



Proclamation 2021 Correlations to the Texas Prekindergarten Guidelines (TPG): Student/Teacher Materials

Domain Social And Emotional Development

Publisher

Program Title

Program ISBN

Program Title (ident

Program ISBN (iden

TPG %

For the full text of the

Proclamation 2021 **Correlations**

Cassandra Pignato, Review and Adoption Specialist

(I) Social And Emotional Development Domain

While a prekindergarten education should include activities that strengthen cognitive skills, it must provide for the development of the social and emotional competencies required for social problem solving, social skills, behavior and emotional health. Some children will develop social and emotional skills with appropriate teacher guidance surrounding social and emotional skills. All children will benefit from direct social skill instruction, explicit teaching, and repeated opportunities to practice skills. The development of these personal and social skills enables children to interact effectively in the classroom community, assert independence in appropriate ways, and accomplish tasks that are meaningful to them without infringing on the rights of others. Children will be prepared for their environment as school-ready.



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Definitions

An end-of-year outcome is what students are expected to know or be able to do.

Breakouts are the component parts of each end-of-year outcome.

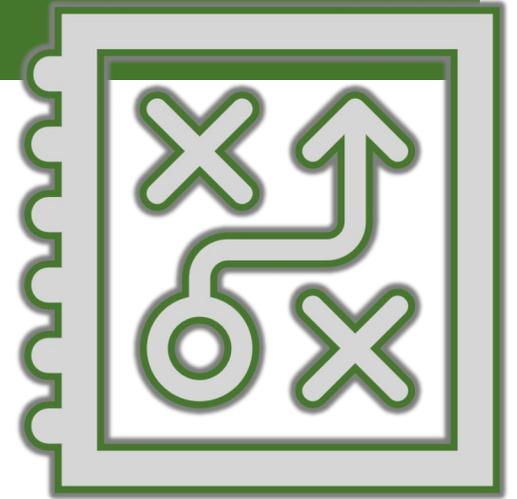
A citation is the identification of content that covers a breakout.

Correlations contain all the citations for an instructional material or set of materials.

Note: An end-of-year outcome is considered addressed only if each of its breakouts is addressed.

Rules of the Game

- You must use the Excel correlation template provided by TEA.
- You may not convert the document into any other formats (e.g., Google Sheets).
- You must submit a correlation for each product.
- Once you submit your correlations, they are considered public information (Texas Government Code, Chapter 552.)



Best Practices



Spend time carefully constructing accurate correlations.



Provide the best, most closely aligned content.



Clearly indicate the exact location of the content.



Verify correlation links work correctly in digital programs.



Citations

- Not all of the end-of-year outcomes are developmentally appropriate for inclusion in student materials.
- Therefore, you are not expected to include content in your student materials that cover every breakout in each domain.
- We have identified the specific breakouts that are developmentally appropriate for inclusion in student materials.

Citations

- You may provide up to five citations from student material for all breakouts deemed developmentally appropriate and up to five citations from teacher material for each breakout.
- You must provide at least two citations for each breakout—one narrative citation and one activity citation.

Citations: Narrative vs. Activity

- The student text narrative is content that allows the teacher to teach or the student to learn the knowledge or skill.
- An activity is content that allows the student to demonstrate the knowledge or practice the skill.

Correlation Domains

Proclamation 2021 Correlations to the Texas Prekindergarten Guidelines (TPG): Student/Teacher Materials

Domain Social And Emotional Development

Publisher

Program Title

Program ISBN

Program Title (identical content)

Program ISBN (identical content)

TPG %

For the full text of the Texas Prekindergarten Guidelines, visit <https://tea.texas.gov/WorkArea/DownloadAsset.aspx?id=25769825386>.

