



2018-2019

Approach to School Readiness

Early Childhood Education & Parent, Family, and Community Engagement

The City of San Antonio Department of Human Services (DHS) serves as Grantee for the City of San Antonio Head Start Program and Early Head Start-Child Care Partnership (EHS-CCP) Program. DHS provides direct program oversight and monitoring and contracts with education service providers to deliver direct program services and provide early learning opportunities for Head Start eligible children. The *Approach to School Readiness* outlines the steps DHS implements to comply with the *Improving Head Start for School Readiness Act of 2007*.

Head Start Program Education Service Providers	EHS-CCP Program Education Service Providers
Edgewood Independent School District	Blessed Sacrament Academy
	Ella Austin Child Care Center
	Healy Murphy Child Development Center
San Antonio Independent School District	Inman Christian Center
	Seton Home Child Care Center
	YWCA – Olga Madrid Child Care Center

I. Adopt and align established OHS preschool child goals from the Early Learning Framework, establishing clear school readiness goals across domains

The City of San Antonio Department of Human Services (DHS) Head Start Program defines school readiness as children are ready for kindergarten, families are ready to support their learning and schools are ready to receive them. This is achieved through an ongoing holistic approach that integrates all aspects of a child and family's well-being, educational, social, and emotional strengths and needs. Recognizing the importance of all Head Start service areas in promoting school readiness, DHS values the unique role parents/guardians and families play in this process. Parent engagement, education opportunities, ongoing training and technical assistance, community collaboration and high quality early childhood education are central to the school readiness approach.

DHS uses multiple sources of information when establishing and updating the specific school readiness goals. In addition to district plans and priorities, the program utilizes the Head Start annual Self-Assessment report, Community Assessment reports, Strategic Planning goals, CLASS Data,

July 2018

1

surveys, family needs assessments, on-going monitoring reports, and child assessment outcome information to define and develop programmatic goals. School readiness is an ongoing process that evaluates needs, documents activities and supports assessment progress with the children attending the program and their families.

Parents/guardians are an integral part of the process providing teachers with valuable information pertaining to their children’s development and behavior. Information is shared through Ages & Stages Questionnaires (ASQ-3; ASQ-S/E; ASQ-SE-2), home visits, parent conferences and day-to-day interactions. School Readiness information is presented in various ways, including Head Start orientation, Policy Council meetings, Parent Connection Committees, conferences, trainings and handouts to ensure all families are informed of the focus on school readiness. DHS and the Education Service Providers are committed to providing engagement opportunities for parents/guardians to help prepare their child to enter Kindergarten ready to learn and offer activities and events to support parents/guardians’ well-being and continual learning.

Both Head Start and EHS-CCP utilize curricula and assessment tools that are researched-based and align with the Head Start Early Learning Outcomes Framework, Texas Prekindergarten Guidelines, and the Texas Infant, Toddler, and Three-Year-Olds Early Learning Guidelines.

Table 1: Curriculum and Assessment Tools

	Edgewood ISD	San Antonio ISD	EHS-CCP Providers
Curriculum	<ul style="list-style-type: none"> • Big Day for Prek • I am Moving, I am Learning • Cavity Free Kids 	<ul style="list-style-type: none"> • Frog Street • I am Moving, I am Learning • Cavity Free Kids 	<ul style="list-style-type: none"> • Creative Curriculum
Assessments	<ul style="list-style-type: none"> • Learning Accomplishments Profile – 3rd Edition (LAP-3) 	<ul style="list-style-type: none"> • Learning Accomplishments Profile – 3rd Edition (LAP-3) • High Scope Child Observation Record (COR) – For identified children only 	<ul style="list-style-type: none"> • Early Learning Accomplishments Profile (E-LAP) • Learning Accomplishments Profile – 3rd Edition (LAP-3)

DHS sets the *Approach to School Readiness* by guiding conversations with the Education Service Providers and community partners. The *Approach* emphasizes the importance of the most current research and best practices, and continual improvement across all aspects of Head Start and all early education systems.

II. Create and implement a plan of action for achieving the established school readiness goals

In June 2016, DHS held its first annual School Readiness Summit. The focus of the School Readiness Summit was to continue to build a birth to five continuum and develop a set of school readiness goals for the program. The School Readiness Summit team included Grantee staff, teachers, site administrators, child care staff, community members, and parents/guardians. In July 2017, the team revised the school readiness goals for each of the five central domains and created one set of School Readiness Goals for the program birth – five years old.

In partnership with the Education Service Providers, the Head Start and EHS-CCP Programs develop an annual program School Readiness Plan of Action according to the timeline and requirements set by DHS. Goals are identified within the five central domains: Approaches to Learning, Social and Emotional Development, Cognition, Language & Literacy, Cognition and General Development, Perceptual, Motor, and Physical Development. In addition, goals are linked to specific outcomes as defined by the Parent, Family & Community Engagement Framework (PFCE).

The Plan of Action includes program objectives and outcomes aligned to the Head Start Early Learning Outcomes Framework, Texas Prekindergarten Guidelines, Texas Infant, Toddler, and Three-Year-Olds Early Learning Guidelines, and program specific curricula. In addition, the Plan of Action includes specific activities and measures of success related to each Central Domain.

DHS maintains a School Readiness Leadership Team that includes at a minimum, teachers, site administrators, parents/guardians, and Family & Community Support Services staff. The School Readiness Leadership Teams meets to revise and discuss outcomes as applicable to the defined school readiness goals.

III. Assess child progress on an ongoing basis and aggregate and analyze data at multiple times throughout the year

Central to the Head Start philosophy and school readiness is *individualization* for the child and family. Individualization in instruction consists of student-based activities, lessons and assessments that support learning and development based on an individual child's strengths, needs, and interests with input from the child, his/her parents/guardians and data collected through formal and informal assessments.

Formal child assessment data is collected, aggregated, and analyzed three times per year, beginning of the year (BOY), middle of the year (MOY), and end of the year (EOY). Formal assessment data is analyzed at the child, classroom, Education Service Provider, and program level and used to adjust instruction, design professional development opportunities, share with parents/guardians, and/or make program adjustments for improvement and moving the children's progress forward. BOY assessment data provides the baseline of each child's strengths and needs and provides education staff with areas for additional support. MOY assessment data is compared with BOY data to determine gains and identify areas for continued support. EOY assessment data is used to identify student growth and program improvements. At the end of the program year, an analysis and comparison of BOY, MOY, and EOY is completed to identify patterns and trends that indicate student achievement, impact of service delivery, and school readiness goals for the upcoming program year.

Table 2: 2018-2019 Assessment and Data Analysis Report Due Dates

Assessment and Data Reporting	Head Start Due Date	EHS-CCP Due Dates
Beginning of Year Assessment	11/12/2018	11/12/2018
BOY Data Analysis Report	12/19/2018	12/19/2018
Middle of the Year Assessment	02/11/2019	03/08/2019
MOY Data Analysis Report	04/07/2019	04/17/2019
End of the Year Assessment	05/20/2019	06/10/2019
EOY Data Analysis Report	08/07/2019	08/07/2019

V. Examine data for patterns of progress for groups of children in order to revise, or develop and implement plans for program improvement

DHS utilizes multiple sources of data to inform, revise, and update the Approach to School Readiness, including the annual Self-Assessment, Community Assessment, Parent Surveys, formal and informal child assessment data, CLASS scores, monitoring reports and site visits. Education Service Providers work towards continual improvement to review, revise and submit updates to the DHS (*see Table 3*).

Table 3: 2018-2019 School Readiness Goals & Plan of Action Submission Due Dates

Education Service Provider School Readiness Goals	Head Start Due Date	EHS-CCP Due Dates
2018-2019 School Readiness Plan of Action – FINAL	11/1/2018	11/1/2018
School Readiness Plan of Action - Progress Updates	01/12/2019	01/12/2019
School Readiness Plan of Action - Analysis of Achievement	07/28/2019	07/28/2019
2018-2019 School Readiness Plan of Action - Revision and Submission	08/31/2019	08/31/2019

The Classroom Assessment Scoring System (CLASS) is a research and reliability based tool and is used within many early childhood programs across the nation to assess the quality of teacher/child interactions. Reliability trainings are offered by qualified staff on the use and implementation of the CLASS tool.

DHS has implemented a CLASS system and includes an observation period conducted during the program year for both the Head Start and EHS-CCP Programs. Data is analyzed to determine professional development and program improvement planning. Research has shown a relationship between high CLASS scores and positive child outcomes.

DHS works with the Education Service Providers to coordinate opportunities for parents/guardians to learn more about the CLASS tool, and measures and strategies that can be used at home to support ongoing positive adult/child interactions. DHS offers support to the Education

Service Providers to assist with the development and review of the School Readiness Plan of Action and analysis of child assessment data and outcomes.

The following sources of information are used to inform the City of San Antonio School Readiness Plan of Action:

- Community Assessment
- Strategic Planning Goals
- Annual Head Start Self-Assessment Report
- Education Service Provider Procedures and Service plans
- Child Assessment and Data Analysis Reports
- Program level child assessment data
- CLASS Scores
- Parent and staff surveys
- Family Needs Assessments

The Program works to inform all stakeholders and the community of the *Approach to School Readiness* and progress of the children and families by presenting information to the Policy Council and San Antonio City Council, and providing information in the Annual Report on the City of San Antonio's Head Start website.

VI. School Readiness Goals

Approaches to Learning
- Child will become more independent in behavior, actions, and play while exploring and investigating their surroundings.
Social and Emotional Development
- Child will develop social and emotional skills that support on-going positive relationships with self and others.
Language and Literacy
- Child will develop skills in listening and understanding and using words/actions to respond to others.
- Child will understand and demonstrate the use of print, signs, and pictures.
- Child will develop knowledge of how sounds, letters, and words relate to one another and spoken language.
Cognition
- Child will develop skills for reasoning, memory, and problem solving.
- Child will use critical thinking to understand and organize their world.
Perceptual, Motor, and Physical Development
- Child will demonstrate increasing independence in motor skills, self-care, and safety.
- Child will use their senses to understand, organize, and explore their world.



2018-2019
Early Head Start – Child Care Partnership Program
School Readiness Plan of Action
Central Domain: *Approaches to Learning*

School Readiness Goals

- Child will become more independent in behavior, actions, and play while exploring and investigating their surroundings.

Parent, Family, & Community Engagement Outcome(s)

- Families as Lifelong Educators: Parents and families observe, guide, promote, and participate in the everyday learning of their children at home, school, and in their communities

Alignment to the Head Start Early Learning Outcomes Framework (HSELOF)

IT-ATL 2, IT-ATL4, IT-ATL 7

Student Outcomes

Objectives - Children will	Activities*	Measure of Success
<ul style="list-style-type: none">• Child manages actions and behavior with support of familiar adults<ul style="list-style-type: none">○ Participate in and follows everyday routines with the support of familiar adults○ Communicate verbally or non-verbally about basic needs. Manages short delays in getting physical needs met with the support of familiar adults○ Learn and follows some basic rules for managing actions and behavior in familiar settings	<ul style="list-style-type: none">• Children will have opportunities to learn classroom routines and self-regulations through “Can you Do This?” activity (Creative Curriculum, Mighty Minutes 59). Teachers will invite children to do what they do such as put the blocks in the bucket, allowing children to have a turn	<ul style="list-style-type: none">• Increase the % of children that demonstrate proficiency in > 75% of ELAP items aligned to the School Readiness Goal from 64.57% in 2017-2018 to 66.57% in 2018-2019.

Central Domain: *Approaches to Learning*

<ul style="list-style-type: none"> • Child develops the ability to show persistence in actions and behavior <ul style="list-style-type: none"> ○ Persist in learning new skills or solving problems ○ Continue efforts to finish a challenging activity or task with support of an adult 	<ul style="list-style-type: none"> • Children will have opportunities to learn new skills through the “I Can Do It” activity (Creative Curriculum, Mighty Minutes 05). Teacher will observe children as they perform new task and talk about what the child is doing as it happens. 	<ul style="list-style-type: none"> • Increase the % of children that demonstrate proficiency in > 75% of ELAP items aligned to the School Readiness Goal from 62.99% in 2017-2018 to 64.99% in 2018-2019.
<ul style="list-style-type: none"> • Child shows interest in and curiosity about objects, materials, or events <ul style="list-style-type: none"> ○ Ask questions about what things are, how they are used, or what is happening ○ Experiments with different ways of using new objects or materials ○ Shows awareness of and interest in changes in the environment, such as changes in room arrangement, weather, or usual activities 	<ul style="list-style-type: none"> • Children will have opportunities to explore new objects through “What’s in the Bag?” activity (Creative Curriculum, Might Minutes 72). Teachers will place an object in a soft bag or pillow case and invite children to feel the object through the bag while asking questions about the object. 	<ul style="list-style-type: none"> • Increase the % of children that demonstrate proficiency in > 75% of ELAP items aligned to the School Readiness Goal from 63.78% in 2017-2018 to 65.78% in 2018-2019.

**Activities may be modified to accommodate for infants and younger toddlers. Please reference Creative Curriculum, Intentional Teaching Cards for Teaching Sequences.*

Parent Outcomes

Objectives – Parents/Guardians will	Activities	Measure of Success
<ul style="list-style-type: none"> • Share their knowledge of their children with program and teaching staff to inform teaching and learning 	<ul style="list-style-type: none"> • Participate in Home Visits and Parent/Teacher Conferences 	<ul style="list-style-type: none"> • 95% of families will participate in Home Visits and Parent/Teacher Conferences

Infant Teacher Outcomes

Objectives – Teachers will	Activities	Measure of Success
<ul style="list-style-type: none"> Provide opportunities for infants to safely explore and choose options in their surroundings (Facilitated Exploration: Support Exploration) 	<ul style="list-style-type: none"> Creative Curriculum Book Conversation Cards will be utilized in the classroom 	<ul style="list-style-type: none"> A score of 4.6 or greater using CLASS data in the dimension of Facilitated Exploration A score of 5.15 or greater using CLASS data in the dimension of Teacher Sensitivity

Toddler Teacher Outcome

Objectives – Teachers will	Activities	Measure of Success
<ul style="list-style-type: none"> Spend most of their time actively involved with children, providing intentional opportunities and guidance for learning and development. 	<ul style="list-style-type: none"> Creative Curriculum Book Conversation Cards will be utilized in the classroom 	<ul style="list-style-type: none"> A score of 3.67 or greater using CLASS data in the dimension of Facilitation of Learning and Development A score of 5.14 or greater using CLASS data in the dimension of Teacher Sensitivity



2018-2019

Early Head Start – Child Care Partnership Program
School Readiness Plan of Action
Central Domain: *Social & Emotional Development*

School Readiness Goals

- Child will develop social and emotional skills that support on-going positive relationships with self and others.

Parent, Family, & Community Engagement Outcome(s)

- Positive Parent-Child Relationships: Beginning with transitions to parenthood, parents and families develop warm relationships that nurture their child's learning and development

Alignment to the Head Start Early Learning Outcomes Framework (HSELOF)

IT-SE 1, IT- SE 4, IT-SE 8, IT-SE 11, IT-SE 12

Student Outcomes

Objectives – Children will	Activities*	Measure of Success
<ul style="list-style-type: none">• Child develops expectations of consistent, positive interactions through secure relationships with familiar adults<ul style="list-style-type: none">○ Show emotional connection and attachment to familiar adults○ Turn to familiar adults for protection, comfort, and getting needs met	<ul style="list-style-type: none">• Children will have opportunities to express their emotions and feelings through “Actively Listening to Children” activity (Creative Curriculum, SE01) in which teachers will help children learn names for their feelings. This activity should be implemented daily/ongoing.	<ul style="list-style-type: none">• Increase the % of children that demonstrate proficiency in > 75% of ELAP items aligned to the School Readiness Goal from 62.40% in 2017-2018 to 69.29% in 2018-2019.
<ul style="list-style-type: none">• Child show interest in, interacts with and develops personal relationships with other children<ul style="list-style-type: none">○ Show increasing interest in interacting with other children	<ul style="list-style-type: none">• Children will have opportunities to develop successful relationships by learning strategies that will assist them with resolving disagreements and work cooperatively with one another through	<ul style="list-style-type: none">• Increase the % of children that demonstrate proficiency in > 75% of ELAP items aligned to the School Readiness Goal from 62.93% in 2017-2018 to 64.93% in 2018-2019.

