, 150-151; T9: 40-43, 76-77, 152-153; T10 114-115
V.B.3. Child uses informal strategies to share or divide up to 10 items equally.	The Following Provides Opportunities to Meet this Objective: Combines, separates, and names "how many" concrete objects: T2: 26, 30; T5: 25-27, 29-33, 38-41, 50-51, 60-61, 64-65, 68-69, 76-79, 94-95, 98-99, 104-105, 116-117; T8: 110-111, 150-151; T9: 40-43, 76-77, 152-153; T10 114-115
<b>C. Geometry and Spatial Sense</b>	

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<b>Skills</b>	
V.C.1. Child names common shapes.	Begins to recognize, describe, and name shapes: T7: 26-27, 30-31, 34-37, 40-41, 44-45, 48-51, 59-61, 63-65, 70-73, 80-81; T9: 106-107
V.C.2. Child creates shapes.	Uses colors, surface textures, and shapes to create form and meaning: T1: 26-27, 30-31, 76-77; T2: 59-61, 63-65; T3: 60-61, 64-65, 76-77; T4: 60, 64; T5: 25-27, 29-31, 106-107; T6: 26-27, 30-31; T7: 26-27, 30-31, 38-39, 42-43, 60-61, 64-65, 72-73, 80-81, 84-85; T8: 76-77, 129, 133; T9: 59-61, 63-65, 93-95, 97-99, 144-145; T10: 25-27, 29-31, 46-47, 59-61, 63-65, 80-81, 93-95, 97-99
V.C.3. Child demonstrates use of location words (such as “over”, “under”, “above”, “on”, “beside”, “next to”, “between”, “in front of”, “near”, “far”, etc.).	Begins to use words to indicate relative location: T5: 25-27, 29-31, 84-85, 112-113
V.C.4. Child slides, flips, and turns shapes to demonstrate that the shapes remain the same.	Begins to investigate and predict results of putting together two or more shapes: T4: 60, 64; T7: 70-71; T7: 74-75
<b>D. Measurement Skills</b>	
V.D.1. Child recognizes and compares heights or lengths of people or objects.	The Following Provides Opportunities to Meet this Objective: Begins to make size comparisons between objects: T2: 94-95, 98-99, 102-105, 110-113, 118-119; T6: 26-27, 30-31, 34-37, 42-43; T8: 26, 30; T10: 94-95, 98-99, 127-129, 131-133, 150-151 Begins to order two or three objects by size: T6: 60, 64, 78-79 Begins to use tools to imitate measuring: T6: 26-27, 30-31, 44-45, 50-51, 68-71, 104-105, 110; T8: 59, 61, 63, 65, 138-139, 146-147; T10: 128, 132 Compares objects and organisms and identifies similarities and differences: T2: 26, 30; T5: 60, 61, 64, 65, 80-81; T8: 110-111, 150-151; T9: 40-41, 42-43, 76-77, 152-153 Uses simple measuring devices to learn about objects and organisms: T7: 42-43
V.D.2. Child recognizes how much can be placed within an object.	Begins to use tools to imitate measuring: T6: 26-27, 30-31, 44-45, 50-51, 68-71, 104-105, 110; T8: 59, 61, 63, 65, 138-139, 146-147; T10: 128, 132 Fills a shape with solids or liquids: T7: 144-145; T8: 26, 30, 34-37, 44-45 Uses simple measuring devices to learn about objects and organisms: T7: 42-43
V.D.3. Child informally recognizes and compares weights of objects or people.	The Following Provides Opportunities to Meet this Objective: Begins to make size comparisons between objects: T2: 94-95, 98-99, 102-105, 110-113, 118-119; T6: 26-27, 30-31, 34-37, 42-43; T8: 26, 30; T10: 94-95, 98-99, 127-129, 131-133, 150-151 Begins to order two or three objects by size: T6: 60, 64, 78-79 Begins to use tools to imitate measuring: T6: 26-27, 30-31, 44-45, 50-51, 68-71, 104-105, 110; T8: 59, 61, 63, 65, 138-139, 146-147; T10: 128, 132 Compares objects and organisms and identifies similarities and differences: T2: 26, 30; T5: 60, 61, 64, 65, 80-81; T8: 110-111, 150-151; T9: 40-41, 42-43, 76-77, 152-153

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V.D.4. Child uses language to describe concepts associated with the passing of time.	<p>Uses simple measuring devices to learn about objects and organisms: T7: 42-43</p> <p>Begins to categorize time intervals and uses language associated with time in everyday situations: T2: 36-37; T5: 114-115; T6: 42-43; T8: 94, 98, 102-105, 118-119; T9: 60, 64</p> <p>Recognizes changes in the environment over time: T2: 114-115; T8: 59-60, 63-64, 78-79; T9: 127, 129, 131, 133; T10: 84-84, 128-129, 132-133, 136-137</p> <p>Begins to use tools to imitate measuring: T6: 26-27, 30-31, 44-45, 50-51, 68-71, 104-105, 110; T8: 59, 61, 63, 65, 138-139, 146-147; T10: 128, 132</p>