(I) Social And Emotional Development Domain

While a prekindergarten education should include activities that strengthen cognitive skills, it must provide for the development of the social and emotional competencies required for school readiness. Early experiences influence brain development, establish social skills, behavior and emotional health. Some children will develop social and emotional skills with appropriate teacher guidance surrounding social and emotional situations such as, separating from families, sharing space and materials with peers, social skill instruction, explicit teaching, and repeated opportunities to practice skills. The development of these personal and social skills enables children to build a sense of who they are and what they can do. Children establish positive relationships with independence in appropriate ways, and accomplish tasks that are meaningful to them without infringing on the rights of others. Children who can follow directions, communicate their wants and needs effectively, and get along with other children are more

Skill	Sub-Skill	Outcome	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Description of t
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(A) Self Concept Skills. Central to understanding emotional development is the idea of self concept—an increasing level of conscious awareness of one’s feelings, thoughts, abilities, likes, and dislikes, as well as awareness of one’s body in space.

(1) Child is aware of where

(I) Social & Emotional Dev

(II) Language & Communication

(III) Emergent Literacy Reading

(IV) Emergent Literacy Writing

(V) Mathematics

(VI) Science



List of Domains

(I) Social & Emotional Development

(II) Language & Communication

(III) Emergent Literacy Reading

(IV) Emergent Literacy Writing

(V) Mathematics

(VI) Science

(VII) Social Studies

(VIII) Fine Arts

(IX) Physical Development

(X) Technology Applications

Example of Program Information

Proclamation 2021 Correlations to the Texas Prekindergarten Guidelines (TPG): Student/Teacher Materials

Domain	Social & Emotional Development
Publisher	Texas Publisher
Program Title	Texas Publisher Prekindergarten System Print with Online
Program ISBN	9781234567890
Program Title (identical content)	Texas Publisher Prekindergarten System Online
Program ISBN (identical content)	9781234567899
TPG %	100.00%

(I) Social And Emotional Development Domain

While a prekindergarten education should include activities that strengthen cognitive skills, it must provide for the development of the social and emotional competencies required for school readiness. Early experiences influence brain development, establishing the neural circuitry for social skills, behavior and emotional health. Some children will develop social and emotional skills with appropriate teacher guidance surrounding social and emotional situations such as, separating from families, sharing space and materials with peers, resolving conflicts, and social skill instruction, explicit teaching, and repeated opportunities to practice skills. The development of these personal and social skills enables children to build a sense of who they are and what they can do. Children establish positive relationships with teachers and peers, demonstrate independence in appropriate ways, and accomplish tasks that are meaningful to them without infringing on the rights of others. Children who can follow directions, communicate their wants and needs effectively, and get along with other children are more prepared to enter a

Skill	Sub-Skill	Outcome	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Description of the specific location
(B) Self Regulation Skills. Prekindergarten children feel safer and function more successfully in the classroom when rules and routines are consistently implemented. A well organized classroom with well prepared activities helps children expand their attention span and build self-control and management skills.	(4) Behavior Control	(a) Child follows classroom rules and routines with	(i) Child follows classroom rules with occasional	Student/Teacher	Narrative	97801234567895	100	Breakout: Show It: Top of page, first two

Introduction

Proclamation 2021 Correlations to the Texas Prekindergarten Guidelines (TPG): Student/Teacher Materials

Domain	Social And Emotional Development
Publisher	
Program Title	
Program ISBN	
Program Title (identical content)	
Program ISBN (identical content)	
TPG %	

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(I) Social And Emotional Development Domain

While a prekindergarten education should include activities that strengthen cognitive skills, it must provide for the development of the social and emotional competencies required for school readiness. Early experiences influence brain development, establishing the neural connections for social skills, behavior and emotional health. Some children will develop social and emotional skills with appropriate teacher guidance surrounding social and emotional situations such as, separating from families, sharing space and materials with peers, resolving conflicts, and social skill instruction, explicit teaching, and repeated opportunities to practice skills. The development of these personal and social skills enables children to build a sense of who they are and what they can do. Children establish positive relationships with teachers and peers, demonstrate independence in appropriate ways, and accomplish tasks that are meaningful to them without infringing on the rights of others. Children who can follow directions, communicate their wants and needs effectively, and get along with other children are more prepared to enter a