Central | Domain: *Social & Emotional Development*

<ul style="list-style-type: none"> ○ Show preference for particular playmates, such as greeting friends by name 	<p>implementation of the “Stop!” activity (Creative Curriculum, SE24). Teachers will model appropriate behaviors through words and actions when conflict arises until it is resolved. This activity should be implemented daily/ongoing.</p>	
<ul style="list-style-type: none"> • Child expresses care and concern towards others <ul style="list-style-type: none"> ○ Show care and concern for others, including comforting others in distress ○ Respond to needs of others and tries to help others with simple tasks 	<ul style="list-style-type: none"> • Children will have opportunities to identify different emotions in themselves and others and learn to respond to emotions appropriately through implementation of the “Take Care of Baby” activity (Creative Curriculum, SE05). Teachers will model caring behavior through the use of baby dolls and accessories allowing children to mimic similar behaviors such as changing a baby’s clothes or feeding them. This activity should be implemented weekly. 	<ul style="list-style-type: none"> • Increase the % of children that demonstrate proficiency in > 75% of ELAP items aligned to the School Readiness Goal from 69.29% in 2017-2018 to 71.29% in 2018-2019.
<ul style="list-style-type: none"> • Child understands some characteristics of self and others <ul style="list-style-type: none"> ○ Recognize own name ○ Identifies some physical characteristics of self, such as hair color, age, gender, or size ○ Recognize some similarities and differences between self and others 	<ul style="list-style-type: none"> • Children will begin to recognize their name as teachers intentionally use children’s names when addressing them throughout the day. • Children will be exposed to different cultures/diversity through pictures and stories 	<ul style="list-style-type: none"> • Increase the % of children that demonstrate proficiency in > 75% of ELAP items aligned to the School Readiness Goal from 50.39% in 2017-2018 to 52.39% in 2018-2019.
<ul style="list-style-type: none"> • Child shows confidence in own abilities through relationships with others <ul style="list-style-type: none"> ○ Show confidence in increasing abilities ○ Show others what they can do 	<ul style="list-style-type: none"> • Children will have opportunities to make good choices through redirection and implementing the “Let’s Try This Instead” activity (Creative Curriculum, SE02). Teachers will provide alternative activities for children to engage in when behavior appears inappropriate. This activity should be implemented daily/ongoing 	<ul style="list-style-type: none"> • Increase the % of children that demonstrate proficiency in > 75% of ELAP items aligned to the School Readiness Goal from 50.39% in 2017-2018 to 52.39% in 2018-2019.

**Activities may be modified to accommodate for infants and younger toddlers. Please reference Creative Curriculum, Intentional Teaching Cards for Teaching Sequences.*

Parent Outcomes

Objectives – Parents/Guardians will	Activities*	Measure of Success
<ul style="list-style-type: none"> Use positive parenting practices - such as attachment and nurturing relationship – that complement the stages of their child’s development 	<ul style="list-style-type: none"> Parent Connection Committee meetings and parent engagement events will be held throughout the year at each EHS-CCP providing parents expand their knowledge about stages of child development. 	<ul style="list-style-type: none"> Establish baseline data June 2019 (pre and post surveys)

**Activities may be modified to accommodate for infants and younger toddlers. Please reference Creative Curriculum, Intentional Teaching Cards for Teaching Sequences.*

Infant Teacher Outcomes

Objectives – Teachers will	Activities	Measure of Success
<ul style="list-style-type: none"> Use a calm tone, respectful language, and gentle touch when moving or holding infants (Relational Climate, Respect for infants’ state, Calm Voice) 	<ul style="list-style-type: none"> Positive Interactions training will be provided for teachers. 	<ul style="list-style-type: none"> A score of 5.55 or greater using CLASS data in the dimension of Relational Climate Decrease in the number of 38 deficiencies cited through the Texas Department of Family and Protective Services Child Care Licensing through inspections, assessments, self-reported incidents and reports.

Toddler Teacher Outcomes

Objectives – Teachers will	Activities	Measure of Success
<ul style="list-style-type: none">Demonstrate respect for the children (Positive Climate, Respect, Warm, Calm, Voice)	<ul style="list-style-type: none">Positive Interactions training will be provided for teachers.	<ul style="list-style-type: none">A score of 5.69 or greater using CLASS data in the dimension of Positive ClimateDecrease in the number of 38 deficiencies cited through the Texas Department of Family and Protective Services Child Care Licensing through inspections, assessments, self-reported incidents and reports.



2018-2019

Early Head Start – Child Care Partnership Program
School Readiness Plan of Action
Central Domain: *Language & Literacy*

School Readiness Goals

- Child will develop skills in listening and understanding and using words/actions to respond to others.
- Child will understand and demonstrate the use of print, signs, and pictures.
- Child will develop knowledge of how sounds, letters, and words relate to one another and spoken language.

Parent, Family, & Community Engagement Outcome(s)

- Families as Lifelong Educators: Parents and families observe, guide, promote, and participate in the everyday learning of their children at home, school, and in their communities

Alignment to the Head Start Early Learning Outcomes Framework (HSELOF)

IT-LC 4, IT-LC 7, IT-LC 8, IT-LC 9, IT-LC 10, IT-LC 11, IT-LC 12, IT-LC 13

Student Outcomes

Objectives – Children will	Activities*	Measure of Success
<ul style="list-style-type: none">• Child uses non-verbal communication and language to engage others in interaction<ul style="list-style-type: none">○ Initiates and responds in conversations with others○ Participate in simple conversations with others that are maintained by back-and-forth exchanges of ideas of information○ Engage in simple conversations by expressing own feelings, thoughts, and ideas to others	<ul style="list-style-type: none">• Children will have opportunities to engage in simple conversations including back and forth exchanges through “Let’s Talk” activity (Creative Curriculum, LL11). Teachers will observe, listen, imitate and respond to children as a means of communicating. Teachers will imitate a child’s vocalization or respond to the child’s words and sounds.	<ul style="list-style-type: none">• Increase the % of children that demonstrate proficiency in > 75% of ELAP items aligned to the School Readiness Goal from 54.33% in 2017-2018 to 56.33% in 2018-2019.

<ul style="list-style-type: none"> • Child uses an increasing number of words in communication and conversation with others <ul style="list-style-type: none"> ○ Show rapid growth in number of words or signs used in conversation with others ○ Demonstrates a vocabulary of at least 300 words in home language ○ Ask questions about the meaning of new words 	<ul style="list-style-type: none"> • Children will have opportunities to learn and gain language skills as teachers describe and talk about what children see, hear, feel, taste and smell through “What Do I See” activity (Creative Curriculum, LL50). 	<ul style="list-style-type: none"> • Increase the % of children that demonstrate proficiency in > 75% of ELAP items aligned to the School Readiness Goal from 58.27% in 2017-2018 to 60.27% in 2018-2019.
<ul style="list-style-type: none"> • Child understands an increasing number of words used in communication with others <ul style="list-style-type: none"> ○ Show understanding of the meaning of common words used in daily activities ○ Attends to new words used in conversation with others ○ Understand most positional words, such as on, under up, or down 	<ul style="list-style-type: none"> • Children will have opportunities to develop an awareness of object permanence and positional words through the “Where Did It Go?” activity (Creative Curriculum, LL56). Teachers will hide objects from view by putting a small towel or scarf over the object to show that even though it cannot be seen it still exists. Teachers may also lift objects up high or down low to introduce positional words. 	<ul style="list-style-type: none"> • Increase the % of children that demonstrate proficiency in > 75% of ELAP items aligned to the School Readiness Goal from 57.48% in 2017-2018 to 59.48% in 2018-2019.
<ul style="list-style-type: none"> • Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs <ul style="list-style-type: none"> ○ Repeat simple familiar rhymes or sings favorite songs ○ Retells familiar stories using props 	<ul style="list-style-type: none"> • Children will have opportunities to explore language and literacy skills that support phonological awareness through the “Reading Rhyming Books” activity (Creative Curriculum, LL26). Teachers will read rhyming books to children during story time. 	<ul style="list-style-type: none"> • Increase the % of children that demonstrate proficiency in > 75% of ELAP items aligned to the School Readiness Goal from 58.27% in 2017-2018 to 60.27% in 2018-2019.
<ul style="list-style-type: none"> • Child handles books and relates them to their stories or information <ul style="list-style-type: none"> ○ Ask to have several favorite books read over and over ○ Hold book, turns pages, and pretends to read 	<ul style="list-style-type: none"> • Children will have opportunities to listen to storybooks repetitively through implementing the “Sharing Storybooks” activity (Creative Curriculum, LL54). Teachers will read children’s favorite stories over and over again while engaging them and making this an interactive experience. 	<ul style="list-style-type: none"> • Increase the % of children that demonstrate proficiency in > 75% of ELAP items aligned to the School Readiness Goal from 33.86% in 2017-2018 to 35.86% in 2018-2019.

<ul style="list-style-type: none"> • Child recognizes pictures and some symbols, signs or words <ul style="list-style-type: none"> ○ Point to and names some letters or characters in their names ○ Recognize familiar signs on a building or street ○ Attribute meaning to some symbols, such as a familiar logo or design 	<ul style="list-style-type: none"> • Children will have opportunities to engage in simple conversation through “What’s in the Picture” activity (Creative Curriculum, LL12). Teachers will show children photos of people, animals, and everyday object to serve as conversation starters which allow children to engage in a variety of discussions. 	<ul style="list-style-type: none"> • Increase the % of children that demonstrate proficiency in > 75% of ELAP items aligned to the School Readiness Goal from 36.22% in 2017-2018 to 38.22% in 2018-2019.
<ul style="list-style-type: none"> • Child comprehends meaning from pictures and stories <ul style="list-style-type: none"> ○ Use pictures as a guide to talk about a story that has been read ○ Ask or answers questions about what is happening in a book or story ○ Identify the feelings of characters in a book or story 	<ul style="list-style-type: none"> • Children will have opportunities to engage in storytelling through “Reading Wordless Books” activity (Creative Curriculum, LL02). Teachers will have access to wordless books to share with children while encouraging them to develop their own story. For younger children teachers will show picture books and use words to describe the pictures. 	<ul style="list-style-type: none"> • Increase the % of children that demonstrate proficiency in > 75% of ELAP items aligned to the School Readiness Goal from 36.22% in 2017-2018 to 38.22% in 2018-2019.
<ul style="list-style-type: none"> • Child marks and uses them to represent objects or actions <ul style="list-style-type: none"> ○ Draw pictures using scribbles and talks with others about what they have made ○ Draw straight lines or curved lines ○ Make letter-like marks or scribbles on paper 	<ul style="list-style-type: none"> • Children will have opportunities to make marks on paper as they begin to practice writing which will eventually take on meaning through the “From Drawing to Writing” activity (Creative Curriculum, LL03). Teachers will provide writing opportunities to children. 	<ul style="list-style-type: none"> • Increase the % of children that demonstrate proficiency in > 75% of ELAP items aligned to the School Readiness Goal from 36.22% in 2017-2018 to 38.22% in 2018-2019.

**Activities may be modified to accommodate for infants and younger toddlers. Please reference Creative Curriculum, Intentional Teaching Cards for Teaching Sequences.*

Parent Outcomes

Objectives– Parents/Guardians will	Activities	Measure of Success
<ul style="list-style-type: none"> Learn the value of the primary language for children’s development and long-term academic success (for parents of dual language learners) 	<ul style="list-style-type: none"> Parent Connection Committee meetings and parent engagement events will be held throughout the year at each EHS-CCP providing parents opportunities expand their knowledge about dual language learners. 	<ul style="list-style-type: none"> Establish baseline data June 2019 (pre and post survey)

Infant Teacher Outcomes

Objectives – Teachers will	Activities	Measure of Success
<ul style="list-style-type: none"> Encourage infants to verbalize by initiating sounds and words with infants or imitating sounds expressed by infants (Early Language Support, Communication support, Imitate or repeat sounds) 	<ul style="list-style-type: none"> Creative Curriculum Book Conversation Cards will be utilized in the classroom 	<ul style="list-style-type: none"> A score of 4.05 or greater using CLASS data in the dimension of Early Language Support

Toddler Teacher Outcomes

Objectives– Teachers will	Activities	Measure of Success
<ul style="list-style-type: none"> Repeat and extend children’s communication attempts and language 	<ul style="list-style-type: none"> Creative Curriculum Book Conversation Cards will be utilized in the classroom 	<ul style="list-style-type: none"> A score of 3.22 or greater using CLASS data in the dimension of Language Modeling



2018-2019

Early Head Start – Child Care Partnership Program
School Readiness Plan of Action
Central Domain: *Cognition*

School Readiness Goals

- Child will develop skills for reasoning, memory, and problem solving.
- Child will use critical thinking to understand and organize their world.

Parent, Family, & Community Engagement Outcome(s)

- Family Connections to Peers and Community: Parents and families form connections with peers and mentors in formal or informal social networks that are supportive and/or educational and that enhance social well-being and community life.

Alignment to the Head Start Early Learning Outcomes Framework (HSELOF)

IT-C 2, IT-C 8, IT-C 10

Student Outcomes

Objectives – Children will	Activities*	Measure of Success
<ul style="list-style-type: none">• Child develops sense of number and quantity<ul style="list-style-type: none">○ Count small number of objects (2-3), sometimes counting the same object twice or using numbers out of order○ Identifies “more” or “less” with a small number of items without needing to count them○ Uses fingers to show how old they are	<ul style="list-style-type: none">• Children will have opportunities to build on their skills for accurate number sequencing through the “Counting Books” activity (Creative Curriculum, M28). Teachers will read counting books to children while encouraging them to count and point along. Teachers may also offer children objects touch as they count along with the story.	<ul style="list-style-type: none">• Increase the % of children that demonstrate proficiency in > 75% of ELAP items aligned to the School Readiness Goal from 37.80% in 2017-2018 to 39.80% in 2018-2019.

Central Domain: *Cognition*

<ul style="list-style-type: none"> Child uses matching and sorting of objectives or people to understand similar and different characteristics <ul style="list-style-type: none"> Sorts toys or other objects by color, shape or size Orders some objects by size Identifies characteristics of people, such as “mom has black hair like me” 	<ul style="list-style-type: none"> Children will have opportunities to experiment with color, shape and size through the “Growing Sizes” activity (Creative Curriculum, M16). Teachers will introduce stacking cups and/or nesting blocks to children to make towers or sort by size. 	<ul style="list-style-type: none"> Increase the % of children that demonstrate proficiency in > 75% of ELAP items aligned to the School Readiness Goal from 37.80% in 2017-2018 to 39.80% in 2018-2019.
<ul style="list-style-type: none"> Child uses understanding of causal relationships to act on social and physical environments <ul style="list-style-type: none"> Make simple predictions about what will happen next, such as in a story or in everyday routines Anticipate some cause and effects of own actions, such as what happens while running with a cup of water 	<ul style="list-style-type: none"> Children will have opportunities to make predictions through the “Ramp Experiments” activity (Creative Curriculum, M14). Teachers will set up two ramps at two different angles and assist children with rolling objects down the ramps. 	<ul style="list-style-type: none"> Increase the % of children that demonstrate proficiency in > 75% of ELAP items aligned to the School Readiness Goal from 63.78% in 2017-2018 to 65.78% in 2018-2019.

**Activities may be modified to accommodate for infants and younger toddlers. Please reference Creative Curriculum, Intentional Teaching Cards for Teaching Sequences.*

Parent Outcomes

Objectives – Parents/Guardians will	Activities	Measure of Success
<ul style="list-style-type: none"> Connect with other parents and families to exchange knowledge and resources 	<ul style="list-style-type: none"> Parent Connection Committee meetings and parent engagement events will be held throughout the year at each EHS-CCP providing parents opportunities to network and interact with each other. 	<ul style="list-style-type: none"> Establish baseline data June 2019 (number of activities/opportunities held)

Infant Teacher Outcomes

Objectives – Teachers will	Activities	Measure of Success
<ul style="list-style-type: none"> Provide opportunities for infants to safely explore and choose options in their surroundings (Facilitated Exploration, Infant Focused, Support Exploration) 	<ul style="list-style-type: none"> Creative Curriculum Book Conversation and Intentional Teaching Cards will be utilized in the classroom 	<ul style="list-style-type: none"> A score of 4.6 or greater using CLASS data in the dimension of Facilitated Exploration

Toddler Teacher Outcomes

Objectives – Teachers will	Activities	Measure of Success
<ul style="list-style-type: none">Facilitate children’s thinking skills through questioning, problem-solving, and prediction activities (Facilitation of Learning and Development, Expansion of cognition, Teacher encourages thinking skills)	<ul style="list-style-type: none">Creative Curriculum Book Conversation and Intentional Teaching Cards will be utilized in the classroom	<ul style="list-style-type: none">A score of 3.67 or greater using CLASS data in the dimension of Facilitation of Learning and Development



2018-2019

Early Head Start – Child Care Partnership Program

School Readiness Plan of Action

Central Domain: *Perceptual, Motor, and Physical Development*

School Readiness Goals

- Child will demonstrate increasing independence in motor skills, self-care, and safety.
- Child will use their senses to understand, organize, and explore their world.