<b>E. Classification and Patterns Skills</b>	
V.E.1. Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.	<p>Compares objects and organisms and identifies similarities and differences: T2: 26, 30; T5: 60, 61, 64, 65, 80-81; T8: 110-111, 150-151; T9: 40-41, 42-43, 76-77, 152-153</p> <p>Groups organisms and objects as living nor nonliving and begins to identify things people have built: T2: 60-61, 64-65; T5: 60-61, 64-65, 72-73; T7: 144-147; T9: 134-135</p> <p>Identifies similarities and differences among objects and organisms: T8: 25-27, 29-31, 46-47; T9: 68-69, 82-83, 108-109</p> <p>Sorts objects and organisms into groups and begins to describe how groups were organized: T1: 60, 64, 68, 70-71, 78-79, 82-83, 94, 98, 102, 104-105, 112-113; T2: 94-95, 98-99, 112-113; T4: 26, 30; T5: 94-95, 98-99; T6: 94-95, 98-99; T7: 26-27, 30-31; T8: 59-61, 63-65, 110-111; T9: 76-77, 94, 98, 100-101, 104-105, 110-115, 118-119, 136-137, 140-141, 150-151; T10: 26-27, 30-31, 74-75, 116-117, 136-137, 140-141</p> <p>Uses one or more senses to observe and learn about objects, events, organisms, and phenomena: T1: 59-61, 63-65; T2: 106-107; T3: 26, 30, 59-61, 63-65, 80-81; T4: 84-85, 94-95, 98-99; T7: 66-67, 76-77; T8: 25-27, 29-31, 34-35, 40-41, 50-51, 127-129, 131-133; T9: 48-49, 116-117; T10: 32-33, 59-61, 63-65, 116-117</p>
V.E.2. Child collects data and organizes it in a graphic representation.	<p>Participates in creating and using real and pictorial graphs: T2: 60, 64; T3: 110-111; T8: 94-95, 98-99, 144-145; T9: 76-77, 128, 132, 148-151; T10: 26, 30, 34-35, 38-39, 108-109, 116-117</p>
V.E.3. Child recognizes and creates patterns.	<p>Begins to predict what comes next when patterns are extended: T2: 60, 64, 68-69, 74-75, 84-85; T6: 46-47</p> <p>Recognizes and reproduces simple patterns of concrete objects: T2: 42-45, 50-51, 60, 64, 72-75</p>
<b>VI. Science</b>	
<b>A. Physical Science Skills</b>	
VI.A.1. Child describes, observes, and investigates properties and characteristics of common objects.	<p>Asks questions about objects, events, and organisms and describes observations: T1: 60-61, 64-65; T2: 93-95, 97-99; T3: 106-107; T4: 59-60, 63-64; T5: 42-43; T6: 59, 63; T9: 59-61, 63-65</p> <p>Begins to observe changes in size, color, patterns, weather, and sound: T4: 38-39; T6: 110; T7: 68-69; T10: 42-43, 72-73, 102-103</p> <p>Begins to perform simple investigations: T1: 93, 95, 97, 99; T3: 59-61, 63-65; T4: 59-60, 63-64; T6: 26-27, 30-31; T7: 42-45; T9: 128-129, 132-133; T10: 127-129, 131-133</p> <p>Begins to use scientific words and phrases to describe objects, events, and some living things: T3: 80-81; T7: 127-128, 131-132; T9: 26-27, 30-31, 112-113; T10: 93-95, 97-99, 106-107</p>

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	<p>Begins to use tools to imitate measuring: T6: 26-27, 30-31, 44-45, 50-51, 68-71, 104-105, 110; T8: 59, 61, 63, 65, 138-139, 146-147; T10: 128, 132</p> <p>Describes observations: T2: 26, 30; T3: 80-81; T4: 114-115; T5: 25-27, 29-30; T6: 84-85; T7: 76-77; T8: 44-45, 74-75, 80-81, 93-95, 97-99; T9: 38-39, 44-45, 76-77, 102-103, 112-113, 127-129, 131-133; T10: 60, 64, 66-67, 127-129, 131-133</p> <p>Describes properties of objects and characteristics of living things: T1: 38-39; T2: 106-107, 110-111; T3: 61, 65, 94-95, 98-99; T8: 134-135, 138-139; T9: 25-27, 29-31, 78-79, 93-95, 97-99, 114-115, 136-137; T10: 44-45, 134-135, 144-145</p> <p>Describes similarities and differences about objects: T1: 26-27, 30-31, 34-35, 46-49; T6: 59-60, 63-64; T7: 93, 97; T8: 128, 132; T9: 93-95, 97-99; T10: 60, 64</p> <p>Gathers information using simple tools such as a magnifying lens and an eyedropper: T3: 106-107; T8: 106-107; T9: 112-113</p> <p>Shares observations and findings through pictures, discussions, or dramatizations: T1: 26-27, 