Skill	Sub-Skill	Outcome	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Description of the specific location
(B) Self Regulation Skills. Prekindergarten children feel safer and function more successfully in the classroom when rules and routines are consistently implemented. A well organized classroom with well prepared activities helps children expand their attention span and build self-control and awareness.	(4) Behavior Control	(a) Child follows classroom rules and routines with	(i) Child follows classroom rules with occasional	Student/Teacher	Narrative	07804224567895	169	Know It, Show It: Top of page, first two



Column Headers for Domain I, Social And Emotional Development

A	B	C	D	E	F	G	H	I
Skill	Sub-Skill	Outcome	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Description of the specific location
<p>(B) Self Regulation Skills. Prekindergarten children feel safer and function more successfully in the classroom when rules and routines are consistently implemented. A well organized classroom with well prepared activities helps children expand their attention span and build self-control and personal responsibility. As they encounter and overcome new and various social obstacles when playing with peers, guidance from teachers will enable them to learn acceptable and unacceptable ways of dealing with social and emotional stress and/or excitement.</p>	(1) Behavior Control	(a) Child follows classroom rules and routines with occasional reminders from teacher	(i) Child follows classroom rules with occasional reminders from teacher	Student/Teacher	Narrative			
				Student/Teacher	Activity			
				Student/Teacher	None			
				Student/Teacher	None			
				Student/Teacher	None			
				Teacher Only	Narrative			
				Teacher Only	Activity			
				Teacher Only	None			
				Teacher Only	None			
				Teacher Only	None			

Column Headers for Domains II–X

A	C	D	E	F	G	H	I
Skill	Outcome	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Description of the specific location
(A) Motivation to Read Skills	(2) Child self-selects books and other written materials to engage in pre-reading behaviors	(a) Child self-selects books to engage in pre-reading behaviors	Student/Teacher	Narrative			
			Student/Teacher	Activity			
			Student/Teacher	None			
			Student/Teacher	None			
			Student/Teacher	None			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	None			
			Teacher Only	None			
			Teacher Only	None			
(A) Motivation to Read Skills	(2) Child self-selects books and other written materials to engage in pre-reading behaviors	(b) Child self-selects other written materials to engage in pre-reading behaviors	Student/Teacher	Narrative			
			Student/Teacher	Activity			
			Student/Teacher	None			
			Student/Teacher	None			
			Student/Teacher	None			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	None			
			Teacher Only	None			
			Teacher Only	None			



Item Type

C	D	E	F	G	H	I	J
Outcome	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
(b) Child takes care of and manages classroom materials	(ii) Child manages classroom materials	Student/Teacher	Narrative	N/A	N/A	N/A	N/A
		Student/Teacher	Activity	N/A	N/A	N/A	N/A
		Student/Teacher	None	N/A	N/A	N/A	N/A
		Student/Teacher	None	N/A	N/A	N/A	N/A
		Student/Teacher	None	N/A	N/A	N/A	N/A
		Teacher Only	Narrative	97801234567895	162	Printable: Meeting and Greeting, Page 1, Top of page; Page 2, Top of page,	https://www.TestPublisher.com/social/emotional_development/PreK/teacher/pdf/kre_kisi_m07.pdf#page=162
		Teacher Only	Activity	97801234567895	154	Printable: Meeting and Greeting, Page 1, Body of page; Page 2, Body of page	https://www.TestPublisher.com/social/emotional_development/PreK/teacher/pdf/kre_kisi_m07.pdf#page=154
		Teacher Only	None				
		Teacher Only	None				
		Teacher Only	None				df#page=154
		Teacher Only	Narrative	97801234567900			
		Teacher Only	Activity	97801234567900			
		Teacher Only	None	97801234567900			
		Teacher Only	None	97801234567900			
		Teacher Only	None	97801234567900			