Parent, Family, & Community Engagement Outcome(s)

- Family Well-being: Parents and families are safe, healthy, and have increased financial security

Alignment to the Head Start Early Learning Outcomes Framework (HSELOF)

IT-PMP 1, IT-PMP 8, IT-PMP 9

Student Outcomes

Objectives – Children will	Activities*	Measure of Success
<ul style="list-style-type: none">• Child uses perceptual information to guide motions and interactions with objects, experiences, and interactions<ul style="list-style-type: none">○ Combine information gained through the senses to understand objects, experiences, and interactions	<ul style="list-style-type: none">• Children will have opportunities to engage in fine-motor and sensory experiences through the “Molding Dough” activity, (Creative Curriculum, P12). Teachers will set up a play dough or molding dough area and demonstrate how children can use different tools to manipulate the dough.	<ul style="list-style-type: none">• Increase the % of children that demonstrate proficiency in > 75% of ELAP items aligned to the School Readiness Goal from 56.69% in 2017-2018 to 58.69% in 2018-2019.

Central Domain: *Perceptual, Motor, and Physical Development*

<ul style="list-style-type: none"> ○ Adjust ways of interacting with materials based on sensory and perceptual information, such as pressing harder on clay than on play dough to make something ○ Modifies responses in social situations based on perceptual information, especially when meeting new people, such as hiding their face from an unfamiliar person 		
<ul style="list-style-type: none"> ● Child adjusts reach and grasp to use tools <ul style="list-style-type: none"> ○ Adjust grasp with ease to new tools and materials ○ Uses pincer grasp with thumb and fingers to ○ manipulate small objects or handle tools such as stringing small beads ○ Uses hand tools in a variety of ways, such as a rolling pin with clay or play dough, or a toy shovel with stand 	<ul style="list-style-type: none"> ● Children will have opportunities to challenge their fine-motor and problem-solving skills as they create a string of beads or move beads through infant-safe-wire and bead toy through the “Big Beads” activity, (Creative Curriculum, P21). Teacher will move objects through wire/strings to model for children then invite them to participate. 	<ul style="list-style-type: none"> ● Increase the % of children that demonstrate proficiency in > 75% of ELAP items aligned to the School Readiness Goal from 63.78% in 2017-2018 to 65.78% in 2018-2019.
<ul style="list-style-type: none"> ● Child demonstrates healthy behaviors with increasing independence as part of everyday routines <ul style="list-style-type: none"> ○ Show increasing independence in self-care routines with guidance from adults ○ Put on or takes off some articles of clothing, such as shoes, socks, coats, or hat 	<ul style="list-style-type: none"> ● Children will have opportunities to increase independence in self care routines through “Let’s Practice Dressing” activity, (Creative Curriculum, P15). Teachers will provide dress up clothes with buttons, zippers and snaps for children to practice with. 	<ul style="list-style-type: none"> ● Increase the % of children that demonstrate proficiency in > 75% of ELAP items aligned to the School Readiness Goal from 48.82% in 2017-2018 to 50.82% in 2018-2019.

**Activities may be modified to accommodate for infants and younger toddlers. Please reference Creative Curriculum, Intentional Teaching Cards for Teaching Sequences.*

Parent Outcomes

Objectives – Parents/Guardians will	Activities	Measure of Success
<ul style="list-style-type: none"> Develop relationships with staff that are helpful in supporting the goals they have established for themselves and their children 	<ul style="list-style-type: none"> Participate in Home Visits and Parent/Teacher Conferences 	<ul style="list-style-type: none"> 95% of families will participate in Home Visits and Parent/Teacher Conferences

Infant Teacher Outcomes

Objectives – Teachers will	Activities	Measure of Success
<ul style="list-style-type: none"> Physically orient themselves toward the majority of the infants and regularly look around the room (Teacher Sensitivity, Awareness and cue detection, Attend physically) 	<ul style="list-style-type: none"> PITC training covering responsive care giving 	<ul style="list-style-type: none"> A score of 4.05 or greater using CLASS data in the dimension of Early Language Support

Toddler Teacher Outcomes

Objectives – Teachers will	Activities	Measure of Success
<ul style="list-style-type: none">Respond to children’s needs and bids for attention and provides comfort and assurance to the children (Teacher Sensitivity, Responsiveness, Provides Comfort)	<ul style="list-style-type: none">PITC training covering responsive care giving	<ul style="list-style-type: none">A score of 3.22 or greater using CLASS data in the dimension of Language Modeling



2018-2019
School Readiness Plan of Action
Central Domain: Approaches to Learning

School Readiness Goal

Child will become more independent in behavior, actions, and play while exploring and investigating their surroundings.

Parent, Family, & Community Engagement Outcome(s)

- Positive Parent-Child Relationships
 - Parents and families develop warm relationships that nurture their child's health, development, and learning

Alignment to the Head Start Child Development & Early Learning Framework

P-ATL 2, P-ATL 4, P-ATL 11

Alignment to State Standards

Texas Prekindergarten Guidelines

I.B.1.a., II.A.2. , I.B.1.c., I.A.3., I.A.4.

Alignment to District Curriculum (see attached alignment)

Big Day for Pre-k

Frog Street

Objectives	Performance Measures	Activities
<ul style="list-style-type: none"> Child follows classroom rules and routines with increasing independence Child manages actions, words and behavior with increasing independence Child shows interest in and curiosity about the world around them 	<p>Increase the % of children that score at or above the AVERAGE range in <i>Self-Help</i> from 91% in 2017-2018 to 94% in 2018-2019.</p>	<p><u>Edgewood ISD</u></p> <ul style="list-style-type: none"> Develop positive school culture and climate groups Establish outdoor learning areas which will be used to develop children's curiosity about their world Establish a Conscious Discipline classroom implementation plan <p><u>San Antonio ISD</u></p> <ul style="list-style-type: none"> Create classroom rules with student input Establish classroom signals to help children transition from one activity to the next Role play activities that discuss differences between feeling and behaviors Implement child-initiated center time within the daily schedule
<ul style="list-style-type: none"> Families will participate in parenting education sessions that help identify appropriate practices that complement the stages of their developing child. 	<p>Increase the percentage of families that receive parenting education services from 40% in 2017-2018 to 45% in 2018-2019.</p>	<p><u>Edgewood ISD</u></p> <ul style="list-style-type: none"> Establish Ready Rosie family workshops that provide parents the opportunity to strengthen their parenting skills <p><u>San Antonio ISD</u></p> <ul style="list-style-type: none"> Implement ECE Parent Academies Establish monthly ECE Parent Talks Provide Scholastic School Readiness Kits

<ul style="list-style-type: none"> Teachers will be consistently responsive to students and match his/her support to their needs and abilities 	<p>Increase the percentage of classrooms that score a <u>six</u> or above in <i>Teacher Sensitivity</i> from 43% in 2017-2018 to 50% in 2018-2019.</p>	<p><u>Edgewood ISD</u></p> <ul style="list-style-type: none"> Implement the use of data from Home Visit to help teacher recognize family needs Provide CLASS refresher training Utilize administrator “walk throughs” focused on Teacher Sensitivity <p><u>San Antonio ISD</u></p> <ul style="list-style-type: none"> Teacher training sessions that focus on awareness and responsiveness to children’s current academic and emotional abilities and needs
---	--	---



2018-2019

School Readiness Plan of Action
Central Domain: Social & Emotional Development

School Readiness Goal

Child will develop social and emotional skills that support on-going positive relationships with self and others.

Parent, Family, & Community Engagement Outcome(s)

- Families as Lifelong Educators
 - Parents and families observe, guide, promote, and participate in the everyday learning of their children at home, at school, and in their communities.

Alignment to the Head Start Child Development & Early Learning Framework

P- SE 1, P- SE 3, P- SE 7, P- SE 9, P- SE 10

Alignment to State Standards

Texas Prekindergarten Guidelines

I.C.1., I.C.3., I.C.4., I.C.5., I.C.6., I.C.7., I.D.1., I.B.2.c., I.A.2.,

Alignment to District Curriculum

Big Day for Pre-k

Frog Street

Objectives	Performance Measures	Activities
<ul style="list-style-type: none"> Child engages in and maintains positive relationships and interactions with adults Child engages in and maintains positive interactions and relationships with other children Child expresses care and concern towards others Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests Child expresses confidence in own skills and positive feelings about self 	<p>Increase the % of children that score at or above the AVERAGE range in Personal-Social from 91% in 2017-2018 to 94% in 2018-2019.</p>	<p><u>Edgewood ISD</u></p> <ul style="list-style-type: none"> Implement “Wish you well” routines and other Conscious Discipline Program strategies Establish a “Safe Place” in each classroom Implement specific teaching strategies on the purpose of the “Safe Place” and how to use it Implement a system to highlight examples of positive interactions <p><u>San Antonio ISD</u></p> <ul style="list-style-type: none"> Implement teacher greeting routines and morning meetings Utilize “Wish You Well” board Implement classroom role play activities related to using positive words
<ul style="list-style-type: none"> Families will gain confidence and competence in voicing, acting on, and achieving lifelong learning goals for their children. 	<p>Increase the percentage of Family Life Practice Goals that are met fully or met partially from 63% in 2017-2018 to 65% in 2018-2019.</p>	<p><u>Edgewood ISD</u></p> <ul style="list-style-type: none"> Family Support Workers will share Family Goals with teaching staff <p><u>San Antonio ISD</u></p> <ul style="list-style-type: none"> CARE Program Families and School Together (FAST) Program Parent Zone

<ul style="list-style-type: none"> Teachers will encourage student talk, elicit ideas and perspectives and provide consistent support for student autonomy and leadership. 	<p>Increase the percentage of teachers that score a <u>six</u> or above in <i>Regard for Student Perspective</i> from 35% in 2017-2018 to 40% in 2018-2019.</p>	<p><u>Edgewood ISD</u></p> <ul style="list-style-type: none"> Implement one/one and group coaching sessions to review opportunities for student choices and decision making rights Evaluate classroom environment and set up related to restriction of movement <p><u>San Antonio ISD</u></p> <ul style="list-style-type: none"> Provide professional development for teachers and instructional assistants on Conscious Discipline
---	--	--



2018-2019

School Readiness Plan of Action

Domain: Language & Literacy

School Readiness Goals

Child will develop skills in listening and understanding and using words/actions to respond to others.

Child will understand and demonstrate the use of print, signs, and pictures.

Child will develop knowledge of how sounds, letters, and words relate to one another and spoken language.

Parent, Family, & Community Engagement Outcome(s)

- Families as Lifelong Educators
 - Parents and families observe, guide, promote, and participate in the everyday learning of their children at home, at school, and in their communities.

Alignment to the Head Start Child Development & Early Learning Framework

P- LC 4, P- LC 6, P- LC 7, P- LIT 1, P- LIT 2, P- LIT 3, P- LIT 4, P- LIT 6,

Alignment to State Standards

Texas Prekindergarten Guidelines

II.B.4., II.B.1., II.D.1., III.B.7., III.E.2., III.E.3., III.A.3., III.E.1., III.C.1., III.C.2., III.D.1., III.D.3., IV.A.1., IV.A.2 ., IV.C.1., IV.C.2.

Alignment to District Curriculum

Big Day for Pre-k

Frog Street

Objectives	Performance Measures	Activities
<ul style="list-style-type: none"> • Child understands, follows and uses appropriate social and conversational rules • Child understands and uses a wide variety of words for a variety of purposes • Child shows understanding of word categories and relationships among words • Child demonstrates awareness that spoken language is composed of smaller segments of sound • Child demonstrates understanding of how print is used and the rules that govern how print works • Child identifies letters of the alphabet and produces correct sounds associated with letters • Child demonstrates an understanding of narrative and structure through storytelling/retelling • Child writes for a variety of purposes using increasingly sophisticated marks 	<p>Increase the percentage of children that score at or above the AVERAGE range in <i>Language</i> from 72% in 2017-2018 to 75% in 2018-2019.</p>	<p><u>Edgewood ISD</u></p> <ul style="list-style-type: none"> • Complete PreK 4 SA training series focused on language and literacy • Implement journal writing strategies • Attend PreK4SA interactive writing training • Mid-year data review with focus on language and literacy • Provide I-station training for classroom paraprofessionals • Develop 'print rich' classrooms with appropriate items labeled • Conduct a gallery walk with teachers to observe and discuss writing centers/strategies • Provide training on using unstructured times to engage students in conversation for paraprofessionals <p><u>San Antonio ISD</u></p> <ul style="list-style-type: none"> • Utilize songs, chants, rhymes to promote language and literacy skills throughout the day • Implement literacy learning time within daily schedule • Develop a 'print-rich' environment throughout each classroom center and district school buses • Implement Morning Message strategies and routines • Incorporate active storytelling strategies- acting out story/role play

<ul style="list-style-type: none"> Parents will enjoy and celebrate their child's learning and developmental accomplishments 	<p>Maintain 90% or higher agreement on the Parent Survey related to parents sharing information about their child with his/her teacher.</p> <p>Increase the percentage of Family Life Practice Goals that are met fully or met partially from 63% in 2017-2018 to 65% in 2018-2019.</p>	<p><u>Edgewood ISD</u></p> <ul style="list-style-type: none"> Provide parents a monthly event calendar that includes at least one parent event Teachers and FSWs conduct BOY home visits with a focus on child's strengths Use a variety of methods to communicate child's progress with parents <p><u>San Antonio ISD</u></p> <ul style="list-style-type: none"> Implement ECE Parent Academies Establish monthly ECE Parent Talks Provide Scholastic School Readiness Kits
<ul style="list-style-type: none"> Teachers will engage in frequent conversations with children, map their own actions and student action with language, and use advanced language with students. 	<p>Increase the percentage of teachers that score a three or above in Language Modeling from 52% in 2017-2018 to 55% in 2019-2020.</p>	<p><u>Edgewood ISD</u></p> <ul style="list-style-type: none"> Provide training in language modeling for teaching staff Implement one/one and group coaching sessions to review opportunities for language development Implement student learning objectives established by teachers in language development Utilize administrator "walk throughs" focused on Language Development <p><u>San Antonio ISD</u></p> <ul style="list-style-type: none"> Observe and coach teachers on how to provide frequent feedback loops



2018-2019

School Readiness Plan of Action

Central Domain: Cognition

School Readiness Goals

Child will develop skills for reasoning, memory, and problem solving.

Child will use critical thinking to understand and organize their world.

Parent, Family, & Community Engagement Outcome(s)

- **Families as Learners**

- Parents and families advance their own learning interests through education, training and other experiences that support their parenting, careers, and life goals.

Alignment to the Head Start Child Development & Early Learning Framework

P- MATH 1, P- MATH 7, P- MATH 8, P- MATH 9, P- SCI 1, P- SCI 3, P- SCI 4

Alignment to State Standards

Texas Prekindergarten Guidelines

V.A.2., V.A.3., V.A.4., V.A.9., V.A.6., V.E.3., V.D.1., VI.A.3., V.C.1., V.C.2., V.C.3., V.C.4., VI.A.1., VI.B.1., VI.A.3., VI.B.1., VI.A.3., VI.C.1., VI.B.1., VI.B.3.

Alignment to District Curriculum

Big Day for Pre-k

Frog Street

Objectives	Performance Measures	Activities
<ul style="list-style-type: none"> Child knows number names and the count sequence Child understands simple patterns Child measures objects by their various attributes using standard and non-standard measurement- makes comparisons Child identifies, describes, compares and composes shapes Child observes and describes objects, materials, organisms and events Child compares and categorizes observable objects, materials, organisms and events Child asks a question, gathers information and makes predictions 	<p>Increase the percentage of children that score at or above the AVERAGE range in <i>Cognitive</i> from 83% in 2017-2018 to 85% in 2018-2019.</p>	<p><u>Edgewood ISD</u></p> <ul style="list-style-type: none"> Implement planning protocol to increase teacher knowledge and understanding of Texas Prekindergarten Guidelines Increase science and math materials in indoor and outdoor learning areas <p><u>San Antonio ISD</u></p> <ul style="list-style-type: none"> Increase the use of open-ended questions to develop and encourage problem solving skills Utilize songs, chants and rhymes that incorporate math and numeracy throughout the day
<ul style="list-style-type: none"> Parents identify their strengths as learners, and reflect on their parenting, career and life interests. 	<p>Increase the <u>number of parents/guardians</u> that <i>complete a grade level in school, complete high school or are awarded a GED, complete an associate, baccalaureate or advanced degree, or complete a job training program, professional certificate, or license</i> during the program year from 742 in 2017-2018 to 800 in 2018-2019.</p>	<p><u>Edgewood ISD</u></p> <ul style="list-style-type: none"> Implement onsite Child Development Associate Credential Class <p><u>San Antonio ISD</u></p> <ul style="list-style-type: none"> CARE Program Families and School Together (FAST) Program Parent Zone

<ul style="list-style-type: none"> Teachers will ask how and why questions and engage children in problem solving, connect concepts, integrate activities with previous knowledge, and relate lessons and activities to children's lives. 	<p>Increase the percentage of teachers that score at or above a <i>three</i> in <i>Concept Development</i> from 41% in 2017-2018 to 45% in 2019-2020.</p>	<p><u>Edgewood ISD</u></p> <ul style="list-style-type: none"> Grade level planning session with instructional coaches focused on <i>HOW and WHY</i> questions Provide CLASS refresher training focused on Concept Development Utilize administrator "walk throughs" focused on Concept Development Teachers will work together to plan science centers for each theme that include a problem solving component <p><u>San Antonio ISD</u></p> <ul style="list-style-type: none"> Implement one/one and group coaching sessions to emphasize strategies on how to engage children in to observe, investigate, describe and discuss the world around them
--	---	---



2018-2019

School Readiness Plan of Action

Central Domain: Perceptual, Motor, and Physical Development

School Readiness Goals

Child will demonstrate increasing independence in motor skills, self-care, and safety.