30-31; T4: 26-27, 30-31, 50-51; T7: 25-27, 29-31; T8: 59-61, 63-65, 93-95, 97-98, 106-107, 114-115, 127-128, 131-132; T9: 38-39, 74-75; T10: 25-27, 29-31</p> <p>Shows an interest in investigating unfamiliar objects, events, organisms, and phenomena: T2: 93-95, 97-99; T3: 61, 65, 94-95, 98-99; T5: 93-95, 97-99; T7: 60-61, 64-65, 102-103; T8: 38-39; T9: 93-95, 97-99; T10: 148-149</p> <p>Sorts objects and organisms into groups and begins to describe how groups were organized: T1: 60, 64, 68, 70-71, 78-79, 82-83, 94, 98, 102, 104-105, 112-113; T2: 94-95, 98-99, 112-113; T4: 26, 30; T5: 94-95, 98-99; T6: 94-95, 98-99; T7: 26-27, 30-31; T8: 59-61, 63-65, 110-111; T9: 76-77, 94, 98, 100-101, 104-105, 110-115, 118-119, 136-137, 140-141, 150-151; T10: 26-27, 30-31, 74-75, 116-117, 136-137, 140-141</p> <p>Uses one or more senses to observe and learn about objects, events, organisms, and phenomena: T1: 59-61, 63-65; T2: 106-107; T3: 26, 30, 59-61, 63-65, 80-81; T4: 84-85, 94-95, 98-99; T7: 66-67, 76-77; T8: 25-27, 29-31, 34-35, 40-41, 50-51, 127-129, 131-133; T9: 48-49, 116-117; T10: 32-33, 59-61, 63-65, 116-117</p> <p>The Following Provides Opportunities to Meet this Objective:</p> <p>Begins to perform simple investigations: T1: 93, 95, 97, 99; T3: 59-61, 63-65; T4: 59-60, 63-64; T6: 26-27, 30-31; T7: 42-45; T9: 128-129, 132-133; T10: 127-129, 131-133</p> <p>Begins to use words that indicate where things are in space: T1: 72-73; T3: 66-67; T7: 93-94, 97-98, 102-103, 106-107, 110-113, 116-117, 128-129, 132-133; T8: 128-129, 132-133; T9: 25-27, 29-31, 42-43, 59-61, 63-65, 68-71, 74-75, 78-79, 84-85</p> <p>Begins to use words to indicate relative location: T5: 25-27, 29-31, 84-85, 112-113</p> <p>Shows an interest in investigating unfamiliar objects, events, organisms, and phenomena: T2: 93-95, 97-99; T3: 61, 65, 94-95, 98-99; T5: 93-95, 97-99; T7: 60-61, 64-65, 102-103; T8: 38-39; T9: 93-95, 97-99; T10: 148-149</p>
VI.A.2. Child investigates and describes position and motion of objects.	
VI.A.3. Child uses simple measuring devices to learn about objects.	<p>Begins to use tools to imitate measuring: T6: 26-27, 30-31, 44-45, 50-51, 68-71, 104-105, 110; T8: 59, 61, 63, 65, 138-139, 146-147;</p>

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<p>VI.A.4. Child investigates and describes sources of energy including light, heat, and electricity.</p>	<p>T10: 128, 132 Uses simple measuring devices to learn about objects and organisms: T7: 42-43 The Following Provides Opportunities to Meet this Objective: Begins to perform simple investigations: T1: 93, 95, 97, 99; T3: 59-61, 63-65; T4: 59-60, 63-64; T6: 26-27, 30-31; T7: 42-45; T9: 128-129, 132-133; T10: 127-129, 131-133 Shows an interest in investigating unfamiliar objects, events, organisms, and phenomena: T2: 93-95, 97-99; T3: 61, 65, 94-95, 98-99; T5: 93-95, 97-99; T7: 60-61, 64-65, 102-103; T8: 38-39; T9: 93-95, 97-99; T10 148-149</p>
<p><b>B. Life Sciences Skills</b></p>	
<p>VI.B.1. Child identifies and describes the characteristics of organisms.</p>	<p>Asks questions about objects, events, and organisms and describes observations: T1: 60-61, 64-65; T2: 93-95, 97-99; T3: 106-107; T4: 59-60, 63-64; T5: 42-43; T6: 59, 63; T9: 59-61, 63-65 Begins to perform simple investigations: T1: 93, 95, 97, 99; T3: 59-61, 63-65; T4: 59-60, 63-64; T6: 26-27, 30-31; T7: 42-45; T9: 128-129, 132-133; T10: 127-129, 131-133 Begins to recognize that living things have similar needs for water, food, and air: T9: 38-39, 138-139, 142-143, 146-147; T10: 38-39, 110-111, 142-143 Begins to use scientific words and phrases to describe objects, events, and some living things: T3: 80-81; T7: 127-128, 131-132; T9: 26-27, 30-31, 112-113; T10: 93-95, 97-99, 106-107 Compares objects and organisms and identifies similarities and differences: T2: 26, 30; T5: 60, 61, 64, 65, 80-81; T8: 110-111, 150-151; T9: 40-41, 42-43, 76-77, 152-153 Describes properties of objects and characteristics of living things: T1: 38-39; T2: 106-107, 110-111; T3: 61, 65, 94-95, 98-99; T8: 134-135, 138-139; T9: 25-27, 29-31, 78-79, 93-95, 97-99, 114-115, 136-137; T10 44-45, 134-135, 144-145 Groups organisms and objects as living nor nonliving and begins to identify things people have built: T2: 60-61, 64-65; T5: 60-61, 64-65, 72-73; T7: 144-147; T9: 134-135 Identifies animals and plants as living things: T1: 93, 95, 97, 99; T5: 72-73; T9: 102-103, 134-135; T10: 94-95, 98-99, 142-145 Identifies similarities and differences among objects and organisms: T8: 25-27, 29-31, 46-47; T9: 68-69, 82-83, 108-109 Shows an interest in investigating unfamiliar objects, events, organisms, and phenomena: T2: 93-95, 97-99; T3: 61, 65, 94-95, 98-99; T5: 93-95, 97-99; T7: 60-61, 64-65, 102-103; T8: 38-39; T9: 93-95, 97-99; T10 148-149 Sorts objects and organisms into groups and begins to describe how groups were organized: T1: 60, 64, 68, 70-71, 78-79, 82-83, 94, 98, 102, 104-105, 112-113; T2: 94-95, 98-99, 112-113; T4: 26, 30; T5: 94-95, 98-99; T6: 94-95, 98-99; T7: 26-27, 30-31; T8: 59-61, 63-65, 110-111; T9: 76-77, 94, 98, 100-101, 104-105, 110-115, 118-119, 136-137, 140-141, 150-151; T10: 26-27, 30-31, 74-75, 116-117, 136-137, 140-141 Uses one or more senses to observe and learn about objects, events, organisms, and phenomena: T1: 59-61, 63-65; T2: 106-107; T3: 26, 30, 59-61, 63-65, 80-81; T4: 84-85, 94-95, 98-99; T7:</p>

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	66-67, 76-77; T8: 25-27, 29-31, 34-35, 40-41, 50-51, 127-129, 131-133; T9: 48-49, 116-117; T10: 32-33, 59-61, 63-65, 116-117 Uses simple measuring devices to learn about objects and organisms: T7: 42-43
VI.B.2. Child describes life cycles of organisms.	T9: 127, 131; Science Posters: <i>How a Chick Develops, The Monarch Butterfly, Watch How Things Grow</i>
VI.B.3. Child recognizes, observes, and discusses the relationship of organisms to their environments.	The Following Provides Opportunities to Meet this Objective: Asks questions about objects, events, and organisms and describes observations: T1: 60-61, 64-65; T2: 93-95, 97-99; T3: 106-107; T4: 59-60, 63-64; T5: 42-43; T6: 59, 63; T9: 59-61, 63-65 Begins to recognize that living things have similar needs for water, food, and air: T9: 38-39, 138-139, 142-143, 146-147; T10: 38-39, 110-111, 142-143 Describes properties of objects and characteristics of living things: T1: 38-39; T2: 106-107, 110-111; T3: 61, 65, 94-95, 98-99; T8: 134-135, 138-139; T9: 25-27, 29-31, 78-79, 93-95, 97-99, 114-115, 136-137; T10 44-45, 134-135, 144-145 Recognizes changes in the environment over time: T2: 114-115; T8: 59-60, 63-64, 78-79; T9: 127, 129, 131, 133; T10: 84-84, 128-129, 132-133, 136-137 Shows an interest in investigating unfamiliar objects, events, organisms, and phenomena: T2: 93-95, 97-99; T3: 61, 65, 94-95, 98-99; T5: 93-95, 97-99; T7: 60-61, 64-65, 102-103; T8: 38-39; T9: 93-95, 97-99; T10 148-149 Uses one or more senses to observe and learn about objects, events, organisms, and phenomena: T1: 59-61, 63-65; T2: 106-107; T3: 26, 30, 59-61, 63-65, 80-81; T4: 84-85, 94-95, 98-99; T7: 66-67, 76-77; T8: 25-27, 29-31, 34-35, 40-41, 50-51, 127-129, 131-133; T9: 48-49, 116-117; T10: 32-33, 59-61, 63-65, 116-117
<b>C. Earth and Space Science Skills</b>	
VI.C.1. Child identifies, compares, discusses earth materials, and their properties and uses.	Compares objects and organisms and identifies similarities and differences: T2: 26, 30; T5: 60, 61, 64, 65, 80-81; T8: 110-111, 150-151; T9: 40-41, 42-43, 76-77, 152-153 Observes and describes properties of rocks, soil, and water: T6: 26-27, 30-31
VI.C.2. Child identifies, observes, and discusses objects in the sky.	The Following Provides Opportunities to Meet this Objective: Uses one or more senses to observe and learn about objects, events, organisms, and phenomena: T1: 59-61, 63-65; T2: 106-107; T3: 26, 30, 59-61, 63-65, 80-81; T4: 84-85, 94-95, 98-99; T7: 66-67, 76-77; T8: 25-27, 29-31, 34-35, 40-41, 50-51, 127-129, 131-133; T9: 48-49, 116-117; T10: 32-33, 59-61, 63-65, 116-117