Citation Type

C	D	E	F	G	H	I	J
Outcome	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
(a) Child follows classroom rules and routines with occasional reminders from teacher	(i) Child follows classroom rules with occasional reminders from teacher	Student/Teacher	Narrative	97801234567895	162	Know It, Show It: Top of page, first two lines under title	https://www.TestPublisher.com/social/emotional_development/PreK/teacher/pdf/kre_kisi_m07.pdf#page=162
		Student/Teacher	Activity	97801234567895	Narrative		https://www.TestPublisher.com/social/emotional_development/PreK/teacher/pdf/kre_kisi_m07.pdf#page=154
		Student/Teacher	Narrative	97801234567895		https://www.TestPublisher.com/social/emotional_development/PreK/teacher/pdf/kre_kisi_m07.pdf#page=10	
		Student/Teacher	Activity	97801234567895		https://www.TestPublisher.com/social/emotional_development/PreK/teacher/pdf/kre_kisi_m07.pdf#page=xli_intro	
		Student/Teacher	None	97801234567895			
		Teacher Only	Narrative	97801234567900			
		Teacher Only	Activity	97801234567900			
Teacher Only	None	97801234567900					
(a) Child follows classroom rules and routines with occasional reminders from teacher	(ii) Child follows classroom routines with occasional reminders from teacher	Student/Teacher	Narrative	97801234567895	No citation provided		
		Student/Teacher	Activity	97801234567895			
		Student/Teacher	None	97801234567895			
		Student/Teacher	None	97801234567895			
		Teacher Only	Narrative	97801234567900	No citation provided		
		Teacher Only	Activity	97801234567900			
		Teacher Only	None	97801234567900			
		Teacher Only	None	97801234567900			



ISBNs

C	D	E	F	G	H	I	J
Outcome	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
(a) Child follows classroom rules and routines with occasional reminders from teacher	(i) Child follows classroom rules with occasional reminders from teacher	Student/Teacher	Narrative	97801234567895 97801234567885	162	Know It, Show It: Top of page, first two lines under title	https://www.TestPublisher.com/social/emotional_development/PreK/teacher/pdf/kre_kisi_m07.pdf#page=162
		Student/Teacher	Activity	97801234567895 97801234567885	154–155	Printable: Meeting and Greeting, Page 154, Body of page; Page 155, Body of page	https://www.TestPublisher.com/social/emotional_development/PreK/teacher/pdf/kre_kisi_m07.pdf#page=154
		Student/Teacher	Narrative	97801234567895 97801234567885	10–15	Top of page, second paragraph	https://www.TestPublisher.com/social/emotional_development/PreK/teacher/pdf/kre_kisi_m07.pdf#page=10
		Student/Teacher	Activity	97801234567895 97801234567885	xli Intro	Greeting cards	https://www.TestPublisher.com/social/emotional_development/PreK/teacher/pdf/kre_kisi_m07.pdf#page=xli_intro
		Student/Teacher	None	97801234567895 97801234567885	No citation provided		
		Teacher Only	Narrative	97801234567900 97823456789812			
		Teacher Only	Activity	97801234567900 97823456789812			
		Teacher Only	None	97801234567900 97823456789812			
		Teacher Only	None	97801234567900 97823456789812			
		Teacher Only	None	97801234567900 97823456789812			

Paste Special into Excel

	Skill	Sub-Skill	Outcome	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
11	(B) Self Regulation Skills. Prekindergarten children feel safer and function more successfully in the classroom when rules and routines are consistently implemented. A well organized classroom with well prepared activities helps children expand their attention span and build self-control and personal responsibility. As they encounter and overcome new and various social obstacles when playing with peers, guidance from teachers will enable them to learn acceptable and unacceptable ways of dealing with social and emotional stress and/or excitement.	(1) Behavior Control	(a) Child follows classroom rules and routines with occasional reminders from teacher	(i) Child follows classroom rules with occasional reminders from teacher	Student/Teacher	Narrative	97801234567895 97801234567885	162	Know It, Show It: Top of page, first two lines under title	https://www.TestPublisher.com/social/emotional_development/PreK/teacher/pdf/kre_kisi_m07.pdf#page=162
102					Student/Teacher	Activity	97801234567895 97801234567885	154–155	Printable: Meeting and Greeting, Page 154, Body of page; Page 155, Body of page	https://www.TestPublisher.com/social/emotional_development/PreK/teacher/pdf/kre_kisi_m07.pdf#page=154
103					Student/Teacher	Narrative	97801234567895 97801234567885	10–15	Top of page, second paragraph	https://www.TestPublisher.com/social/emotional_development/PreK/teacher/pdf/kre_kisi_m07.pdf#page=10
104					Student/Teacher	Activity	97801234567895 97801234567885	xli Intro	Greeting cards	https://www.TestPublisher.com/social/emotional_development/PreK/teacher/pdf/kre_kisi_m07.pdf#page=xli_intro
105					Student/Teacher	None	97801234567895 97801234567885	No citation provided		
106					Teacher Only	Narrative	97801234567900 97823456789812			
107					Teacher Only	Activity	97801234567900 97823456789812			
108					Teacher Only	None	97801234567900 97823456789812			
109					Teacher Only	None	97801234567900 97823456789812			
110					Teacher Only	None	97801234567900 97823456789812			
111					Teacher Only	None	97801234567900 97823456789812			