Child will use their senses to understand, organize, and explore their world.

Parent, Family, & Community Engagement Outcome(s)

- **Family Well-being**
 - Parents and families are safe, healthy, and have increased financial security.

Alignment to the Head Start Child Development & Early Learning Framework

PMP 2, P- PMP 3, P- PMP 4, P- PMP 6

Alignment to State Standards

Texas Prekindergarten Guidelines

IX.A.1., IX.A.2., IX.B.1., IX.B.1., IX.B.2., IX.C.2., IX.C.1.,

Alignment to District Curriculum

Big Day for Pre-k

Frog Street

Objectives	Performance Measures	Activities
<ul style="list-style-type: none"> Child uses perceptual information to guide motions and interactions with objects and other people Child demonstrates increasing control, strength and coordination of small muscles Child demonstrates personal hygiene and self-care skills Child demonstrates knowledge of personal safety practices and routines 	<p>Increase the percentage of children that score at or above the AVERAGE range in <i>Gross Motor</i> from 94% in 2017-2018 to 95% in 2018-2019.</p> <p>Increase the % of children that score at or above the AVERAGE range in <i>Self-Help</i> from 91% in 2017-2018 to 94% in 2018-2019.</p>	<p><u>Edgewood ISD</u></p> <ul style="list-style-type: none"> Include Gross Motor Team in planning session using LAP data. Incorporate supplemental programs into the gross motor classroom Increase fine motor activities in classroom centers and outdoor learning experiences Implement bi-weekly instructional planning with gross motor team on each campus Implement monitoring system for gross motor and self-help practices <p><u>San Antonio ISD</u></p> <ul style="list-style-type: none"> Implement direct instruction of physical development into daily schedule Incorporate indoor and outdoor activities that support health and development Teacher modeling of gross and fine motor skills Incorporate GoNoodle to weekly schedules
<ul style="list-style-type: none"> Parents will gain confidence to address any family specific needs and/or interests related to: Safety, Housing stability, Health and Mental Health, Employment and job skills development, Budget and finances, and financial literacy. 	<p>Increase the percentage of <i>Support for Children Goals</i> that are met fully or met partially from 68% in 2017-2018 to 75% in 2018-2019.</p>	<p><u>Edgewood ISD</u></p> <ul style="list-style-type: none"> FSWs will share family needs assessment results with teachers Monthly opportunities for families to attend on-site educational sessions <p><u>San Antonio ISD</u></p> <ul style="list-style-type: none"> Emergency Preparedness Workshops Financial Empowerment Workshops Metro Health-<i>All About Teeth</i> Workshops Parent Nutrition and Food Demonstrations

<ul style="list-style-type: none"> Teachers will maximize learning time, provide clear instructions, ensuring students know what to do, so that there is little wandering. 	<p>Increase the percentage of teachers that score at or above a <u>six</u> in Productivity from 53% in 2017-2018 to 55% in 2019-2020.</p>	<p><u>Edgewood ISD</u></p> <ul style="list-style-type: none"> Conduct BOY “walkthroughs” to assess classroom set up, schedules, routines Provide transition training for teachers and paraprofessionals Create a transition “look for” instrument to help guide what should occur during transition times <p><u>San Antonio ISD</u></p> <ul style="list-style-type: none"> Plan and provide Professional Development opportunities on self and parallel talk
---	--	--



School Readiness Goals Alignment

Approaches to Learning

Child will become more independent in behavior, actions, and play while exploring and investigating their surroundings.

Objectives	Texas Prekindergarten Guidelines Alignment	Frog Street Prekindergarten	Scholastic Big Day for Pre-K
P-ATL 2 Child follows classroom rules and routines with increasing independence	<p>I.B.1.a. Child follows classroom rules and routines with occasional reminders from teacher.</p> <p>II.A.2. Child shows understanding by following two-step oral directions and usually follows three-step directions.</p>	<p>TG1: 25, 26, 41, 45, 154; TG2: 43, 49, 61; TG3: 106, 118; TG4: 30, 34, 42, 48, 51; TG5: 14, 58; TG6: 28, 34, 48; TG7: 28, 94, 100, 118, 142; TG8: 40, 64, 100, 106, 112; TG9: 46, 137, 144, 145;</p>	<p>T1: 14-15, 16-17, 18-19, 22-23, 24-25, 26-27, 30-31, 42-43, 46-47, 50-51, 64-65, 68-69, 76-77, 106-107, 110-111, 114-115, 118-119, 122-123, 126-127, 130-131, 134-135, 142-143, 156-157, 162-163 T2: 60-61, 160-161, T4: 134-135, T5: 22-23 T6: 132-133, 142-143, 162-163 T1: 4, 5, 6, 7, 14-15, 30-31, 32-33, 42-43, 46-47, 50-51, 80-81, 84-85, 86-87, 94-95, 106-107, 108-109, 138-139, 140-141, 142-143, 168-169 T2: 26-27, 48-49, 62-63, 68-69, 94-95, 118-119, 156-157, 168-169 T3: 4, 5, 6, 7, 18-19, 26-27, 32-33, 92-93, 94-95, 106-107, 108-109, 118-119, 134-135, 152-153, 172-173, 178-179 T4: 4, 5, 6, 7, 40-41, 62-63, 72-73, 88-89, 126-127, 162-163, 188-189 T5: 4, 5, 6, 7, 70-71, 138-139, 152-153, 186-187 T6: 4, 5, 6, 7, 106-107, 116-117, 122-123, 142-143, 156-157, 160-161 T7: 4, 5, 6, 7, 48-49, 50-51, 86-87, 114-115, 142-143, 152-153, 162-163, 172-173, 178-179 T8: 30-31, 68-69, 94-95, 96-97, 106-107, 130-131</p>



School Readiness Goals Alignment

P-ATL 4 Child manages actions, words and behavior with increasing independence	<p>I.B.1.c. Child regulates his own behavior with occasional reminders or assistance from teacher.</p> <p>I.A.3. Child shows reasonable opinion of his own abilities and limitations.</p>	<p>TG1: 26, 27, 28, 41, 45; TG2: 22, 28, 34, 40, 46, 64, 94; TG3: 112, 118; TG4: 34, 42, 107, 108; TG5: 28, 58, 100; TG6: 31, 34, 45; TG7: 94, 118, 142, 154; TG8: 63, 141, 148; TG9: 28, 46, 131, 144,</p>	<p>T1: 16-17, 18-19, 32-33, 62-63, 70-71, 72-73, 78-79, 116- T2: 18-19, 140-141 T4: 64-65 T5: 48-49, 68-69 T8: 124-125</p>
P- ATL 11 Child shows interest in and curiosity about the world around them	<p>I.A.4. Child shows initiative in independent situations and persists in attempting to solve problems.</p>		<p>T1:154-155 T2:4, 5, 6, 7 T3:4, 5, 6, 7 T4:4, 5, 6, 7 T5:4, 5, 6, 7 T6:4,5 T7:4,5,6 T8:4,5,6</p>



School Readiness Goals Alignment

Social and Emotional Development

Child will develop social and emotional skills that support on-going positive relationships with self and others.

Objectives	Texas Prekindergarten Guidelines Alignment	Frog Street Prekindergarten	Scholastic Big Day for Pre-K
P- SE 1 Child engages in and maintains positive relationships and interactions with adults	<p>I.C.1. Child uses effective verbal and non-verbal communication skills to build relationships with teachers/adults.</p> <p>I.C.5. Child initiates problem-solving strategies and seeks adult help when necessary.</p>	<p>TG1: 22, 25, 28, 39, 40, 42, 47, 48, 51, 58, 64, 70, 76, 82, 106, 118, 136, 143; TG2: 47, 58, 82, 94, 101, 102, 149; TG3: 22, 34, 40, 58, 64, 82, 106, 118, 148; TG4: 25, 31, 37, 102, 107; TG5: 22, 76; TG6: 24, 51, 58, 63; TG7: 94, 100, 142, 154; TG8: 58, 64, 94, 106, 112, 130; TG9: 143, 147, 148, 150, 153;</p>	<p>T1:5, 6, 7, 96-97, 184-185, 188-189 T6:186-187 T7:84-85 T8:26-27, 110-111</p>
P- SE 3 Child engages in and maintains positive interactions and relationships with other children	<p>I.C.3. Child shows competence in initiating social interactions</p> <p>I.C.4. Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal.</p> <p>I.C.7. Child interacts with a variety of playmates and may have preferred friends.</p>	<p>TG1: 28, 42, 46, 48, 63, 69, 70, 136, 142; TG2: 99, 101, 102; TG3: 28, 34, 40, 64, 94, 154; TG4: 45, 106, 154; TG5: 82, 94, 138, 142; TG6: 24, 34, 40, 118, 121, 123; TG7: 37, 94, 154; TG8: 76, 106, 112, 142; TG9: 34, 143, 152, 153, 156 TG1: 24, 27, 37, 49, 68, 77, 79, 94, 97; TG2: 28, 34, 46, 99, 105, 120, 123; TG3: 71, 76, 82, 112, 115, 118, 121, 122, 123, 137; TG4: 22, 25, 31, 37, 40, 43, 49, 66, 70, 109, 115, 157; TG5: 34, 40, 41, 46, 60, 61, 64, 106, 118; TG6: 22, 28, 63, 64, 70, 76, 94, 99, 106, 110, 121, 123, 132, 136, 142, 148; TG7: 34, 39, 46, 63, 64, 70, 75, 81, 82, 100, 106, 112, 118, 148, 154, 159; TG8: 22, 45, 46, 64, 69, 70, 82, 130, 133, 137, 148, 151, 154, 159; TG9: 28, 33, 34,</p>	<p>T1:14-15, 18-19, 30-31, 42-43, 60-61, 62-63, 68-69, 76-77, 86-87, 92-93, 96-97, 106-107, 110-111, 118-119, 124-125, 132-133, 138-139, 140-141, 152-153, 160-161, 168-169, 170-171, 172-173, 178-179, 186-187 T2: 4, 5, 6, 94-95, 170-171, 176-177, 180-181 T3: 86-87, 114-115, 124-125, 132-133, 140-141, 164-165, 170-171, 184-185 T4: 80-81, 114-115, 132-133, 140-141, 162-163, 168-169, 178-179, 184-185 T5: 32-33, 106-107, 110-111, 134-135 T6: 34-35, 172-173, 188-189 T7: 48-49, 80-81, 96-97 T8: 26-27, 122-123 T1: 5, 6, 7, 96-97, 184-185, 188-189</p>



School Readiness Goals Alignment

		37, 40, 64, 100, 130, 136, 142, 148, 153, 156 TG1: 46, 147; TG2: 94, 96, 100, 102, 103, 106, 107, 113, 119, 120, 123; TG3: 58, 71, 136, 142; TG4: 45, 106, 136; TG5: 76, 80, 83, 101, 142, 148; TG6: 118, 120, 122; TG7: 14, 45, 136; TG8: 64, 100, 136, 148; TG9: 82, 106, 142, 143, 144, 145, 148	T6: 186-187 T7: 84-85 T8: 26-27, 110-111
P- SE 7 Child expresses care and concern towards others	I.C.6. Child demonstrates empathy and caring for others. I.D.1. Child demonstrates an understanding that others have perspectives and feelings that are different from her own.	TG1: 76, 87, 94, 130, 142, 148, 154; TG2: 22, 28, 29, 34, 40, 46, 47, 58, 64, 70, 76, 94, 95, 101, 106, 112, 113, 118, 120, 142, 148, 154; TG3: 34, 58, 64, 70, 71, 76; TG4: 23, 29, 30, 40, 41, 45, 48, 70, 76, 111, 148, 156; TG5: 22, 34, 40, 46, 58, 70, 94, 112, 148; TG6: 22, 28, 58, 64, 70, 83, 84, 94, 100, 106, 112, 118, 130, 154; TG7: 22, 35, 40, 46, 58, 64, 70, 76, 100, 106, 111, 112, 118, 130, 136, 142, 148; TG8: 28, 34, 40, 46, 58, 63, 70, 82, 94, 95, 100, 106, 112, 113, 118, 130, 136, 137, 141, 142, 148, 154; TG9: 22, 28, 34, 40, 46, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 143, 144, 145, 147, 148, 154, 159 TG1: 76, 87, 94, 130, 142, 148, 154; TG2: 22, 28, 29, 34, 40, 46, 47, 58, 64, 70, 76, 94, 95, 101, 106, 112, 113, 118, 120, 142, 148, 154; TG3: 34, 58, 64, 70, 71, 76; TG4: 23, 29, 30, 40, 41, 45, 48, 70, 76, 111, 148, 156; TG5: 22, 34, 40, 46, 58, 70, 94, 112, 148; TG6: 22, 28, 58, 64, 70, 83, 84, 94, 100, 106, 112, 118, 130, 154; TG7: 22, 35, 40, 46, 58, 64, 70, 76, 100, 106, 111, 112, 118, 130, 136, 142, 148; TG8: 28, 34, 40, 46, 58, 63, 70, 82, 94, 95, 100, 106, 112, 113, 118, 130, 136, 137, 141, 142, 148, 154; TG9: 22, 28, 34, 40, 46, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 143, 144, 145, 147, 148, 154, 159	T1: 4, 5, 6, 7, 34-35, 96-97, 176-177 T2: 38-39, 60-61, 70-71, 124-125, 132-133, 142-143, 160-161 T4: 184-185 T6: 32-33, 70-71, 72-73 T1: 16-17, 116-117 T2: 26-27, 50-51, 86-87, 152-153, 160-161 T3: 60-61 T6: 76-77



School Readiness Goals Alignment

		35, 40, 46, 58, 64, 70, 76, 100, 106, 111, 112, 118, 130, 136, 142, 148; TG8: 28, 34, 40, 46, 58, 63, 70, 82, 94, 95, 100, 106, 112, 113, 118, 130, 136, 137, 141, 142, 148, 154; TG9: 22, 28, 34, 40, 46, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 143, 144, 145, 147, 148, 154, 159; Resources: Conscious Discipline™ Lessons TG1: 108, 109, 110, 114, 115, 121; TG2: 24, 29, 37, 61, 76, 77, 85, 101, 158, 159; TG3: 23, 35, 47, 77, 83, 115, 118, 119, 120; TG4: 24, 30, 35, 40, 41, 59, 80, 101, 102, 103, 114, 115; TG5: 63, 72, 75, 103, 113, 157; TG6: 31, 38, 44, 82, 84, 85, 86, 97, 105, 139; TG7: 73, 79, 107, 121, 133, 149, 150, 152; TG8: 25, 26, 27, 87, 107, 108, 119, 121, 135, 157; TG9: 25, 59, 65, 66, 68, 72, 73, 80, 95, 96, 97, 139, 151; Adaptations for Young Learners: 158, 160, 161; Resources: Conscious Discipline™ Lessons	
P- SE 9 Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests	I.B.2.c. Child is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary.	TG1: 71, 94, 95, 100, 106, 112, 118, 130, 131, 136, 142, 150, 151; TG2: 22, 28, 30, 40, 46, 58, 94, 100, 106, 113, 136; TG3: 28, 64, 112, 136, 142; TG4: 22, 28, 29, 76, 101, 112, 118; TG5: 22, 28, 34,	
P- SE 10 Child expresses confidence in own skills and positive feelings about self	I.A.2 Child shows self awareness and can express pride in age appropriate abilities and skills.	TG1: 22, 100, 112, 118, 130, 131, 136, 142, 144, 147, 148, 149, 150, 151, 154, 155; TG2: 58, 100, 106, 109, 154; TG3: 58, 76, 120, 136; TG4: 28, 30, 103, 104, 130;	



School Readiness Goals Alignment

		TG5: 28, 142; TG6: 94, 100, 154, 156, 157; TG7: 58, 64, 100, 106, 121, 136; TG8: 106, 130, 136, 159; TG9: 24, 45, 46, 94, 100, 106, 123, 130, 137, 143; Resources: Photo Activity Cards	
--	--	---	--

Language & Literacy

Child will develop skills in listening and understanding and using words/actions to respond to others.