VI.C.3. Child observes and describes what happens during changes in the earth and sky.	The Following Provides Opportunities to Meet this Objective: Uses one or more senses to observe and learn about objects, events, organisms, and phenomena: T1: 59-61, 63-65; T2: 106-107; T3: 26, 30, 59-61, 63-65, 80-81; T4: 84-85, 94-95, 98-99; T7: 66-67, 76-77; T8: 25-27, 29-31, 34-35, 40-41, 50-51, 127-129, 131-133; T9: 48-49, 116-117; T10: 32-33, 59-61, 63-65, 116-117
VI.C.4 Child demonstrates the importance of caring for our environment and our planet.	The Following Provides Opportunities to Meet this Objective: Recognizes changes in the environment over time: T2: 114-115; T8: 59-60, 63-64, 78-79; T9: 127, 129, 131, 133; T10: 84-84, 128-129, 132-133, 136-137
<b>D. Personal Safety and Health Skills</b>	

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VI.D.1. Child practices good habits of personal safety.	<p>Becomes aware of routine healthy behavior: T2: 60, 64; T4: 48-49; T6: 26-27, 30-31; T9: 129, 133; T10: 26, 30</p> <p>Begins to demonstrate safe practices and appropriate use of materials: T1: 25-27, 29-31; T3: 25-27, 29-31; T4: 42-43; T9: 112-113</p> <p>Begins to follow health promoting routines: T1: 25-27, 29-31, 94-95, 98-99; T2: 26, 30, 94, 98; T3: 26-27, 30-31, 60-61, 64-65, 95, 99; T4: 114-115; T5: 95, 99; T6: 94-95, 98-99; T7: 27, 31, 60-61, 64-65, 95, 99, 128-129, 132-133; T8: 27, 31, 94, 98, 128-129, 132-133; T9: 26, 30, 59, 61, 63, 65, 127, 129, 131, 133; T10: 60-61, 64-65, 129, 133</p> <p>Knows about safe behavior around bodies of water: T4: 26-27, 30-31, 44-45; T8: 26, 30, 61, 65; T10: 95, 99, 128-129, 132-133</p> <p>Knows how to cross a street safely: T4: 44-45, 100-101; T5: 60, 64, 84-85; T6: 50-51</p> <p>Knows how to get help from a parent and/or trusted adult when made to feel uncomfortable or unsafe by another person/adult: T4: 95, 99; T5: 100, 116-117; T6: 93, 97; T9: 27, 31</p> <p>Knows how to seek help in an emergency: T1: 59, 63; T4: 36-37; T6: 106; T7: 106-107</p> <p>Knows never to eat substances that are not food: T1: 25-27, 29-31; T2: 93, 95, 97, 99; T5: 27, 31; T6: 61, 65; T7: 27, 31; T8: 95, 99; T9: 94-95, 98-99; T10: 60-61, 64-65</p> <p>Knows never to take medicine unless it is administered by an adult: T4: 27, 31, 42-43</p> <p>Knows not to talk to, accept rides from, or take treats from strangers: T5: 116-117</p>
VI.D.2. Child practices good habits of personal health and hygiene.	<p>Becomes aware of routine healthy behavior: T2: 60, 64; T4: 48-49; T6: 26-27, 30-31; T9: 129, 133; T10: 26, 30</p> <p>Begins to follow health promoting routines: T1: 25-27, 29-31, 94-95, 98-99; T2: 26, 30, 94, 98; T3: 26-27, 30-31, 60-61, 64-65, 95, 99; T4: 114-115; T5: 95, 99; T6: 94-95, 98-99; T7: 27, 31, 60-61, 64-65, 95, 99, 128-129, 132-133; T8: 27, 31, 94, 98, 128-129, 132-133; T9: 26, 30, 59, 61, 63, 65, 127, 129, 131, 133; T10: 60-61, 64-65, 129, 133</p>
VI.D.3. Child identifies good habits of nutrition and exercise.	<p>Begins to recognize and select healthy foods: T1: 95, 99; T2: 46-47; T3: 26, 30; T4: 38-39, 59-60, 63-64, 106-107; T5: 27, 31, 46-47; T6: 61, 65, 70-72</p> <p>Begins to understand the need for exercise and rest: T1: 61, 65; T2: 26, 30, 60-61, 64-65, 72-73; T3: 95, 99; T4: 59-61, 63-65, 72-73; T5: 61, 65; T6: 27, 31; T7: 95, 99; T8: 129, 133; T9: 60-61, 64-65; T10: 27, 31, 144-145</p> <p>Prepares simple healthy snack: T3: 61, 65; T4: 84-85; T8: 61, 65; T9: 94, 98; T10: 114-115</p>
VII. Social Studies	
<b>A. People, Past and Present Skills</b>	
VII.A.1. Child identifies similarities and differences in characteristics of people.	<p>Identifies among himself/herself and classmates as well as people from other cultures: T2: 25, 29</p> <p>Identifies similarities about himself/herself and classmates as well as among himself/herself and people from other cultures: T1: 42-43, 61, 65; T2: 94, 98; T3: 59-61, 63-65; T4: 68-69; T5: 74-75; T6: 34-35; T8: 61, 65, 72-73</p>