Domain I, Social And Emotional Development

A	B	C	D	E	F	G	H	I	J
Skill	Sub-Skill	Outcome	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
(B) Self Regulation Skills. Prekindergarten children feel safer and function more successfully in the classroom when rules and routines are consistently implemented. A well organized classroom with well prepared activities helps children expand their attention span and build self-control and personal responsibility. As they encounter and overcome new and various social obstacles when playing with peers, guidance from teachers will enable them to learn acceptable and unacceptable ways of dealing with social and emotional stress and/or excitement.	(1) Behavior Control	(a) Child follows classroom rules and routines with occasional reminders from teacher	(i) Child follows classroom rules with occasional reminders from teacher	Student/Teacher	Narrative	97801234567895	162	Know It, Show It: Top of page, first two lines under title	https://www.TestPublisher.com/social/emotional_development/PreK/teacher/pdf/kre_kisi_m07.pdf#page=162
				Student/Teacher	Activity	97801234567895	154–155	Printable: Meeting and Greeting, Page 154, Body of page; Page 155, Body of page	https://www.TestPublisher.com/social/emotional_development/PreK/teacher/pdf/kre_kisi_m07.pdf#page=154
	Student/Teacher	Narrative	97801234567895	10–15	Top of page, second paragraph	https://www.TestPublisher.com/social/emotional_development/PreK/teacher/pdf/kre_kisi_m07.pdf#page=10			
	Student/Teacher	Activity	97801234567895	xii Intro	Greeting cards	https://www.TestPublisher.com/social/emotional_development/PreK/teacher/pdf/kre_kisi_m07.pdf#page=xii_intro			
	Student/Teacher	None	97801234567895	No citation provided					
	Teacher Only	Narrative	97801234567900						
	Teacher Only	Activity	97801234567900						
	Teacher Only	None	97801234567900						
	Teacher Only	None	97801234567900						
	Teacher Only	None	97801234567900						
(B) Self Regulation Skills	(a) Child follows classroom rules and routines with occasional reminders from teacher	(ii) Child follows classroom routines with occasional reminders from teacher	Student/Teacher	Narrative	97801234567895	No citation provided			
			Student/Teacher	Activity	97801234567895				
	Student/Teacher	None	97801234567895						
	Student/Teacher	None	97801234567895						
	Student/Teacher	None	97801234567895						
	Teacher Only	Narrative	97801234567900	No citation provided					
	Teacher Only	Activity	97801234567900						
	Teacher Only	None	97801234567900						
	Teacher Only	None	97801234567900						
	Teacher Only	None	97801234567900						