Child will understand and demonstrate the use of print, signs, and pictures.

Child will develop knowledge of how sounds, letters, and words relate to one another and spoken language.

Objectives (Language & Communication)	Texas Prekindergarten Guidelines Alignment	Frog Street Prekindergarten	Scholastic Good Day for Pre-K
P- LC 4 Child understands, follows and uses appropriate social and conversational rules	II.B.4. Child demonstrates knowledge of verbal conversational rules.	TG1: 22, 24, 26, 27, 28, 31, 33, 35, 37, 39, 40, 41, 60, 61, 62, 69, 75, 78, 84, 85, 86, 87, 94, 97, 98, 99, 102, 103, 104, 105, 109, 111, 112, 116, 118, 121, 130, 152, 159; TG2: 22, 28, 31, 40, 46, 58, 70, 73, 80, 107, 108, 130, 135, 141, 150; TG3: 22, 28, 29, 34, 37, 49, 65, 70, 72, 73, 100, 108, 109, 118, 137, 148, 159; TG4: 22, 25, 26, 31, 39, 42, 46, 48, 50, 69, 82, 85, 94, 98, 121, 123, 130, 134, 135, 141, 142, 154; TG5: 27, 34, 36, 37, 39, 44, 45, 46, 63, 75, 80, 112, 117, 118, 136, 153, 154; TG6: 22, 25, 26, 31, 39, 42, 46, 48, 50, 69, 82, 85, 94, 98, 121, 123, 130, 134, 135, 141, 142, 154; TG7: 23, 33, 50, 59, 60, 62, 63, 67, 72, 73, 74, 75, 81, 86, 87, 97, 106, 107, 109, 112, 117, 118, 123, 133, 134, 135, 139, 140, 141, 146, 147, 153, 158, 159; TG8: 31, 39, 40, 45, 58, 86, 97, 99, 102, 112, 148, 153, 154, 156; TG9: 22, 26, 32, 34, 37, 40, 44, 63, 65, 69, 70, 75, 84, 98, 115, 135, 143,	T1: 30-31, 40-41, 48-49, 60-61, 76-77 T4: 152-153, 184-185 T6: 16-17, 130-131, 154-155 T7: 84-85, 126-127, 186-187 T8: 16-17, 40-41



School Readiness Goals Alignment

		147, 151; Adaptations For Young Learners: 12, 16, 17, 18, 19, 20, 21, 22, 25, 31, 54, 61, 71, 75, 79, 86, 103, 104, 108, 111, 114, 118, 120, 122, 129, 133, 139, 144, 160, 161, 162, 163, 169 Welcome Guide: 8, 9, 19, 24, 27, 28, 29, 30, 31, 34, 38, 39, 41 Resources: Interactive Software TG1: 28, 34, 42, 45, 66, 105, 106, 117 ; TG2: 24; TG3: 58; TG4: 23, 150, 155; TG5: 22, 27, 28, 82, 94, 130; TG6: 23, 71, 155; TG7: 65, 77, 95, 121, 142; TG8: 102, 138, 144, 153; TG9: 132, 137, 138, 149, 153	
P- LC 6 Child understands and uses a wide variety of words for a variety of purposes	II.B.1. Child is able to use language for different purposes.	TG1: 23, 24, 27, 29, 30, 32, 35, 38, 39, 41, 42, 43, 44, 45, 48, 49, 50, 51, 58, 59, 60, 61, 62, 63, 65, 66, 67, 68, 69, 71, 74, 75, 77, 78, 80, 81, 82, 85, 87, 95, 96, 97, 98, 99, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 113, 114, 115, 116, 117, 119, 120, 121, 122, 123, 129, 131, 132, 134, 135, 137, 138, 143, 144, 145, 146, 149, 150, 152, 155, 159; TG2: 22, 23, 24, 25, 27, 28, 29, 30, 34, 35, 40, 41, 42, 44, 45, 46, 47, 57, 58, 59, 62, 63, 65, 66, 71, 72, 77, 83, 84, 86, 95, 99, 101, 102, 107, 108, 113, 114, 117, 119, 123, 130, 131, 132, 133, 134, 138, 142, 143, 148, 149, 155; TG3: 23, 24, 25, 27, 30, 33, 34, 35, 36, 37, 41, 43, 47, 51, 58, 59, 60, 63, 65, 66, 68, 71, 76, 77, 79, 83, 84, 87, 93, 95, 96, 101, 102, 107, 113, 114, 119, 120, 129, 131, 135, 137,	T1: 24-25 T2: 16-17, 26-27, 80-81, 154-155 T3: 24-25, 42-43, 68-69 T4: 18-19, 24-25, 34-35, 42-43, 62-63, 86-87, 88-89, 132-133, 180-181, 184-185, 186-187 T5: 14-15, 22-23, 24-25, 40-41, 46-47, 60-61, 70-71, 106-107, 116-117, 124-125, 132-133, 168-169 T6: 48-49, 72-73, 106-107, 116-117, 132-133, T7: 16-17, 26-27, 92-93, 94-95, 134-135, 142-143, 162-163, 168-169, 176-177 T8: 46-47, 62-63



School Readiness Goals Alignment

		<p>141, 143, 144, 149; TG4: 24, 29, 35, 41, 45, 48, 58, 60, 61, 66, 68, 69, 71, 74, 77, 80, 83, 86, 94, 97, 102, 107, 109, 111, 114, 149; TG5: 23, 26, 29, 33, 37, 41, 42, 47, 48, 63, 65, 71, 72, 75, 77, 86, 87, 93, 95, 96, 99, 101, 105, 110, 113, 120, 122, 130, 131, 132, 143, 144, 145, 155, 158; TG6: 22, 23, 26, 27, 29, 30, 32, 33, 35, 36, 37, 38, 40, 41, 44, 47, 59, 60, 62, 63, 64, 65, 66, 69, 71, 72, 74, 75, 76, 77, 78, 79, 84, 93, 94, 95, 96, 101, 102, 105, 107, 108, 113, 114, 117, 119, 120, 121, 122, 130, 131, 137, 138, 143, 145, 149, 150, 151, 153, 155; TG7: 22, 23, 26, 29, 30, 35, 36, 41, 47, 48, 49, 59, 60, 61, 63, 65, 69, 71, 76, 77, 78, 79, 80, 81, 82, 83, 85, 93, 95, 99, 101, 102, 104, 113, 114, 119, 123, 131, 135, 136, 138, 141, 143, 145, 149, 150, 151, 155, 156; TG8: 22, 23, 25, 26, 27, 29, 30, 33, 35, 36, 41, 42, 45, 46, 47, 48, 49, 51, 59, 64, 65, 70, 71, 72, 73, 75, 76, 77, 78, 79, 82, 83, 84, 85, 95, 100, 101, 102, 106, 108, 109, 112, 113, 115, 118, 119, 129, 130, 131, 132, 137, 139, 141, 143, 144, 145, 146, 149, 155, 156, 157; TG9: 23, 24, 27, 28, 29, 34, 35, 36, 39, 40, 41, 42, 43, 46, 47, 48, 58, 59, 60, 63, 66, 67, 71, 72, 73, 75, 76, 77, 82, 83, 87, 93, 95, 96, 99, 101, 105, 107, 108, 109, 113, 114, 117, 119, 120, 123, 131, 137, 142, 145;</p> <p>Resources: Pocket Photos; Vocabulary Cards; Photo Activity Cards; Rebus Posters; Big and Small Books</p>	
--	--	--	--



School Readiness Goals Alignment

<p>P- LC 7 Child shows understanding of word categories and relationships among words</p>	<p>II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions.</p>	<p>TG1: 24, 25, 34, 59, 60, 61, 65, 66, 71, 72, 74, 76, 77, 78, 83, 84, 85, 95, 96, 97, 106, 107, 108, 113, 114, 137, 141, 149; TG2: 30, 41, 45, 87, 101, 119, 143; TG3: 23, 29, 33, 35, 39, 44, 71, 77, 99, 115, 119, 120, 131, 141, 143, 144, 149, 155; TG4: 35, 65, 66, 96, 107, 111, 131, 142, 149; TG5: 24, 35, 41, 47, 59, 64, 65, 72, 83, 96, 108, 113, 115, 137, 149; TG6: 34, 42, 48, 78, 80, 81, 83, 84, 95, 107, 131, 144, 149; TG7: 23, 26, 30, 35, 47, 59, 66, 71, 84, 101, 102, 105, 119, 132, 143, 144, 146, 149, 150, 152, 155; TG8: 22, 23, 64, 72, 78, 87, 119, 143, 149, 150; TG9: 23, 35, 36, 42, 59, 63, 75, 77, 78, 95; Adaptations for Young Learners: 118, 136; Resources: Vocabulary Cards; Pocket Photos, Photo Activity Cards; Rebus Posters; Big and Small Books TG1: 22, 24, 25, 26, 30, 32, 37, 38, 42, 44, 45, 49, 50, 60, 62, 67, 72, 74, 78, 80, 83, 84, 96, 98, 114, 116, 120, 132, 134, 138, 144, 146, 150, 156, 158; TG2: 24, 30, 31, 32, 38, 42, 43, 47, 49, 50, 62, 66, 68, 72, 74, 78, 80, 83, 84, 85, 86, 98, 102, 104, 107, 108, 110, 113, 114, 116, 119, 120, 122, 133, 134, 138, 140, 146, 152, 158; TG3: 24, 30, 32, 44, 47, 50, 60, 61, 72, 74, 78, 103, 104, 122, 134, 140, 146, 152, 157, 158; TG4: 38, 44, 50, 60, 62, 66, 68, 74, 80, 86, 98, 110, 114, 120, 132, 133, 134, 138, 140, 144, 152, 156, 158; TG5: 26, 32, 36,</p>	<p>T1: 24-25 T2: 16-17, 26-27, 80-81, 154-155 T3: 24-25, 42-43, 68-69 T4: 18-19, 24-25, 34-35, 42-43, 62-63, 86-87, 88-89, 132-133, 180-181, 184-185, 186-187 T5: 14-15, 22-23, 24-25, 40-41, 46-47, 60-61, 70-71, 106-107, 116-117, 124-125, 132-133, 168-169 T6: 48-49, 72-73, 106-107, 116-117, 132-133, T7: 16-17, 26-27, 92-93, 94-95, 134-135, 142-143, 162-163, 168-169, 176-177 T8: 46-47, 62-63</p>
---	--	--	--



School Readiness Goals Alignment

		<p>42, 44, 50, 62, 66, 72, 74, 84, 86, 98, 102, 110, 114, 116, 122, 132, 144, 146, 151, 157, 158; TG6: 26, 32, 37, 44, 48, 50, 60, 62, 66, 68, 72, 74, 78, 79, 80, 84, 85, 87, 96, 98, 102, 110, 114, 116, 122, 132, 144, 146, 151, 157, 158; TG7: 26, 30, 32, 38, 44, 50, 62, 66, 68, 72, 74, 78, 79, 80, 85, 86, 98, 104, 116, 122, 134, 138, 144, 145, 158; TG8: 24, 26, 38, 44, 50, 60, 62, 66, 67, 68, 74, 78, 79, 80, 84, 85, 86, 98, 104, 108, 110, 115, 116, 121, 122, 133, 134, 138, 140, 146, 151, 156, 158; TG9: 24, 26, 32, 36, 38, 42, 44, 48, 85, 110, 115, 116, 122, 134, 140, 145, 150, 152, 158; Resources: Music & Listening CDs; Rebus Posters, Big and Small Books, Interactive Software; Photo Activity Cards</p>	
--	--	---	--



School Readiness Goals Alignment

Objectives (Literacy)	Texas Prekindergarten Guidelines Alignment	Frog Street Prekindergarten	Scholastic Good Day for Pre-K
P- LIT 1 Child demonstrates awareness that spoken language is composed of smaller segments of sound	III.B.7. Child can produce a word that begins with the same sound as a given pair of words.	TG2: 45, 111, 137; TG3: 58, 59, 76, 105, 106, 112, 118, 132, 133, 136, 137, 142, 144, 150, 151; TG4: 21, 24, 36, 42, 72, 73, 76, 78, 84; TG5: 36; TG6: 22, 28, 34, 40, 46, 57, 58, 60, 64, 70, 76, 78, 82, 94, 100, 106, 130, 136, 142, 148, 149, 150, 151, 153, 154; TG7: 21, 48, 57; TG8: 37, 123; TG9: 21; Adaptations for Young Learners: Resources: Interactive Software; Vocabulary Cards	T1: 22-23 T2: 26-27, 46-47, 94-95, 114-115, 118-119, 186-187 T3: 30-31, 70-71 T5: 38-39, 162-163 T6: 138-139 T8: 92-93
P- LIT 2 Child demonstrates and understanding of how print is used and the rules that govern how print works	III.E.2. Child demonstrates understanding of print directionality including left to right and top to bottom. III.E.3. Child can identify some conventional features of print that communicate meaning including end punctuation and case. III.A.3. Child recognizes that text has meaning. III.E.1. Child can distinguish between elements of print	TG1: 29, 31, 35, 41, 107; TG2: 29, 72, 73; TG3: 65, 107; TG4: 119; TG5: 41, 71, 108, 114, 137; TG6: 25, 77, 83, 95, 101, 117, 131, 157, 159; TG7: 23, 72, 73, 79; TG8: 23, 27, 59, 73, 93, 101, 119, 132, 155; TG9: 48, 59, 77, 149; Adaptations for Young Learners: 118, 136; Resources: Big and Small Books; Interactive Software TG1: 21, 35, 41, 51, 65, 71, 93, 95, 99, 119, 151, 153 TG2: 31, 56, 57, 67, 72, 82 TG3: 57, 156 TG4: 72, 95, 103, 119, 120, 121, 129, 159 TG5: 41, 57, 59, 71, 78, 93, 96, 108, 121, 132, 137, 155, 156 TG6: 21, 23, 25, 29, 35, 47, 72, 77, 83, 93, 113, 114, 115, 117, 120, 129, 155, 156, 157, 159 TG7: 23, 57, 72, 121 TG8: 35, 37, 61, 73, 93, 97, 103, 115, 121, 145, 147, 151, 155, 157 TG9: 25,	T1: 6, 7, 116-117, 154-155 T2: 6,7 T3: 70-71, 76-77, 122-123 T4: 6,7 T5: 6,7,168-169 T6: 6,7, 88-89 T7: 4, 5, 6, 7, 34-35, 154-155 T8:6 162-163 T7:22-23 T1:26-27 T5:62-63, 124-125 T1:22-23, 76-77, 180-181 T2:46-47, 70-71, 170-171 T4:122-123 T6:50-51, 70-71, 180-181 T8:16-17, 42-43



School Readiness Goals Alignment

	including letters, words, and pictures.	<p>48, 49, 57, 71, 73, 93, 129, 149</p> <p>Adaptations For Young Learners: 10, 14, 22, 36, 42, 46, 58, 64, 76, 82, 86, 90, 94, 100, 108, 112, 122, 126, 130, 144, 148, 154, 158, 166 Welcome Guide: 11, 12, 13, 22, 24, 25, 33, 34, 35, 37, 39, 52, 53, 54, 55, 60, 62, 66, 67, 68, 69, 70 Resources: Alphabet Wall Cards; Alphabet Letter Cards; Vocabulary Cards; Photo Activity Cards; Big and Small Books</p> <p>TG1: 29, 35, 41, 43, 59, 64, 77, 82, 83, 94, 95, 100, 101, 106, 107, 112, 118, 130, 131, 136, 142, 143, 148, 149, 153, 154, 155, 156 TG2: 22, 28, 34, 35, 39, 40, 41, 45, 46, 58, 59, 64, 65, 70, 76, 82, 83, 94, 95, 100, 101, 106, 107, 113, 118, 119, 120, 130, 131, 136, 137, 142, 143, 148, 153, 154, 155 TG3: 22, 23, 28, 34, 40, 41, 46, 47, 48, 58, 64, 65, 70, 76, 77, 82, 94, 95, 96, 100, 106, 107, 112, 113, 118, 119, 130, 142, 148, 149, 153, 154, 155, 156 TG4: 22, 23, 28, 29, 30, 35, 38, 40, 41, 46, 47, 58, 64, 67, 70, 76, 82, 94, 100, 101, 112, 118, 130, 136, 137, 142, 148, 154, 155 TG5: 22, 28, 29, 34, 35, 40, 41, 46, 58, 64, 70, 71, 76, 77, 78, 82, 94, 95, 96, 100, 101, 106, 108, 112, 113, 118, 130, 131, 136, 142, 148, 154 TG6: 22, 23, 28, 34, 35, 40, 46, 47, 58, 64, 70, 76, 77, 82, 83, 94, 95, 100, 106, 112, 115, 118, 119, 130, 131, 136, 137, 141, 142, 143, 154, 155, 159 TG7: 22, 23, 28, 34, 36, 40, 41, 46, 49, 58, 64, 70, 71, 72, 76, 82, 94, 100, 106, 112, 118, 130, 131, 136, 137, 142, 148, 154 TG8: 23, 25, 29, 35, 40, 41, 47, 58, 61, 65, 71, 73, 95, 97, 107, 119, 131, 135, 137, 141, 149, 155 TG9: 23, 29, 35, 39, 41, 48, 70, 83, 103, 137, 138, 144, 149, 155 Adaptations For Young Learners: 10, 14, 22, 36, 46, 58, 64, 76, 86, 90, 94, 100, 108, 112, 122, 126, 130, 144, 148, 154, 158, 166 Resources: Story Folders; Big and Small</p>
--	---	---