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VII.A.2. Child identifies similarities and differences in characteristics of families.	The Following Provides Opportunities to Meet this Objective: Understands the roles, responsibilities, and services provided by community workers: T1: 80-81, 104-105; T4: 102-103, 112-113; T5: 48-49, 94-95, 98-99, 108-109; T6: 80-81, 93-95, 97-101, 106
VII.A.3. Child organizes their life around events, time, and routines.	The Following Provides Opportunities to Meet this Objective: Begins to categorize time intervals and uses language associated with time in everyday situations: T2: 36-37; T5: 114-115; T6: 42-43; T8: 94, 98, 102-105, 118-119; T9: 60, 64 Uses language to express common routines and familiar scripts: T1: 40-41, 74-75; T2: 68-69, 74-75, 108-109; T3: 78-79, 104-105; T4: 42-43; T5: 32-33; T6: 102-103; T7: 74-75; T10 146-147
<b>B. Economic Skills</b>	
VII.B.1. Child demonstrates that all people need food, clothing, and shelter.	Begins to recognize that living things have similar needs for water, food, and air: T9: 38-39, 138-139, 142-143, 146-147; T10: 38-39, 110-111, 142-143 Understands the basic human needs of all people for food, clothing, and shelter: T2: 61, 65, 80-81, 84-85; T4: 80-81; T9: 46-49
VII.B. 2. Child participates in activities to help them become aware of what it means to be a consumer.	Becomes aware of what it means to be a consumer: T1: 95, 99; T5: 95, 99, 110-111; T6: 104-105; T8: 128, 132
VII.B.3. Child discusses the roles and responsibilities of community workers.	Understands the roles, responsibilities, and services provided by community workers: T1: 80-81, 104-105; T4: 102-103, 112-113; T5: 48-49, 94-95, 98-99, 108-109; T6: 80-81, 93-95, 97-101, 106
<b>C. Geography Skills</b>	
VII.C.1. Child identifies and creates common features in her immediate environment.	Begins to recognize patterns in their environment: T2: 25-27, 29-30, 34-35, 44-45; T7: 70-71 Identifies common features in the home and school environment: T1: 70-71, 80-81; T2: 40-41, 72-73, 100-101; T5: 78-79
<b>D. Citizenship Skills</b>	
VII.D.1. Child identifies flags of the United States and Texas.	
VII.D.2. Child recites the Pledge of Allegiance to the United States flag and the state flag and observes a moment of silence*.	
VII.D.3. The child engages in voting as a method for group decision-making.	
VII.D.4. The child identifies similarities among people like himself and classmates as well as among himself and people from other cultures.	Identifies similarities about himself/herself and classmates as well as among himself/herself and people from other cultures: T1: 42-43, 61, 65; T2: 94, 98; T3: 59-61, 63-65; T4: 68-69; T5: 74-75; T6: 34-35; T8: 61, 65, 72-73
<b>VIII. Fine Arts</b>	
<b>A. Art Skills</b>	
VIII.A.1. Child uses a variety of art materials and activities for sensory experience and exploration.	Uses a variety of materials to create original artwork: T1: 110-111; T10: 59-61, 63-65; T2: 25-26, 29-30, 38-39, 94-95, 98-99; T3: 25-27, 29-31, 60-61, 64-65, 94-95, 98-99; T4: 46-47, 110-111; T5: 38-39, 93-95, 97-99, 110-111; T6: 46-47, 72-73, 95, 99; T7: 25-27, 29-31, 60-61, 64-65, 127-129, 131-133, 152-153; T8: 26,

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	30, 46-47; T9: 72-73, 93-95, 97-99, 110-11 Uses colors, surface textures, and shapes to create form and meaning: T1: 26-27, 30-31, 76-77; T2: 59-61, 63-65; T3: 60-61, 64-65, 76-77; T4: 60, 64; T5: 25-27, 29-31, 106-107; T6: 26-27, 30-31; T7: 26-27, 30-31, 38-39, 42-43, 60-61, 64-65, 72-73, 80-81, 84-85; T8: 76-77, 129, 133; T9: 59-61, 63-65, 93-95, 97-99, 144-145; T10: 25-27, 29-31, 46-47, 59-61, 63-65, 80-81, 93-95, 97-99
VIII.A.2. Child uses art as a form of creative self-expression and representation.	Begins to use art as a form of self-expression: T1: 50-51, 60-61, 64-65, 93-94, 97-98; T2: 76-77, 94, 98; T3: 25-27, 29-31, 38-39; T6: 50-51, 60-61, 64-65; T7: 68-69; T8: 106-107; T9: 25-27, 29-31, 80-81; T10: 140-141