Domains II–X

A	B	C	D	E	F	G	H	I	J
Skill	Sub-Skill	Outcome	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
<p>(C) Alphabet Knowledge Skills. Letter knowledge is an essential component of learning to read and write. Young children learn best when information is presented in context and when educators provide opportunities for children to create experiences that make the material meaningful. Rote practice (or the “skill and drill” method) can result in frustration and negative attitudes toward learning. Knowing how letters function in writing and how these letters connect to the sounds children hear in words is crucial to children’s success in reading. Combined with phonological awareness, letter knowledge is the key to children understanding the alphabetic principle. Children will use this sound/letter connection to begin to identify printed words, such as their names and other familiar words.</p>		<p>(1) Child names at least 20 upper- and at least 20 lower-case letters in the language of instruction</p>	<p>(a) Child names at least 20 upper-case letters in the language of instruction</p>	Student/Teacher	Narrative	97801234567895	162	Know It, Show It: Top of page, first two lines under title	https://www.TestPublisher.com/social/emotional_development/PreK/teacher/pdf/kre_kisi_m07.pdf#page=162
				Student/Teacher	Activity	97801234567895	154–155	Printable: Meeting and Greeting, Page 154, Body of page; Page 155, Body of page	https://www.TestPublisher.com/social/emotional_development/PreK/teacher/pdf/kre_kisi_m07.pdf#page=154
				Student/Teacher	None	97801234567895	10–15	Top of page, second paragraph	https://www.TestPublisher.com/social/emotional_development/PreK/teacher/pdf/kre_kisi_m07.pdf#page=10
				Student/Teacher	None	97801234567895	xii Intro	Greeting cards	https://www.TestPublisher.com/social/emotional_development/PreK/teacher/pdf/kre_kisi_m07.pdf#page=xii_intro
				Student/Teacher	None	97801234567895	No citation provided		
				Teacher Only	Narrative	97801234567900			
				Teacher Only	Activity	97801234567900			
				Teacher Only	None	97801234567900			
				Teacher Only	None	97801234567900			
				Teacher Only	None	97801234567900			
<p>(C) Alphabet Knowledge Skills</p>		<p>(1) Child names at least 20 upper and at least 20 lower case letters in the language of instruction</p>	<p>(b) Child names at least 20 lower-case letters in the language of instruction</p>	Student/Teacher	Narrative	97801234567895	No citation provided		
				Student/Teacher	Activity	97801234567895			
				Student/Teacher	None	97801234567895			
				Student/Teacher	None	97801234567895			
				Student/Teacher	None	97801234567895			
				Teacher Only	Narrative	97801234567900	No citation provided		
				Teacher Only	Activity	97801234567900			
				Teacher Only	None	97801234567900			
				Teacher Only	None	97801234567900			
				Teacher Only	None	97801234567900			



Domain I, Social And Emotional Development

A	B	C	D	E	F	G	H	I	J
Skill	Sub-Skill	Outcome	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
(B) Self Regulation Skills. Prekindergarten children feel safer and function more successfully in the classroom when rules and routines are consistently implemented. A well organized classroom with well prepared activities helps children expand their attention span and build self-control and personal responsibility. As they encounter and overcome new and various social obstacles when playing with peers, guidance from teachers will enable them to learn acceptable and unacceptable ways of dealing with social and emotional stress and/or excitement.	(1) Behavior Control	(a) Child follows classroom rules and routines with occasional reminders from teacher	(i) Child follows classroom rules with occasional reminders from teacher	Student/Teacher	Narrative	97801234567895	162	Know It, Show It: Top of page, first two lines under title	https://www.TestPublisher.com/social/emotional_development/PreK/teacher/pdf/kre_kisi_m07.pdf#page=162
				Student/Teacher	Activity	97801234567895	154–155	Printable: Meeting and Greeting, Page 154, Body of page; Page 155, Body of page	https://www.TestPublisher.com/social/emotional_development/PreK/teacher/pdf/kre_kisi_m07.pdf#page=154
				Student/Teacher	Narrative	97801234567895	10–15	Top of page, second paragraph	https://www.TestPublisher.com/social/emotional_development/PreK/teacher/pdf/kre_kisi_m07.pdf#page=10
				Student/Teacher	Activity	97801234567895	xii Intro	Greeting cards	https://www.TestPublisher.com/social/emotional_development/PreK/teacher/pdf/kre_kisi_m07.pdf#page=xii_intro
				Student/Teacher	None	97801234567895	No citation provided		
				Teacher Only	Narrative	97801234567900			
				Teacher Only	Activity	97801234567900			
				Teacher Only	None	97801234567900			
				Teacher Only	None	97801234567900			
				Teacher Only	None	97801234567900			
(B) Self Regulation Skills		(a) Child follows classroom rules and routines with occasional reminders from teacher	(ii) Child follows classroom routines with occasional reminders from teacher	Student/Teacher	Narrative	97801234567895	No citation provided		
				Student/Teacher	Activity	97801234567895			
				Student/Teacher	None	97801234567895			
				Student/Teacher	None	97801234567895			
				Student/Teacher	None	97801234567895			
				Teacher Only	Narrative	97801234567900	No citation provided		
				Teacher Only	Activity	97801234567900			
				Teacher Only	None	97801234567900			
				Teacher Only	None	97801234567900			
				Teacher Only	None	97801234567900			