School Readiness Goals Alignment

		<p>Books; Rebus Posters</p> <p>TG3: 96, 97, 102, 132, 136, 137, 142, 144, 150</p> <p>TG4: 21, 22, 24, 28, 34, 36, 40, 42, 46, 57, 58, 64, 70, 71, 72, 76, 78, 82, 84, 94, 100, 101, 106, 107, 112, 118, 129, 130, 142, 148</p> <p>TG5: 21, 22, 24</p> <p>TG6: 22, 23, 28, 29, 33, 46, 47, 60, 78, 150</p> <p>TG7: 48</p> <p>TG8: 22, 28, 29, 34, 36, 41, 42, 46, 58, 60, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 135, 136, 142, 148, 154</p> <p>TG9: 22, 28, 31, 34, 40, 46, 60</p> <p>Adaptations For Young Learners: 46, 64, 82</p> <p>Welcome Guide: 11, 13, 22, 25, 33, 37, 52, 53, 54, 55, 61, 62, 68, 69</p> <p>Resource: Rebus Poster</p>	
P- LIT 3 Child identifies letters of the alphabet and produces correct sounds associated with letters	<p>III.C.1. Child names at least 20 upper and at least 20 lower case letters in the language of instruction.</p> <p>III.C.2. Child recognizes at least 20 distinct letter sounds in the language of instruction.</p>	<p>TG1: 25, 30, 31, 34, 35, 36, 37, 39, 42, 48, 50, 51, 57, 60, 61, 66, 67, 84, 86, 96, 97, 102, 114, 121, 130, 132, 133, 136, 138, 139, 142, 148, 150, 154, 155; TG2: 22, 24, 25, 28, 34, 36, 37, 40, 41, 42, 45, 46, 47, 48, 49, 59, 60, 61, 64, 67, 70, 72, 73, 76, 77, 78, 82, 94, 96, 97, 100, 102, 103, 106, 108, 109, 112, 114, 115, 116, 118, 119, 120, 121, 129, 130, 133, 136, 138, 139, 142, 143, 144, 145, 148, 149, 150, 154 ; TG3: 21, 24, 28, 30, 34, 40, 42, 43, 46, 48, 49, 57, 60, 64, 66, 72, 76, 82, 84, 94, 97, 100, 102, 103, 105, 108, 109, 112, 115, 118, 120, 121, 130, 132, 136, 138, 145, 148, 150, 154 ; TG4: 22, 25, 28, 29, 33, 34, 39, 40, 42, 46, 57, 58, 60, 67, 76, 77, 79, 82, 84, 93, 94, 96, 100, 101, 102, 106, 108, 112, 114, 115, 118, 120, 129, 130, 132, 139, 142 , 150, 151, 154, 156; TG5:</p>	<p>T1: 46-47, 60-61, 68-69, 76-77, 84-85, 92-93, 106-107, 118-119, 124-125, 130-131, 132-133, 134-135, 160-161, 176-177, 180-181, 188-189</p> <p>T2: 42-43, 68-69, 84-85, 92-93, 108-109, 114-115, 130-131, 138-139, 164-165, 170-171, 176-177</p> <p>T3: 18-19, 38-39, 68-69, 84-85, 92-93, 96-97, 114-115, 130-131, 152-153, 160-161, 162-163, 168-169, 172-173, 176-177, 188-189</p> <p>T4: 26-27, 32-33, 38-39, 42-43, 72-73, 84-85, 92-93, 130-131, 138-139, 160-161, 176-177</p> <p>T5: 26-27, 38-39, 72-73, 84-85, 92-93, 110-111, 122-123, 130-131, 138-139, 140-141, 170-171</p> <p>T6: 26-27, 84-85, 96-97, 118-119, 130-131, 140-141, 160-161, 168-169, 176-177,</p>



School Readiness Goals Alignment

		<p>21, 22, 24, 25, 28, 29, 30, 34, 36, 37, 40, 43, 46, 48, 49, 50, 58, 61, 64, 66, 67, 70, 76, 78, 79, 82, 94, 97, 99, 100, 103, 106, 109, 112, 118, 129, 130, 133, 136, 139, 142, 145, 148, 149, 151, 154; TG6: 22, 24, 25, 28, 31, 33, 34, 37, 40, 46, 49, 58, 64, 66, 70, 76, 78, 79, 82, 94, 97, 100, 106, 116, 117, 118, 120, 121, 130, 132, 136, 142, 145, 148, 150, 154, 155 ; TG7: 21, 22, 24, 27, 28, 30, 34, 36, 40, 42, 46, 47, 49, 58, 61, 64, 67, 70, 71, 75, 76, 79, 82, 94, 96, 97, 100, 101, 106, 107, 109, 112, 113, 118, 129, 130, 132, 138, 148, 149, 150, 151, 155; TG8: 21, 22, 23, 24, 25, 29, 30, 31, 34, 35, 36, 40, 41, 41, 42, 43, 46, 47, 60, 61, 64, 66, 67, 70, 72, 73, 78, 79, 82, 94, 96, 97, 101, 102, 106, 108, 109, 112, 114, 118, 130, 131, 133, 136, 139, 142, 143, 145, 148, 149, 150, 151, 154, 155; TG9: 22, 24, 25, 28, 31, 34, 40, 46, 48, 49, 57, 58, 59, 60, 61, 70, 76, 82, 94, 96, 100, 106, 112, 118, 119, 130, 136, 138, 142, 148, 154; Resources: Interactive Software; Alphabet Letter Cards; Alphabet Wall Cards; <i>Books</i> "A to Z P's and Q's," "Going Down Frog Street A to Z"</p> <p>TG2: 45, 148; TG3: 67, 76, 132, 133, 150, 151; TG4: 22, 24, 28, 34, 40, 46, 57, 58, 64, 70, 71, 76, 77, 78, 82, 84, 93, 94, 100, 101, 106, 107, 112, 118, 129, 130, 136, 142, 154; TG5: 21, 84; TG6: 22, 28, 29, 33, 34, 35, 47, 60, 78, 150, 155; TG8: 22, 28, 29, 34, 35, 36, 40, 41, 42, 46, 47, 60, 143; TG9: 31, 60; Resource: Interactive</p>	<p>184-185 T7: 24-25, 38-39, 70-71, 84-85, 94-95, 118-119, 162-163, 176-177 T8: 18-19, 22-23, 32-33, 38-39, 48-49, 70-71, 80-81, 84-85, 132-133, 138-139 T1: 84-85 T2: 176-177 T3: 160-161, 176-177 T4: 154-155</p>
--	--	--	---



School Readiness Goals Alignment

		Software	
P- LIT 4 Child demonstrates an understanding of narrative and structure through storytelling/retelling	<p>III.D.1. Child retells or re-enacts a story after it is read aloud.</p> <p>III.D.3. Child asks and responds to questions relevant to the text read aloud.</p>	<p>TG1: 49, 59, 65, 71, 73, 75, 77, 83, 107, 111, 113, 115, 137, 139, 150, 151; TG2: 33, 39, 43, 79, 95, 101, 107, 121, 138, 139, 151, 157; TG3: 26, 27, 29, 31, 73, 111, 121, 137, 139, 145, 146, 157, 159; TG4: 25, 26, 31, 49, 66, 67, 85, 113, 133, 139, 145, 149, 151, 155, 157; TG5: 29, 31, 48, 49, 50, 55, 59, 60, 61, 65, 73, 78, 79, 83, 84, 85, 101, 102, 104, 109, 111, 113, 115, 121, 141, 144, 145, 151, 152; TG6: 30, 43, 59, 67, 73, 131, 143, 155, 157; TG7: 24, 25, 29, 31, 77, 113, 119, 121, 135, 145, 151, 157; TG8: 23, 25, 31, 47, 49, 65, 67, 71, 77, 101, 103, 115, 143, 145, 151 ; TG9: 25, 31, 67, 79, 80, 131, 150, 155, 157; Resources: Big and Small Books; Story Folders</p> <p>TG1: 23, 29, 35, 42, 43, 47, 59, 71, 77, 95, 101, 108, 113, 114, 119, 120, 131, 137, 143; TG2: 29, 47, 59, 71, 77, 95, 111, 131, 132, 133, 143, 147, 159; TG3: 30, 31, 35, 36, 37, 43, 59, 66, 67, 71, 75, 77, 79, 83, 101, 107, 113, 138, 147, 151; TG4: 23, 27, 35, 47, 50, 66, 67, 79, 99, 111, 121, 131, 133, 139, 155, 157; TG5: 23, 29, 35, 47, 59, 61, 62, 65, 71, 72, 77, 78, 79, 83, 87, 95, 99, 101, 108, 113, 114, 119, 131, 135, 137, 141, 144, 149, 152, 153; TG6: 23, 43, 59, 65, 66, 71, 73, 77, 79, 83, 95, 96, 101, 107, 111, 113, 119, 131, 132, 138, 143, 151; TG7: 35, 47, 71, 73, 77, 83, 101, 107, 113, 114, 119, 131, 137, 138, 155; TG8: 23, 29, 35, 37, 41, 47, 65, 71, 77, 83, 84, 107, 108, 113, 114, 120, 132, 137, 139, 143, 149,</p>	<p>T1: 16-17, 30-31, 42-43, 154-155, 164-165</p> <p>T2: 24-25, 26-27, 38-39, 70-71</p> <p>T3: 40-41, 76-77, 132-133, 154-155</p> <p>T4: 62-63, 88-89, 162-163</p> <p>T5: 46-47, 78-79, 86-87, 116-117, 122-123</p> <p>T6: 106-107, 116-117</p> <p>T8: 24-25, 92-93, 116-117, 138-139</p> <p>T1: 170-171</p> <p>T2: 188-189</p> <p>T3: 62-63, 134-135, 164-165</p> <p>T4: 24-25, 40-41, 42-43, 88-89, 122-123</p> <p>T5: 70-71, 88-89, 124-125, 180-181, 184-185</p> <p>T6: 62-63</p> <p>T7: 154-155</p> <p>T8: 76-77, 86-87</p>



School Readiness Goals Alignment

		<p>155; TG9: 23, 30, 41, 43, 47, 72, 73, 101, 113, 137</p> <p>TG1: 23, 29, 35, 41, 43, 47, 59, 65, 71, 75, 77, 79, 95, 101, 107, 113, 115, 131, 137, 139, 143, 149, 150, 155, 157; TG2: 23, 27, 29, 31, 33, 35, 41, 59, 61, 65, 67, 71, 83, 95, 99, 101, 107, 109, 113, 115, 119, 121, 143, 155, 157; TG3: 23, 35, 41, 43, 47, 59, 65, 67, 71, 73, 75, 77, 79, 83, 87, 95, 101, 107, 113, 119, 131, 137, 138, 140, 141, 143, 144, 145, 149, 155; TG4: 23, 25, 29, 30, 35, 36, 37, 41, 43, 47, 49, 50, 59, 65, 66, 67, 79, 83, 99, 101, 111, 119, 121, 131, 133, 139, 143, 144, 149, 155, 157; TG5: 23, 29, 31, 41, 47, 48, 49, 59, 60, 61, 65, 71, 73, 75, 77, 79, 83, 85, 95, 97, 101, 107, 108, 109, 113, 115, 119, 120, 131, 133, 137, 138, 140, 143, 149, 150, 151, 152, 155, 156, 157, 158; TG6: 23, 29, 41, 43, 47, 65, 66, 71, 73, 77, 79, 95, 107, 108, 119, 131, 133, 137, 138, 149, 151, 157; TG7: 29, 31, 35, 41, 43, 47, 59, 65, 67, 83, 84, 95, 107, 109, 113, 119, 131, 132, 133, 137, 138, 143, 144, 145, 149, 155; TG8: 23, 29, 35, 38, 41, 43, 49, 59, 65, 71, 77, 83, 85, 101, 107, 113, 119, 137, 141, 143, 149, 155, 157; TG9: 23, 25, 29, 35, 36, 37, 41, 45, 47, 59, 65, 71, 77, 81, 83, 87, 95, 101, 107, 119, 131, 137, 143, 144, 155;</p> <p>Resources: Big and Small Books; Story Folders</p>	
--	--	--	--



School Readiness Goals Alignment

<p>P- LIT 6 Child writes for a variety of purposes using increasingly sophisticated marks</p>	<p>IV.A.1. Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.</p> <p>IV.A.2. Child independently writes to communicate his/her ideas for a variety of purposes.</p> <p>IV.C.1. Child writes own name (first name or frequent nickname) using legible letters in proper sequence.</p> <p>IV. C. 2. Child moves from scribbles to some letter-sound correspondence using beginning and ending sounds when writing.</p>	<p>TG1: 31, 35, 43, 45, 49, 97, 109, 117, 119, 123, 138, 139, 145, 147, 150, 151, 156 TG2: 21, 25, 30, 31, 37, 49, 56, 61, 67, 73, 79, 83, 85, 93, 97, 103, 109, 139, 145, 151, 157 TG3: 25, 42, 43, 49, 59, 61, 67, 73, 75, 79, 85, 93, 96, 97, 133, 139, 156, 157 TG4: 25, 31, 34, 49, 57, 61, 70, 73, 79, 85, 97, 103, 109, 115, 153, 159 TG5: 21, 31, 43, 49, 79, 85, 95, 101, 109, 115, 131, 132, 134, 135, 139, 144, 151, 156, 157 TG6: 31, 35, 37, 61, 67, 79, 92, 107, 109, 112, 113, 114, 115, 119, 120, 121, 128, 129, 132, 139, 145, 155, 156, 157 TG7: 25, 30, 31, 37, 45, 51, 57, 67, 73, 85, 95, 97, 103, 115, 121, 129, 131, 133, 145, 151 TG8: 21, 22, 24, 25, 28, 30, 31, 34, 36, 37, 40, 42, 43, 46, 48, 57, 60, 61, 64, 66, 67, 70, 73, 76, 78, 85, 93, 94, 97, 99, 100, 103, 106, 109, 112, 115, 118, 120, 121, 130, 133, 135, 136, 142, 145, 147, 148, 151, 154, 157 TG9: 25, 28, 29, 30, 34, 37, 39, 40, 46, 49, 57, 61, 64, 67, 70, 71, 73, 76, 77, 79, 82, 85, 94, 100, 103, 106, 109, 111, 112, 115, 117, 118, 123, 129, 130, 135, 136, 141, 142, 147, 148, 153, 154, 155, 159 Welcome Guide: 24, 25, 26, 28, 39, 52, 60, 62, 66, 67, 68, 69, 70;</p> <p>Resources: Big and Small Books</p> <p>TG1: 49, 85, 115, 117, 139, 143, 145, 151; TG2: 25, 31, 37, 43, 79, 81, 85, 103, 145; TG3: 25, 73, 85, 93; TG4: 61; TG5: 67, 69, 133, 134, 135, 139; TG6: 97, 115, 139; TG7: 31, 37, 51, 73, 85, 97, 103; TG8: 57, 103, 109, 115, 121, 145, 151, 157; TG9: 25, 49, 61, 73, 79, 103, 109, 115, 131, 145, 147</p> <p>TG1: 115, 133, 139, 145, 151; TG2: 25, 31, 37, 43, 57, 67, 81, 83, 85, 93, 97, 103, 139, 145; TG3: 43, 59, 61, 73, 85, 97, 105, 121,</p>	<p>T1:88-89, 126-127 T2:14-15, 24-25, 34-35, 40-41, 50-51, 88-89, 110-111, 134-135, 178-178 T3:24-25, 32-33, 42-43, 88-89, 116-117, 124-125, 156-157, 180-181 T4:24-25, 40-41, 96-97, 134-135 T5:14-15, 24-25, 60-61 T6:16-17, 24-25, 30-31, 42-43, 46-47, 62-63, 114-115, 164-165, 178-179 T7:16-17, 22-23, 94-95, 116-117, 126-127, 140-141 T8:62-63, 68-69, 88-89, 126-127, 130-131 T1:6, 7, 62-63, 88-89, 134-135 T2:26-27, 32-33, 40-41, 70-71, 96-97, 134-135, 142-143, 152-153, 160-161, 162-163, 178-178, 180-181 T3:5, 6, 7, 42-43, 96-97, 134-135, 154-155, 180-181, 184-185 T4:4, 7, 30-31, 46-47, 50-51, 134-135, 142-143, 188-189 T5:4, 7, 48-49, 96-97, 114-115, 168-169, 178-179, 180-181, 186-187, 188-189 T6:6, 7, 48-49, 62-63, 94-95, 134-135, 154-155, 184-185 T7:62-63, 64-65, 72-73, 80-81, 122-123, 186-187 T8:4, 5, 7, 48-49, 60-61, 96-97 180-181</p>
---	---	---	--