VIII.A.3. Child demonstrates interest in and shows appreciation for the creative work of others.	Begins to show interest in the artwork of others: T1: 61, 65; T2: 46-47; T3: 110, 111; T4: 26, 30; T8: 60-61, 64-65, 94-95, 98-99; T9: 144-145
<b>B. Music Skills</b>	
VIII.B.1. Child participates in classroom music activities.	Participates in classroom music activities: T1: 78-79, 100-101; T2: 38-39, 48-49, 82-83; T3: 82-83, 102-103, 112-113; T4: 106-109, 116-117; T5: 66-67, 82-83, 114-115; T6: 36-37, 74-75; T7: 66-67, 76-77, 82-83, 148-151; T8: 32-33; T9: 100-101, 128-129, 132-133, 142-143; T10: 42-45, 48-49
VIII.B.2. Child responds to different musical styles through movement and play.	Begins to respond to music of various tempos through movement: T3: 112-113; T5: 46-47; T9: 128, 132; T10: 128, 132
<b>C. Dramatic Expression Skills</b>	
VIII.C.1. Child creates or recreates stories, moods, or experiences through dramatic representations.	Begins to create or recreate stories, moods, or experiences through dramatic representations: T1: 84-85, 95, 99; T2: 104-105; T3: 50-51; T4: 27, 31, 34-35, 66-67, 76-77; T5: 32-35, 68-69, 104-105; T6: 25, 27, 29, 31, 78-79, 118-119; T7: 116-117, 127, 131, 136-137, 140-141; T8: 26-27, 30-31, 148-149; T9: 61, 65, 116-117; T10: 26-27, 30-31
<b>IX. Physical Development</b>	
<b>A. Gross Motor Development Skills</b>	
IX.A.1. Child demonstrates coordination and balance in isolation (may not yet coordinate consistently with a partner).	Becomes more able to move from one place to another in different ways: T3: 26-27, 30-31, 38-39, 95, 99; T4: 93, 95, 97, 99; T6: 26-27, 30-31; T8: 27, 31, 140-141; T9: 78-79 Begins to coordinate arms and legs: T4: 61, 65; T6: 26-27, 30-31; T7: 93-95, 97-99, 104-105, 108-109; T9: 70-71
IX.A.2. Child coordinates sequence of movements to perform tasks.	Becomes more able to move from one place to another in different ways: T3: 26-27, 30-31, 38-39, 95, 99; T4: 93, 95, 97, 99; T6: 26-27, 30-31; T8: 27, 31, 140-141; T9: 78-79 Begins to move in rhythm: T1: 32-33, 44-45, 52, 82-83; T3: 114-115; T5: 27, 31, 48-49; T6: 76-77; T10: 76-77 Begins to participate in group games involving movement: T1: 44-45, 52; T3: 48-49, 116-117; T6: 38-39, 61, 65, 70-71, 84-85; T9: 36-37, 108-109; T10: 26-27, 30-31, 66-67, 76-77 Begins to respond to music of various tempos through movement: T3: 112-113; T5: 46-47; T9: 128, 132; T10: 128, 132 Moves within a space of defined boundaries, changing body configuration to accommodate the space: T1: 27, 31; T2: 61, 65; T3: 36-37; T4: 61, 65; T5: 40-41; T7: 61, 65
<b>B. Fine-Motor Development Skills</b>	

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IX.B.1. Child shows control of tasks that require small-muscle strength and control.	<p>Begins to hold writing tool with fingers instead of fist: T1: 93-95, 97-99; T5: 25-27, 29-31; T7: 60-61, 64-65; T8: 60-61, 64-65, 94-95, 98-99, 128, 132; T9: 25-26, 29-30, 93-95, 97-99, 128, 132; T10: 59, 63, 93-95, 97-99, 127-128, 131-132</p> <p>Begins to develop pincer control in picking up objects: T1: 25-27, 29-31; T2: 94-95, 98-99; T6: 59, 61, 63, 65; T7: 93-95, 97-99, 127-129, 131-133; T8: 60-61, 64-65, 93-95, 97-99; T9: 127-129, 131-133; T10: 94-95, 98-99, 127-129 and 131-133</p> <p>Begins to manipulate play objects that have fine parts: T2: 26, 30, 94, 98; T4: 94-95, 98-99; T5: 94-95, 98-99; T6: 93-95, 97-99; T7: 25-27, 29-31, 110-111, 128-129, 132-133; T8: 26-27, 30-31; T9: 59-61, 63-65; T10: 26, 30</p> <p>Explore by manipulating materials with simple equipment: T3: 25-27, 29-31; T4: 94, 98; T6: 94, 98; T7: 93-95, 97-99; T9: 144-145</p>