Domains II–X

A	B	C	D	E	F	G	H	I	J
Skill	Sub-Skill	Outcome	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
(C) Alphabet Knowledge Skills. Letter knowledge is an essential component of learning to read and write. Young children learn best when information is presented in context and when educators provide opportunities for children to create experiences that make the material meaningful. Rote practice (or the "skill and drill" method) can result in frustration and negative attitudes toward learning. Knowing how letters function in writing and how these letters connect to the sounds children hear in words is crucial to children's success in reading. Combined with phonological awareness, letter knowledge is the key to children understanding the alphabetic principle. Children will use this sound/letter connection to begin to identify printed words, such as their names and other familiar words.		(1) Child names at least 20 upper- and at least 20 lower-case letters in the language of instruction	(a) Child names at least 20 upper-case letters in the language of instruction	Student/Teacher	Narrative	97801234567895	162	Know It, Show It: Top of page, first two lines under title	https://www.TestPublisher.com/social/emotional_development/PreK/teacher/pdf/kre_kisi_m07.pdf#page=162
				Student/Teacher	Activity	97801234567895	154–155	Printable: Meeting and Greeting, Page 154, Body of page; Page 155, Body of page	https://www.TestPublisher.com/social/emotional_development/PreK/teacher/pdf/kre_kisi_m07.pdf#page=154
				Student/Teacher	None	97801234567895	10–15	Top of page, second paragraph	https://www.TestPublisher.com/social/emotional_development/PreK/teacher/pdf/kre_kisi_m07.pdf#page=10
				Student/Teacher	None	97801234567895	xli Intro	Greeting cards	https://www.TestPublisher.com/social/emotional_development/PreK/teacher/pdf/kre_kisi_m07.pdf#page=xli_intro
				Student/Teacher	None	97801234567895	No citation provided		
				Teacher Only	Narrative	97801234567900			
				Teacher Only	Activity	97801234567900			
				Teacher Only	None	97801234567900			
				Teacher Only	None	97801234567900			
				Teacher Only	None	97801234567900			
(C) Alphabet Knowledge Skills		(1) Child names at least 20 upper and at least 20 lower case letters in the language of instruction	(b) Child names at least 20 lower-case letters in the language of instruction	Student/Teacher	Narrative	97801234567895	No citation provided		
				Student/Teacher	Activity	97801234567895			
				Student/Teacher	None	97801234567895			
				Student/Teacher	None	97801234567895			
				Student/Teacher	None	97801234567895			
				Teacher Only	Narrative	97801234567900	No citation provided		
				Teacher Only	Activity	97801234567900			
				Teacher Only	None	97801234567900			
				Teacher Only	None	97801234567900			
				Teacher Only	None	97801234567900			

