

**Scholastic Early Childhood Program
Correlated to the
C.I.R.C.L.E. Preschool Early Language and Literacy Training Program at UT
Health Science Center at Houston**

C.I.R.C.L.E. Objectives	Scholastic Early Childhood Program Matches
BEST PRACTICES	
Domain: Social & Emotional Development	
Domain Element: Self Concept	
<ol style="list-style-type: none"> 1. Begins to develop and express awareness of self in terms of specific abilities, characteristics and preferences. 2. Develops growing capacity for independence in a range of activities, routines, and tasks. 3. Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments. 	<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>Selects books to read based on personal criteria: T3: 118-119</p> <p>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</p>
Domain: Social & Emotional Development	
Domain Element: Self Control	
<ol style="list-style-type: none"> 1. Shows progress in expressing feelings, needs and opinions in difficult situations and conflicts without harming themselves, others, or property. 2. Develops growing understanding of how their actions affect others and begins to accept the consequences of their actions. 3. Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully. 	<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 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>
Domain: Social & Emotional Development	
Domain Element: Cooperation	
<ol style="list-style-type: none"> 1. Increases abilities to sustain interactions with peers by helping, sharing and discussion. 2. Shows increasing abilities to use compromise and discussion in working, playing and resolving conflicts with peers. 3. Develops increasing abilities to give and take in interactions; to take turns in games or using materials; and to interact without being overly submissive or directive. 	<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>

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Domain: Social & Emotional Development	
Domain Element: Social Relationships	
<ol style="list-style-type: none"> 1. Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults. 2. Shows progress in developing friendships with peers. 3. Progresses in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others 	<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>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</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; 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>
Domain: Approaches to Learning	
Domain Element: Initiative and Curiosity	
<ol style="list-style-type: none"> 1. Chooses to participate in an increasing variety of tasks and activities. 2. Develops increased ability to make independent choices. 3. Approaches tasks and activities with increased flexibility, imagination and inventiveness. 4. Grows in eagerness to learn about and discuss a growing range of topics, ideas, and tasks. 	<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>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</p> <p>Begins to practice self-help skills: T6: 93, 97; T10: 76-77</p>

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Domain: Approaches to Learning	
Domain Element: Reasoning and Problem Solving	
1. Develops increasing abilities to classify, compare and contrast objects, events and experiences	<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>Begins to compare the numbers of concrete objects using language: T4: 44-45, 50-51; T10: 142-143</p>
Domain: Creative Art	
Domain Element: Dramatic Play	
1. Participates in a variety of dramatic play activities that become more extended and complex.	<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>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>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</p>

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PHONOLOGICAL AWARENESS	
Domain: Literacy	
Domain Element: Phonological Awareness	
<ol style="list-style-type: none"> 1. Shows increasing ability to discriminate and identify sounds in spoken language 2. Shows growing awareness of beginning and ending sounds of words 3. Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories and poems. 4. Shows growing ability to hear and discriminate separate syllables in words 5. Associates sounds with written words, such as awareness that different words begin with the same sound 	<p>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> <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>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</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>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>
Domain: Creative Arts	
Domain Element: Music	
<ol style="list-style-type: none"> 1. Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances. 	<p>Begins to respond to music of various tempos through movement: T3: 112-113; T5: 46-47; T9: 128, 132; T10: 128, 132</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>

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WRITTEN EXPRESSION	
Domain: Literacy	
Domain Element: Early Writing	
<ol style="list-style-type: none"> 1. Develops understanding that writing is a way of communicating for a variety of purposes. 2. Begins to represent stories and experiences through pictures, dictation, and in play. 3. Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers. 4. Progresses from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their own name. 	<p>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</p> <p>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</p> <p>Attempts to write messages as part of playful activity: T2: 94-95, 98-99</p>
Domain: Physical Health & Development	
Domain Element: Fine Motor Skills	
<ol style="list-style-type: none"> 1. Develops growing strength, dexterity and control needed to use tools such as scissors, paper punch, stapler, and hammer 2. Progresses in abilities to use writing, drawing, and art tools including pencils, markers, chalk, paintbrushes, and various types of technology 	<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 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>

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LANGUAGE DEVELOPMENT	
Domain: Language Development	
Domain Element: Listening & Understanding	
<ol style="list-style-type: none"> 1. Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems. 2. Show progress in understanding and following simple and multiple-step directions. 3. Understanding an increasingly complex and varied vocabulary. 4. For non-English-speaking children, progresses in listening to and understanding English. 	<p>Demonstrates an interest in books and reading through body language and facial expressions: T2: 25-26, 29-30; T3: 102-103; T5: 118-119; T6: 25-27, 29-31; T7: 136-137; T10: 34-35</p> <p>Demonstrates understanding of the sounds and intonation of 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; T9: 66-67, 104-105, 146-147; T10: 32-33, 40-41, 70-71, 100-101</p> <p>Experiments with new language sounds: T1: 116; T2: 82-83; T3: 74-75; T6: 66-67; T9: 40-41; T9: 128-129, 132-133; T10: 66-67</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 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>
Domain: Language Development	
Domain Element: Speaking & Communicating	
<ol style="list-style-type: none"> 1. Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes. 2. Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults. 3. Uses and increasingly complex and varied spoken vocabulary. 4. For non-English-speaking children, progresses in speaking English 	<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>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-</p>