IX.B.2. Child shows increasing control of tasks that require eye-hand coordination.	<p>Begins to play catch with a bean bag or a large ball: T2: 76-77; T7: 32-33; T10: 70-71</p> <p>Begins to practice self-help skills: T6: 93, 97; T10: 76-77</p> <p>Creates simple representations of home, school, or community through drawings or block constructions: T1: 26-27, 30-31, 61, 65; T2: 95, 99, 106-107; T5: 25, 27, 29, 31, 78-79, 112-113; T7: 93, 97, 129, 133</p> <p>Puts together puzzles of increasing complexity: T7: 134-135; T9: 140-141; T10: 148-149</p> <p>Shares observations and findings through pictures, discussions, or dramatizations: T1: 26-27, 30-31; T4: 26-27, 30-31, 50-51; T7: 25-27, 29-31; T8: 59-61, 63-65, 93-95, 97-98, 106-107, 114-115, 127-128, 131-132; T9: 38-39, 74-75; T10: 25-27, 29-31</p> <p>Uses a variety of materials to create original artwork: T1: 110-111; T10: 59-61, 63-65; T2: 25-26, 29-30, 38-39, 94-95, 98-99; T3: 25-27, 29-31, 60-61, 64-65, 94-95, 98-99; T4: 46-47, 110-111; T5: 38-39, 93-95, 97-99, 110-111; T6: 46-47, 72-73, 95, 99; T7: 25-27, 29-31, 60-61, 64-65, 127-129, 131-133, 152-153; T8: 26, 30, 46-47; T9: 72-73, 93-95, 97-99, 110-111</p>
X. Technology <b>A. Technology and Devices Skills</b>	
X.A.1. Child opens and navigates through software programs designed to enhance development of appropriate concepts.	<p>Enjoys listening to and interacting with electronic story books and information texts in electronic forms: T1: 25-26, 29-30; T3: 59-60, 63-64; T5: 94, 98; T6: 25-26, 29-30; T7: 93-94, 97-98; T8: 93-94, 97-98; T9: 60, 64; T10: 93-94, 97-98</p> <p>Follows basic oral and pictorial cues for operating programs successfully: T1: 60, 64; T2: 59-60, 63-64; T3: 26, 30, 94, 98; T4: 60, 64; T6: 60, 64, 93, 97; T7: 25-26, 29-30, 93-94, 97-98; T8: 59-60, 63-64, 127, 131; T9: 128, 132; T10: 60, 64</p> <p>Starts, uses, and exits software programs: T1: 60, 64; T2: 59-60, 63-64; T4: 25, 29, 93-94, 97-98; T5: 60, 64, 94, 98; T6: 25-26, 29-30; T7: 25-26, 29-30, 127, 131; T8: 26, 30, 127, 131; T9: 60, 64, 128, 132; T10: 26, 30</p> <p>Uses a variety of software packages with audio, video and graphics to enhance learning experiences: T1: 94, 98; T2: 25-26, 29-30, 94, 98; T3: 26, 30, 94, 98; T4: 93-94, 97-98; T5: 60, 64; T6: 93, 97; T7: 127, 131; T8: 93-94, 97-98; T9: 93, 97; T10: 128, 132</p>

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X.A.2. Child uses and names a variety of computer input devices, such as mouse, keyboard, voice/sound recorder, touch screen, CD-ROM.	Begins to use technical terminology, such as "mouse," "keyboard," "printer," "CD-ROM": T1: 94, 98; T2: 94, 98; T4: 25, 29; T5: 26, 30; T7: 59-60, 63-64; T8: 59-60, 63-64; T9: 25-26, 29-30, 93, 97; T10: 26, 30, 93-94, 97-98 Uses a variety of input devices, such as mouse, keyboard, voice/sound recorder, and touch screen: T1: 26, 30; T2: 25-26, 29-30; T3: 59-60, 63-64; T4: 60, 64; T5: 26, 30; T6: 60, 64; T7: 59-60, 63-64; T8: 26, 30; T9: 25-26, 29-30; T10: 60, 64, 128, 132
X.A.3. Child operates voice/sound recorders and touch screens.	Uses a variety of input devices, such as mouse, keyboard, voice/sound recorder, and touch screen: T1: 26, 30; T2: 25-26, 29-30; T3: 59-60, 63-64; T4: 60, 64; T5: 26, 30; T6: 60, 64; T7: 59-60, 63-64; T8: 26, 30; T9: 25-26, 29-30; T10: 60, 64, 128, 132
X.A.4. Child uses software applications to create and express own ideas.	The Following Provides Opportunities to Meet this Objective: Starts, uses, and exits software programs: T1: 60, 64; T2: 59-60, 63-64; T4: 25, 29, 93-94, 97-98; T5: 60, 64, 94, 98; T6: 25-26, 29-30; T7: 25-26, 29-30, 127, 131; T8: 26, 30, 127, 131; T9: 60, 64, 128, 132; T10: 26, 30 Uses a variety of software packages with audio, video and graphics to enhance learning experiences: T1: 94, 98; T2: 25-26, 29-30, 94, 98; T3: 26, 30, 94, 98; T4: 93-94, 97-98; T5: 60, 64; T6: 93, 97; T7: 127, 131; T8: 93-94, 97-98; T9: 93, 97; T10: 128, 132
X.A.5. Child recognizes that information is accessible through the use of technology.	Enjoys listening to and interacting with electronic story books and information texts in electronic forms: T1: 25-26, 29-30; T3: 59-60, 63-64; T5: 94, 98; T6: 25-26, 29-30; T7: 93-94, 97-98; T8: 93-94, 97-98; T9: 60, 64; T10: 93-94, 97-98