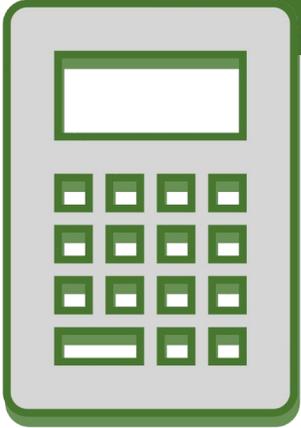


No Content Example

A	B	C	D	E	F	G	H	I	J
Skill	Sub-Skill	Outcome	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
(B) Self Regulation Skills. Prekindergarten children feel safer and function more successfully in the classroom when rules and routines are consistently implemented. A well organized classroom with well prepared activities helps children expand their attention span and build self-control and personal responsibility. As they encounter and overcome new and various social obstacles when playing with peers, guidance from teachers will enable them to learn acceptable and unacceptable ways of dealing with social and emotional stress and/or excitement.	(1) Behavior Control	(a) Child follows classroom rules and routines with occasional reminders from teacher	(i) Child follows classroom rules with occasional reminders from teacher	Student/Teacher	Narrative	97801234567895	162	Know It, Show It: Top of page, first two lines under title	https://www.TestPublisher.com/social/emotional_development/PreK/teacher/pdf/kre_kisi_m07.pdf#page=162
				Student/Teacher	Activity	97801234567895	154–155	Printable: Meeting and Greeting, Page 154, Body of page; Page 155, Body of page	https://www.TestPublisher.com/social/emotional_development/PreK/teacher/pdf/kre_kisi_m07.pdf#page=154
				Student/Teacher	Narrative	97801234567895	10–15	Top of page, second paragraph	https://www.TestPublisher.com/social/emotional_development/PreK/teacher/pdf/kre_kisi_m07.pdf#page=10
				Student/Teacher	Activity	97801234567895	xli Intro	Greeting cards	https://www.TestPublisher.com/social/emotional_development/PreK/teacher/pdf/kre_kisi_m07.pdf#page=xli_intro
				Student/Teacher	None	97801234567895	No citation provided		
				Teacher Only	Narrative	97801234567900			
				Teacher Only	Activity	97801234567900			
				Teacher Only	None	97801234567900			
				Teacher Only	None	97801234567900			
				Teacher Only	None	97801234567900			
(B) Self Regulation Skills		(a) Child follows classroom rules and routines with occasional reminders from teacher	(ii) Child follows classroom routines with occasional reminders from teacher	Student/Teacher	Narrative	97801234567895	No citation provided		
				Student/Teacher	Activity	97801234567895			
				Student/Teacher	None	97801234567895			
				Student/Teacher	None	97801234567895			
				Student/Teacher	None	97801234567895			
				Teacher Only	Narrative	97801234567900	No citation provided		
				Teacher Only	Activity	97801234567900			
				Teacher Only	None	97801234567900			
				Teacher Only	None	97801234567900			
				Teacher Only	None	97801234567900			



Determining TPG Coverage



- For a product to be eligible for adoption, the instructional material must address at least 50% of the total number of end-of-year outcomes in each of the ten domains.
- To calculate your TPG coverage percentage, divide the number of outcomes for which you provided the required citations by the total number of outcomes in the domain.

Social and Emotional Development domain, has a total of 20 end-of-year outcomes

Warning: You must meet 75% of the percentage you indicate on your correlation template in order to provide new citations or new content at the state review meeting.

$$15 \div 20 = 75\%$$

Preliminary Correlations

- Preliminary correlations allow TEA staff the opportunity to review your correlations and provide feedback.
- Your liaison will review your correlations for completion, clarity, and accuracy.
- We need to see one to two full pages of one program and format of your correlations to provide high-quality feedback.

February 24, 2020

A preliminary correlation to the TPG is due by 5:00 p.m.

February 2020						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29



April 6, 2020

The final correlations and the following deliverables are due by 5:00 p.m. CST:

- *Affidavit of Authorship or Contribution*
- *Certification of Editorial Review*
- Pre-adoption samples
- *Report on Interoperability and Ease of Use*

Final Thoughts



- The correlations you provide are very important because state review panels use them as their primary reference when they review your materials.
- Poorly chosen citations can result in a product's being determined ineligible for adoption.
- Everyone involved in completing the correlations should read *Proclamation 2021* and the *Proclamation 2021 Publisher Handbook*.
- Visit the Publisher Portal at [https://tea.texas.gov/Academics/Instructional Materials/Publisher Portal](https://tea.texas.gov/Academics/Instructional_Materials/Publisher_Portal).



Need Help?

Contact your liaison at (512) 463-9601 or submit an [Instructional Materials Help Desk](#) ticket.