School Readiness Goals Alignment

		<p>139, 145; TG4: 25, 57, 61, 67, 73, 79; TG5: 31, 43, 49, 75, 79, 85, 109, 134, 135, 139, 151; TG6: 37, 45, 57, 61, 97, 121, 139, 141, 156; TG7: 31, 49, 103, 115, 151; TG8: 37, 43, 57, 85, 97, 103, 109, 115, 121, 133, 139, 145, 147, 151, 157; TG9: 25, 33, 61, 73, 79, 85, 115, 145; Resource: Interactive Software</p> <p>TG1: 159; TG2: 49, 97, 115, 121, 145; TG3: 21, 31, 67, 97; TG4: 117; TG5: 81, 135; TG6: 37, 117, 157; TG7: 30, 31, 37, 51, 80; TG8: 31; TG9: 25, 31, 37, 43; Adaptations for Young Learners: 72; Resource: Interactive Software</p> <p>TG1: 31, 32, 35, 40, 42, 43, 58, 61, 64, 82, 94, 98, 100, 106, 109, 112, 115, 117, 118, 119, 120, 123, 130, 136, 137, 142, 143, 145, 147, 148, 150, 151, 153, 154, 155, 156; TG2: 22, 23, 24, 25, 28, 29, 30, 33, 34, 35, 36, 40, 42, 43, 44, 46, 59, 60, 65, 67, 71, 72, 79, 83, 84, 85, 93, 96, 100, 102, 107, 109, 112, 114, 119, 130, 142, 154, 156, 157; TG3: 24, 29, 30, 35, 36, 41, 42, 43, 49, 75, 86, 96, 100, 114, 123, 138, 143, 152, 156, 157; TG4: 49, 58, 69, 70, 73, 81, 95, 94, 97, 100, 103, 109, 142, 148, 153, 154, 159; TG5: 29, 30, 31, 38, 46, 58, 59, 64, 67, 70, 82, 94, 100, 101, 106, 115, 116, 118, 130, 131, 132, 134, 135, 136, 142, 144, 146, 148, 152, 153, 154, 156, 157; TG6: 22, 23, 28, 34, 35, 40, 45, 46, 57, 67, 74, 98, 112, 113, 114, 115, 119, 120, 121, 132, 133, 139, 145, 155, 156, 157; TG7: 24, 25, 36, 37, 50, 77, 78, 97, 109, 121,</p>	
--	--	--	--



School Readiness Goals Alignment

		129, 130, 132, 145, 148, 154, 155 ; TG8: 24, 25, 26, 29, 30, 33, 35, 36, 41, 42, 48, 57, 60, 66, 72, 78, 84, 93, 99, 103, 109, 113, 115, 120, 135 ; TG9: 23, 29, 30, 39, 42, 48, 57, 58, 60, 64, 66, 67, 76, 77, 94, 98, 100, 102, 103, 106, 109, 112, 118, 123, 130, 131, 136, 137, 142, 148, 154, 155	
--	--	---	--

Cognition Child will develop skills for reasoning, memory, and problem solving. Child will use critical thinking to understand and organize their world.			
Objectives (Mathematics)	Texas Prekindergarten Guidelines Alignment	Frog Street Prekindergarten	Scholastic Good Day for Pre-K
P- MATH 1 Child knows number names and the count sequence	V.A.2. Child uses words to rote count from 1 to 30. V.A.3. Child counts 1–10 items, with one count per item. V.A.4. Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted. V.A.9. Child recognizes one-digit	TG1: 104, 105; TG2: 38, 39, 50, 51; TG3: 116, 117; TG4: 32, 81, 122, 123, 152; TG5: 116, 17; TG6: 135; TG7: 38, 39; TG8: 50, 51; TG9: 152, 158 TG1: 31, 34, 35, 61, 62, 63, 87, 153; TG2: 22, 24, 26, 27, 28, 29, 34, 38, 39, 40, 44, 45, 46, 60, 70, 81, 85, 99, 105, 109, 109, 112, 118, 135; TG3: 37, 42, 116, 117; TG4: 81, 97, 104, 123, 134, 140, 141, 146, 147, 158, 159; TG5: 38, 39, 61, 116, 117, 133; TG6: 30, 37, 42, 74, 102, 104, 105, 116, 117, 123, 134, 135, 140, 141, 153, ; TG7: 32, 44, 45, 50, 51, 110, 116, 122, 123, 153; TG8: 109, 111, 134, 140, ; TG9: 38, 39, 105, 117, 132, 141,	T8: 110-111, 124-125, 140-141 T1: 24-25, 38-39, 42-43, 70-71, 72-73, 84-85, 116-117, 130-131, 140-141, 160-161, 172-173, 178-179 T2: 4, 5, 6, 24-25, 42-43, 46-47, 64-65, 70-71, 78-79, 86-87, 88-89, 110-111, 114-115, 122-123, 126-127, 132-133, 140-141, 142-143, 164-165, 172-173, 180-181, 186-187, T3: 22-23, 34-35, 42-43, 70-71, 88-89, 116-117, 156-157, 162-163, 172-173, 178-179 T4: 38-39, 48-49, 64-65, 72-73, 88-89, 94-95, 96-97, 118-119, 124-125, 138-139, 162-163, 170-171, 176-177, 188-189



School Readiness Goals Alignment

	<p>numerals, 0–9.</p> <p>V.A.6. Child demonstrates understanding that when counting, the items can be chosen in any order.</p>	<p>147; Adaptations for Young Learners: 128,129,132,133, 138, 146,147,150, 151; Resources: Math Manipulatives TG1: 63, 104, 105; TG2: 26, 50, 51 ; TG3: 104, 105, 122, 123; TG5: 38, 39, 86; TG6: 135, 152; TG7: 38, 51; TG9: 38, 152, 153, 158; Adaptations for Young Learners: 128, 129, 132, 133, 138, 146, 147, 150, 151; Resources: Math Manipulatives TG1: 63, 153; TG2: 26, 27, 38, 39, 68, 104, 105, 108, 13, 135; TG3: 32, 44, 98, 99, 104, 105, 110, 111, 122, 123; TG4: 98, 116, 117, 134, 135, 140, 141, 146, 147, 152, 153, 158, 159; TG5: 44, 81, 87, 97, 110, 111; TG6: 62, 68, 69, 80, 81, 86, 134, 135, 141, 146, 147, 152, 153, 158, 159; TG7: 32, 32, 38, 44, 45, 51, 116, 153; TG8: 26, 27, 32, 33, 38, 39, 44, 45, 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 98, 99, 104, 105, 111, 116, 117, 119, 122, 123, 133, 140, 141, 147, 159; TG9: 27, 98, 99, 104, 105, 110, 111, 117, 135, 140, 141, 146, 147, 153; Resources: Math Manipulatives TG2: 44, 152, 153; TG3: 98; TG5: 50, 104, 105; TG6: 44, 45; TG7: 109; TG9: 110, 111, 122, 123; Resources: Math Manipulatives TG1: 30, 36, 67, 98; TG2: 26, 27, 33, 34, 64, 99; TG3: 110, 111, 159; TG4: 81; TG5: 26, 27, 32, 33, 39, 44, 45, 50, 51; TG6: 62, 68, 69, 80, 81, 135; TG7: 23, 44 ; TG8: 26, 27, 50, 134, 135, 146, 147, 152, 153; Adaptations for Young Learners: 128, 129, 132, 133, 156, 157; Resources:</p>	<p>T5: 18-19, 34-35, 68-69, 96-97, 118-119, 156-157, 168-169 T6: 5, 30-31, 64-65, 70-71, 86-87, 138-139, 140-141, 156-157 T7: 18-19, 24-25, 34-35, 38-39, 48-49, 50-51, 88-89, 116-117, 118-119, 154-155, 164-165 T8: 14-15, 110-111 T3: 114-115, 132-133, 186-187 T4: 64-65, 80-81 T5: 134-135 T6: 38-39, 160-161 T1: 18-19, 22-23, 24-25, 38-39, 78-79 T2: 24-25, 122-123, 126-127, 130-131, 140-141 T3: 42-43, 70-71, 96-97, 156-157, 162-163, 184-185, 186-187 T4: 38-39, 50-51, 64-65, 68-69, 80-81, 94-95 T5:18-19, 34-35, 48-49, 118-119, 178-179 T6: 50-51 T7: 18-19</p>
--	--	--	--



School Readiness Goals Alignment

		<p>Math Manipulatives; <i>Books</i> "Five Huge Dinosaurs," "Five Silly Monkeys," "The Numeral Dance," "Three Bears' Rap"</p> <p>TG1: 116, 117; TG2: 46, 47, 50, 51; TG3: 116, 129, 158, 159; TG4: 32, 110, 111, 116, 117, 122, 152, 153; TG5: 68, 134, 135, 140, 141, 146, 152, 158, 159; TG6: 132, 134, 135, 140, 141, 146, 147, 152, 153, 158, 159; TG7: 32, 38, 39, 41, 44, 50, 62, 68, 69, 74, 80, 81; TG8: 32, 104, 117, 134, 135, 141; TG9: 98, 99, 104, 109, 116, 153;</p> <p>Adaptations for Young Learners: 128, 129, 132, 133, 138, 142, 146, 147, 150, 151; Resources: Interactive Software; <i>Book</i> "The Numeral Dance"</p>	
P- MATH 7 Child understands simple patterns	V.E.3. Child recognizes and creates patterns.	<p>TG1: 122; TG2: 50, 51; TG3: 45, 46, 50, 51, 99, 129, 134, 135, 140, 141, 146, 147, 152, 153, 158, 159; TG4: 21, 26, 27, 32, 33, 38, 39, 44, 45, 50, 81, 93, 98, 99, 100, 142, 158, 159; TG5: 86, 87, 122, 123; TG6: 45, 99, 111; TG7: 26, 27, 32, 33, 38, 39, 42, 43, 44, 50, 51, 68, 111; TG8: 50, 51, 134, 135, 159; TG9: 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 110, 134, 135, 141;</p> <p>Adaptations for Young Learners: 66, 67, 70, 71, 74, 75, 78, 79, 120, 125, 139;</p> <p>Resources: Math Manipulatives; Interactive Software</p>	<p>T1: 5, 18-19, 32-33, 48-49, 142-143, 178-179</p> <p>T3: 110-111, 124-125, 126-127, 132-133, 140-141</p> <p>T5: 5, 30-31, 60-61, 64-65, 80-81, 94-95, 152-153, 176-177</p> <p>T7: 5, 138-139, 156-157, 172-173, 186-187</p> <p>T8: 5, 24-25, 64-65, 72-73, 80-81, 94-95, 118-119</p>
P- MATH 8 Child measures objects by their various attributes using standard and non-standard measurement-	V.D.1. Child recognizes and compares heights or lengths of people or objects.	<p>TG1: 39, 79, 116, 134, 135, 140, 141, 146, 147, 152, 153; TG2: 43, 63, 75, 111; TG3: 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32,</p>	<p>T1: 4, 5, 110-111, 126-127, 152-153, 186-187</p> <p>T2: 5, 6, 60-61,</p>



School Readiness Goals Alignment

makes comparisons	VI.A.3. Child uses simple measuring devices to learn about objects.	33, 35, 37, 38, 42, 43, 44, 45, 47, 48, 65, 69, 78, 79, 80, 81, 87, 99, 103, 110, 111, 112, 135, 144, 147; TG4: 33, 73, 104, 115, 144, 145; TG5: 26, 32, 33, 62, 63, 69, 74, 75, 78, 81, 122, 129, 145, 158, 159; TG6: 38, 68, 69, 80, 81, 86, 87, 110; TG7: 93, 153, 159; TG8: 39, 49, 57, 71, 74, 78, 79, 85, 105, 114, 134, 140, 141, 155, 158; TG9: 44, 49, 87, 98, 133, 134, 135, 140, 147; Resources: Math Manipulatives	T1: 64-65 T2: 80-81, 88-89, 94-95 18-19, 108-109 T2:30-31 T8:5,6
P- MATH 9 Child identifies, describes, compares and composes shapes	<p>V.C.1. Child names common shapes.</p> <p>V.C.2. Child creates shapes.</p> <p>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.).</p> <p>V.C.4. Child slides, flips, and turns shapes to demonstrate that the shapes remain the same.</p>	<p>TG1: 38, 39, 50, 75, 80, 98, 116; TG2: 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 98, 104, 105, 116, 129, 137, 139; TG3: 99, 102; TG4: 62, 63, 68, 69, 74, 80, 81, 86, 99; TG5: 65, 69, 105; TG6: 23, 24, 25, 26, 27, 29, 30, 31, 32, 33, 34, 35, 38, 39, 40, 42, 43, 44, 45, 50, 98, 103, 104, 145, 152; TG7: 61, 62, 96, 99, 105, 147; TG8: 71, 105, 110, 153; TG9: 26, 27, 32, 33, 39, 44, 50, 51; Adaptations for Young Learners: 100, 101, 103, 113, 164, 165; Resources: Math Manipulatives, Shape Books</p> <p>TG1: 50, 51, 69, 80, 81; TG2: 63, 68, 69, 74, 75, 80, 81, 86, 87, 99, 104, 105, 116, 117, 122, 137, 139; TG3: 38, 39; TG4: 62, 63, 68, 69, 74, 75, 80; TG6: 26, 31, 32, 38, 39, 42, 44, 45, 50, 105, 146, TG1: 34, 45, 58, 62, 63, 67, 68, 69, 74, 75, 76, 77, 80, 81, 122, 134, 141, 146; TG2: 21, 63, 74, 86, 87, 110, 111, 116; TG3: 38, 39, 86, 99, 102, 104, 110, 111, 134, 146; TG4: 38, 39, 44, 62, 80, 104, 117; TG5: 62,</p>	<p>T2:5, 18-19, 32-33, 48-49, 96-97, 180-181 T3:94-95 T4:5, 114-115, 132-133, 140-141 T5:22-23, 30-31, 42-43, 70-71, 156-157, 172-173 T6:5, 18-19, 32-33, 34-35, 46-47, T2: 48-49, 92-93 T7:60-61, 64-65, 80-81, 92-93, 138-139 T2:48-49, 88-89 T5:70-71 T6:18-19, 34-35 T7:62-63, 92-93 T1:4, 5, 64-65, 70-71, 80-81, 94-95, 126-127 T2:76-77, 116-117 T3:4, 5, 18-19, 26-27, 32-33, 48-49, 60-61 T4:92-93 T8: 5, 18-19, 24-25, 34-35, 46-47, 50-51, 68-69 T2:32-33, 48-49 T7:64-65, 80-81 T8:30-31</p>



School Readiness Goals Alignment

		68, 74, 75, 80, 105, 116, 117, 134, 135, 140, 141, 146, 147, 152, 153; TG6: 26, 27, 39, 46, 47, 48, 49, 50, 51, 105, 154; TG7: 26, 32, 34, 35, 36, 58, 60, 61, 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 98, 105, 134, 135, 140, 141, 146, 147, 152, 158, 159; TG8: 105, 111, 117; TG9: 26, 39, 44, 50, 122, 123; Adaptations for Young Learners: 114, 115; Adaptations for Young Learners: 75, 164, 165; Resources: Math Manipulatives; Parachute TG1: 146; TG2: 32, 62, 74, 80, 116, 117, 122; TG3: 39; TG4: 62, 63; TG6: 98, 103, 105, 110, 111; TG7: 86, 87; TG9: 26, 27, 44, 51; Resources: Math Manipulatives	
--	--	--	--