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<p>5. Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity</p>	<p>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>Demonstrates an interest in books and reading through body language and facial expressions: T2: 25-26, 29-30; T3: 102-103; T5: 118-119; T6: 25-27, 29-31; T7: 136-137; T10: 34-35</p> <p>Demonstrates understanding of the sounds and intonation of 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>Experiments with new language sounds: T1: 116; T2: 82-83; T3: 74-75; T6: 66-67; T9: 40-41; T9: 128-129, 132-133; T10: 66-67</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 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>
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PRINT AND BOOK	
Domain: Literacy	
Domain Element: Print Awareness and Concepts	
<ol style="list-style-type: none"> 1. Shows increasing awareness of print in classroom, home and community settings. 2. Develops growing understanding of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and menus. 3. Demonstrates increasing awareness of concepts of print, such as that reading in English moves from top to bottom and from left to right, that speech can be written down, and that print conveys a message. 4. Recognizes a word as a unit of print, or awareness that letters are grouped to forms, and that words are separated by spaces. 	<p>Begins to recognize the association between spoken and written words by following the print as it is read aloud: T2: 34-35; T3: 72-73; T4: 72-73; T5: 80-81; T7: 38-39, 50-51, 84-85, 102-103, 118-119; T9: 46-47; T10: 38-39, 50-51, 72-73, 84-85, 102-103, 118-119</p> <p>Begins to understand some basic print conventions: T1: 46-47; T2: 76-77; T3: 106-107; T4: 72-73, 80-81; T5: 42-43; T6: 106-107, 110; T7: 46-47, 140-141; T8: 84-85, 118-119; T9: 118-119; T10: 84-85</p> <p>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</p> <p>Understands that books and other print resources are handled in specific ways: T4: 46-47, 61, 65; T5: 94-95, 98-99; T9: 148-149</p> <p>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</p>
Domain: Literacy	
Domain Element: Book & Knowledge & Appreciation	
<ol style="list-style-type: none"> 1. Progresses in learning how to handle and care for books, knowing to view one page at a time in sequence from front to back and understanding that a book has a title, author and illustrator. 	<p>Understands that books and other print resources are handled in specific ways: T4: 46-47, 61, 65; T5: 94-95, 98-99; T9: 148-149</p> <p>Shares books and engages in pretend reading with other children: T2: 60-61, 64-65; T6: 38-39, 118-119; T9: 152-153</p> <p>Understands that a book has a title and an author: T3: 34-35; T4: 102-103; T5: 72-73; T6: 76-77, 102-103, 114-115; T7: 72-73; T9: 68-69, 140-141; T10: 72-73</p> <p>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</p>

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MOTIVATION TO READ/READ ALOUD	
Domain: Literacy	
Domain Element: Book Knowledge & Appreciation	
<ol style="list-style-type: none"> Shows growing interest and involvement in listening to and discussing a variety of fiction and non-fiction books and poetry. Shows growing interest in reading-related activities, such as asking to have a favorite book read; choosing to look at books; drawing pictures based on stories; asking to take books home; going to the library; and engaging in pretend-reading with other children. Demonstrates progress in abilities to retell and dictate stories from books and experiences; to act out stories in dramatic play; and to predict what will happen next in the story. 	<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>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>
Domain: Literacy	
Domain Element: Print Awareness & Concepts	
<ol style="list-style-type: none"> Shows progress in recognizing the association between spoken and written words by following print as it is read aloud. 	<p>Begins to recognize the association between spoken and written words by following the print as it is read aloud: T2: 34-35; T3: 72-73; T4: 72-73; T5: 80-81; T7: 38-39, 50-51, 84-85, 102-103, 118-119; T9: 46-47; T10: 38-39, 50-51, 72-73, 84-85, 102-103, 118-119</p>
LETTER KNOWLEDGE	
Domain: Literacy	
Domain Element: Print Awareness & Concepts	
<ol style="list-style-type: none"> Recognizes a word as a unit of print, or awareness that letters are grouped to form words, and that words are separated by spaces. 	<p>Begins to recognize the association between spoken and written words by following the print as it is read aloud: T2: 34-35; T3: 72-73; T4: 72-73; T5: 80-81; T7: 38-39, 50-51, 84-85, 102-103, 118-119; T9: 46-47; T10: 38-39, 50-51, 72-73, 84-85, 102-103, 118-119</p> <p>Begins to understand some basic print conventions: T1: 46-47; T2: 76-77; T3: 106-107; T4: 72-73, 80-81; T5: 42-43; T6: 106-107, 110; T7: 46-47, 140-141; T8: 84-85, 118-119; T9: 118-119; T10: 84-85</p>

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Domain: Literacy	
Domain Element: Alphabet Knowledge	
<ol style="list-style-type: none"> 1. Shows progress in associating the names of letters with their shapes and sounds 2. Identifies at least 10 letters of the alphabet, especially those in their own name. 3. Knows that letters of the alphabet are a special category of visual graphics that can be individually named. 	<p>Begins to associate the names of letters with their shapes: T3: 76-77; T5: 106-107; T7: 93-94, 97-98; T10: 46-47, 114-115</p> <p>Identifies 10 or more printed alphabet letters: T5: 106-107; T9: 106-107; T10: 118-119</p>