Objectives (Scientific Inquiry)	Texas Prekindergarten Guidelines Alignment	Frog Street Prekindergarten	Scholastic Good Day for Pre-K
P- SCI 1 Child observes and describes objects, materials, organisms and events	<p>VI.A.1. Child observes, investigates describes, and discusses properties and characteristics of common objects.</p> <p>VI.B.1. Child observes, investigates, describes and discusses the characteristics of organisms.</p> <p>VI.A.3. Child uses simple measuring devices to learn about objects.</p>	<p>TG1: 32, 33, 36, 38, 39, 42, 45, 50, 51, 61, 75, 80, 81, 96, 97, 98, 99, 103, 104, 105, 107, 109, 110, 111, 114, 116, 117, 120, 121, 122, 123, 132, 134, 135, 140, 141, 152, 153, 156, 157, 158, 159; TG2: 31, 39, 59, 62, 63, 75, 87, 98, 99, 103, 110, 111, 117, 119, 123, 134, 135, 140, 141, 151, 152, 153, 158, 159; TG3: 24, 25, 60, 61, 63, 68, 69, 73, 74, 75, 79, 80, 81, 103, 104, 114, 117, 141; TG4: 33, 44, 45, 59, 63, 86, 87, 105, 133, 137, 138, 139, 141, 147, 153, ; TG5: 25, 27, 32, 39, 44, 45, 62, 63, 67, 68, 69, 79, 81, 87, 117, 123, 153,</p>	<p>T2: 116-117, 162-163, 172-173 T3: 178-179 T4: 86-87 T5: 4, 18-19, 26-27, 30-31, 34-35, 42-43, 68-69, 70-71, 72-73, 80-81, 106-107, 122-123, 152-153, 188-189 T6: 14-15, 22-23, 30-31, 32-33, 126-127 T7: 16-17, 184-185 T8: 130-131 T3: 4, 5, 6, 118-119, 134-135, 138-139 T1: 64-65 T2: 80-81, 94-95 T3: 46-47</p>



School Readiness Goals Alignment

		<p>159; TG6: 27, 29, 33, 36, 39, 51, 60, 61, 62, 63, 65, 69, 72, 73, 75, 85, 86, 87, 102, 104, 108, 109, 111, 123, 137, 147, ; TG7: 45, 69, 101, 105, 115, 117, 135, 139, 141, 145, 147, 157; TG8: 32, 32, 38, 45, 59, 73, 75, 147, 153; TG9: 22, 26, 27, 31, 39, 42, 43, 63, 69, 73, 85, 87, 99, 117, 122, 123, 139; Resources: Photo Activity Cards TG1: 50, 51, 61, 62, 63, 67, 68, 69, 74, 75, 80, 81, 103, 105, 121, 122, 132, 133, 141, 158; TG2: 31, 62, 63, 75, 110, 111, 116, 122, 151; TG3: 61, 69, 73, 74, 78, 79, 80, 81, 114, 115, 117, 122, 134, 135, 152, 153; TG4: 63, 133, 147; TG5: 27, 45, 67, 68, 69, 123; TG6: 27, 50, 61, 65, 70, 71, 72, 73, 74, 75, 80, 87, 111; TG7: 26, 46, 47, 62, 68, 69, 86, 87, 103, 104, 115, 117, 133, 134, 135, 136, 140, 141, 142, 143, 144, 145, 146, 147, 152, 159; TG8: 31, 38, 39, 153; TG9: 69, 73, 87 TG1: 135, 140, 141, 158; TG2: 75; TG3: 32, 50, 51, 62, 103; TG5: 32, 63, ; TG6: 62, 63, 80, 81, 85, 86, 87, ; TG7: 117, 134, 135, 140, 141; TG8: 39; TG9: 140</p>	<p>T4: 34-35 T6: 130-131 T7: 110-111 T8: 142-143 T4: 4, 5, 6, 7, 14-15, 16-17, 24-25, 32-33, 48-49, 50-51, 68-69, 70-71, 106-107, 108-109, T6: 122-123, 124-125, T7: 42-43 T8: 76-77, 86-87</p>
P- SCI 3 Child compares and categorizes observable objects, materials, organisms and events	<p>VI.B.1. Child observes, investigates, describes and discusses the characteristics of organisms.</p> <p>VI.A.3. Child uses simple measuring devices to learn about objects.</p>	<p>TG1: 58, 60, 61, 63, 64, 66, 67, 68, 79, 82, 87, 95, 96, 102, 110, 113, 114, 115, 119, 120, 121, 135, 137, 140, 141, 159; TG2: 41, 42, 44, 45, 87, 97, 107, 110, 111, 136, 140, 141, 143; TG3: 24, 29, 32, 33, 36, 37, 39, 44, 45, 48, 59, 60, 62, 63, 65, 69, 71, 72, 135, 143, 147, 149, 151; TG4: 59, 60, 82, 87, 105; TG5: 77, 99, 105, 135, 141,</p>	<p>T4: 4, 5, 6, 7, 60-61, 62-63, 68-69, 70-71, 76-77, 78-79, 84-85, 86-87, 92-93, 80-81, 94-95 T5: 4, 6, 114-115, 118-119, 162-163</p>



School Readiness Goals Alignment

	<p>VI.C.1. Child observes, investigates, describes and discusses earth materials, and their properties and uses.</p>	<p>143, 149, 150, 159; TG6: 81; TG7: 23, 24, 25, 26, 27, 30, 42, 45, 76, 77, 78, 79, 81, 83, 156, 157; TG8: 24, 25, 27, 29, 30, 35, 36, 37, 41, 42, 47, 48, 49, 51, 58, 59, 60, 61, 63, 65, 66, 70, 71, 72, 73, 75, 76, 77, 78, 79, 81, 82, 83, 95, 96, 97, 99, 100, 101, 102, 105, 106, 107, 108, 109, 112, 113, 114, 115, 118, 119, 120, 123, 130, 131, 133, 137, 138, 139, 144, 145, 146, 147, 150, 151, 153, 157, 159; TG9: 75, 79, 95, 96, 97, 99, 101, 102, 103, 105, 139; Adaptations for Young Learners: 118, 140, 144, 145, 162, 163; Resources: Photo Activity Cards; <i>Books</i> "Animal Lives," "Farm Animals," "How Do Animals Use Their Ears?", "How Do Animals Use Their Mouths?", "How Do Animal Use Their Eyes?", "Edie's Backyard Bugs"</p> <p>TG1: 33, 99, 105; TG2: 141, 158, 159; TG3: 60, 61, 62, 63, 64, 65, 66, 68, 69, 71, 72, 73, 74, 77, 78, 79, 80, 81, 118, ; TG4: 86, 87, 147, ; TG6: 42, 45, 71, 77, 80; TG7: 137, 139, 141; TG9: 73, 96, 97, 99, 117; Resources: Science Manipulatives, Photo Activity Cards</p>	
<p>P- SCI 4 Child asks a question, gathers information and makes predictions</p>	<p>VI.B.1. Child observes, investigates, describes and discusses the characteristics of organisms.</p> <p>VI.B.3. Child observes, investigates,</p>	<p>TG1: 96, 102, 120, 135; TG2: 77, 78, 79, 81, 86; TG3: 23, 38, 39, 62, 65, 71, 72; TG4: 82, 87; TG5: 71, 135; TG6: 81; TG7: 155, 156, 157; TG8: 33, 35, 48, 60, 63, 66, 72, 77, 95, 100, 101, 107, 109, 114, 116, 117, 119, 141, 147, 150; TG9: 75, 101,</p>	<p>T4: 4, 5, 6, 7, 60-61, 62-63, 68-69, 70-71, 76-77, 78-79, 84-85, 86-87, 92-93, 80-81, 94-95</p> <p>T4: 4, 5, 6, 7, 60-61, 62-63, 68-69, 70-71, 76-77, 78-79, 84-85, 86-87, 92-93, 116-117</p>



School Readiness Goals Alignment

	describes and discusses the relationship of organisms to their environments.	102, 103, 105; Resources: Photo Activity Cards; <i>Books</i> "Animal Lives," "Farm Animals," "How Do Animals Use Their Ears?", "How Do Animals Use Their Mouths?", "How Do Animals Use Their Eyes?", "Edie's Backyard Bugs," "Nature's Giants"	T7: 178-179 T8: 5, 6, 34-35, 48-49
--	--	---	--

Perceptual, Motor, Physical Development

Child will demonstrate increasing independence in motor skills, self-care, and safety.

Child will use their senses to understand, organize, and explore their world.

Objectives	Texas Prekindergarten Guidelines Alignment	Frog Street Prekindergarten	Scholastic Good Day for Pre-K
PMP 2 Child uses perceptual information to guide motions and interactions with objects and other people	IX.A.1. Child demonstrates coordination and balance in isolation (may not yet coordinate consistently with a partner). IX.A.2. Child coordinates sequence of movements to perform tasks	TG1: 34, 38, 45, 64, 78, 79, 82, 121, 135, 158; TG2: 50, 51, 69, 79, 100, 101, 111, 112, 117, 135, 150, 151; TG3: 22, 48, 51, 63, 141, 152, 153; TG4: 33, 34, 58, 95, 97, 102, 103, 105, 131, 136, 154; TG5: 22, 39, 45, 157, 159; TG6: 40, 49, 51, 63, 64, 67, 70, 132, 133, 148; TG7: 22, 26, 28, 29, 33, 34, 35, 59, 70, 100, 105, 112, 117, 118, 130, 140, 141; TG8: 31, 38, 39, 51, 58, 69, 70, 76, 85, 94, 96, 100, 111, 136, 137, 142, 143, 154; TG9: 44, 123, 135, 140 TG1: 46, 72, 73, 78, 79, 82, 87, 104, 112, 121, 135, 158; TG2: 44, 69, 117, 135, 150, 151; TG3: 130, 133, 134, 135, 136, 142,	T1: 16-17, 40-41, 48-49, 92-93, 94-95, 110-111, 116-117, 126-127, 130-131, 134-135, 140-141, 154-155, 160-161, 170-171, 176- T2: 24-25, 32-33, 38-39, 70-71, 88-89, 108-109, 118-119, 126-127, 140-141, 154-155, 176-177 T3: 16-17, 26-27, 62-63, 76-77, 86-87, 92-93, 94-95, 110-111, 122-123, 130-131, 140-141, 154-155, 160-161, T4: 18-19, 24-25, 26-27, 40-41, 48-49, 60-61, 76-77, 94-95, 106-107, 110-111, 118-119, 122-123, 152-153, T5: 34-35, 48-49, 78-79, 94-95, 110-111,



School Readiness Goals Alignment

		147, 148, 152, 153; TG4: 32, 33, 94, 96, 97, 102, 103, 105, 123, 150, 151, 152; TG5: 94, 100, 148, 157, 159; TG6: 28, 33, 51, 63, 67, 70, 76, 100, 123 130, 132, 133, 135, 140, 148; TG7: 22, 23, 26, 28, 29, 33, 34, 35, 39, 40, 41, 42, 43, 49, 61, 62, 63, 69, 76, 77, 78, 79, 81, 82, 83, 86, 87, 100, 106, 108, 117, 130, 134, 135, 142, 151, 154, 157, 159; TG8: 39, 40, 45, 46, 50, 51, 58, 64, 69, 70, 76, 85, 87, 94, 100, 111, 130, 133, 136, 137, 141, 142, 143, 148, 150, 152; TG9: 22, 40, 58, 60, 65, 68, 70, 82, 84, 85, 86, 94, 95, 112, 118, 135, 142, 143, 155; Resources: Rebus Posters	130-131, 138-139, 154-155, 172-173 T6: 16-17, 34-35, 68-69, 70-71, 84-85, 92-93, 116-117, 176-177 T7: 16-17, 18-19, 22-23, 34-35, 38-39, 48-49, 64-65, 70-71, 78-79, 84-85, 86-87, 118-119, 124-125, 126-127, 130-131, 132-133 T8: 22-23, 60-61, 62-63, 70-71, 72-73, 86-87, 108-109, 118-119, 122-123, 132-133 T1: 14-15, 76-77 T2: 18-19, 60-61, 134-135 T3: 4, 5, 6, 7 T4: 4, 5, 6, 60-61 T5: 4, 5, 6, 106-107, 124-125 T7: 138-139, 142-143, 154-155, 162-163, 178-179, 180-181
P- PMP 3 Child demonstrates increasing control, strength and coordination of small muscles	IX.B.1. Child shows control of tasks that require small-muscle strength and control. IX.B.1. Child shows control of tasks that require small-muscle strength and control. IX.B.2. Child shows increasing control of tasks that require eye-hand coordination.	TG1: 25, 27, 37, 39, 50, 51, 67, 68, 69, 75, 79, 81, 87, 105, 115, 117, 121, 135, 155, 156, 157, 159; TG2: 39, 45, 51, 73, 74, 81, 83, 85, 86, 101, 103, 105, 115, 123, 133, 145; TG3: 25, 27, 87, 103, 139; TG4: 27, 31, 33, 34, 67, 69, 73, 74, 75, 99, 123, 135; TG5: 27, 33, 39, 45, 111, 139, 153, 157; TG6: 27, 31, 38, 39, 50, 51, 61, 62, 73, 75, 82, 99, 103, 105, 108, 109, 111, 141, 143, 144, 145, 153; TG7: 23, 27, 31, 34, 35, 39, 43, 67, 79, 97, 99, 103, 111, 115, 135, 139, 140, 141, 145; TG8: 49, 51, 61, 67, 100, 102, 133, 135, 139, 142, 145; TG9: 37, 40, 43, 45, 49, 61, 81, 96, 97, 103, 104, 105, 111, 117, 118, 121, 136 TG1: 25, 37, 46, 50, 51, 64, 69, 70, 80, 81,	T1: 14-15, 76-77 T2: 18-19, 60-61, 134-135 T3: 4, 5, 6, 7 T4: 4, 5, 6, 7 T5: 4, 5, 6, 60-61 T6: 4, 5, 6, 106-107, 124-125 T8: 18-19 T1: 14-15, 50-51, 188-189 T2: 4, 5, 6, 7 T3: 4, 5, 6, 7 T4: 4, 5, 6, 7 T5: 42-43, 70-71, 110-111, 114-4, 5, 6, 7115, 126-127 T6: 156-157 T8: 4, 5, 6, 7



School Readiness Goals Alignment

		94, 99, 115, 117, 121, 122, 123; TG2: 31, 45, 85, 103, 105, 12; TG3: 45, 121, 135, 153; TG4: 33, 43, 63, 67, 69, 75, 81, 99, 123, 135, 153; TG5: 51, 105, 147, 157; TG6: 28, 43, 49, 62, 99, 103, 105, 109, 111, 121, 136, 141; TG7: 31, 39, 63, 75, 79, 115, 123, 139, 145, 157; TG8: 51, 61, 67, 69, 97, 99, 112, 154; TG9: 33, 40, 61, 81, 82, 97, 111, 121, 136	
P- PMP 4 Child demonstrates personal hygiene and self-care skills	IX.C.2. Child practices good habits of personal health and hygiene.	TG1: 26, 27, 81, 86, 87, 111; TG2: 136, 137, 141; TG4: 36, 101, 102, 112, 113, 114, 115, 118, 119, 120, 123, 146, 147; TG5: 28, 30, 32, 33, 120; Resources: Rebus Posters TG1: 82; TG2: 111; TG4: 60, 61, 64, 69, 71, 72, 75, 76, 77, 78, 81, 83, 84, 85, 94, 95, 96, 97, 99, 102, 105; TG5: 75, 105; TG7: 39; TG9: 135; Resources: Photo Activity Cards; Rebus Posters; <i>Books</i> "Our Muscles," "Our Senses"	T1: 5, 622-23, 24-25, 72-73, 86-87 T:6 4, 5, 6, 64-65, 72-73, 78-79, 84-85, 92-93, 94-95, 96-97
P- PMP 6 Child demonstrates knowledge of personal safety practices and routines	IX.C.1. Child practices good habits of personal safety.	TG1: 28, 40, 45, 63, 81, 99, 102, 110; TG2: 33, 82, 130, 131, 132, 133, 135, 136, 141, 149, 154, 155 ; TG3: 84, 85, 114; TG4: 24, 34, 35, 36, 39, 48, 49, 51, 100, 113, 117, 137, 141; TG5: 28, 51, 120, 147; TG6: 37, 45, 63, 65; TG7: 33, 51, 95, 96, 99; TG8: 39, 63, 99, 105, 111, 159; TG9: 63; Resources: Rebus Posters	T1: 72-73 T3: 5, 6, 26-27, 30-31, 42-43, 50-51, 72-73, 106-107, 124-125 T4: 22-23, 46-47 T5: 84-85 T6: 4, 5, 6, 7, 152-153, 156-157, 162-163, 164-165, 168-169, 170-171, 176-177, 184-185, 186-187, 188-189 T7: 60-61, 138-139, 168-169