



Pre-K To Kindergarten CrossWalk To ELI

Social Emotional	TSG Indicator	Pre-K Goal End of Year/Kindergarten Beginning of the Year Goal	TSG Level	Kindergarten Goal End of the Year	ELI Level
Manages feelings	1a	Is able to look at a situation differently or delay gratification	6	Controls strong emotions in an appropriate manner most of the time	8
Follows Limits and Expectations	1b	Manages classroom rules, routines, and transitions with occasional reminders	6	Applies basic rules in new but similar situations	8
Responds to emotional cues	2b	Identifies basic emotional reactions of others and their causes accurately	6	Recognizes that others' feelings about a situation might be different from his own	8
Interacts with Peer	2C	Initiates, joins in, and sustains positive interactions with a small group of two to three children	6	Interacts cooperatively in groups of four or five children	8
Solves Social Problems	3b	Suggests solutions to social problems	6	Resolves social problems through basic negotiation	8

				and compromise	
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Physical	TSG Indicator	Pre-K Goal End of Year/Kindergarten Beginning of the Year Goal	TSG Level	Kindergarten Goal End of Year	ELI Level
Uses fingers and hands	7a	Uses small, precise finger and hand movements	8	Uses smooth finger and hand movements	10

Language	TSG Indicator	Pre-K Goal End of Year/Kindergarten Beginning of the Year Goal	TSG Level	Kindergarten Goal End of Year	ELI Level
Follows directions	8b	Follows directions of two or more steps that relate to familiar objects and experiences	6	Follows detailed, instructional, multistep directions	8
Tells about another time or place	9d	Tells stories about other times and places that have a logical order and that include major details.	6	Tells elaborate stories that refer to other times and places	8

Approaches to Learning/Cognitive	TSG Indicator	Pre-K Goal End of Year/Kindergarten Beginning of the Year Goal	TSG Level	Kindergarten Goal End of Year	ELI Level
Attends and engages	11a	Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions	6	Sustains attention to tasks or projects over time (days to weeks); can return to activities after interruptions	8

Literacy	TSG Indicator	Pre-K Goal End of Year/Kindergarten Beginning of the Year Goal	TSG Level	Kindergarten Goal End of Year	ELI Level
Notices and discriminates rhyme	15a	Decides whether two words rhyme	6	Generates a group of rhyming words when given a word	8
Notices and discriminates alliteration	15b	Matches beginning sounds of some words	6	Isolates and identifies the beginning sound of a word	8

Math	TSG Indicator	Pre-K Goal End of Year/Kindergarten Beginning of the Year Goal	TSG Level	Kindergarten Goal End of Year	ELI Level
Counts	20a	Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting	6	Uses number names while counting to 100 by 1s and 10s; counts 30 objects accurately; tells what number comes before and after specified number up to 20	8
Quantifies	20b	Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many.	6	Solves simple equal share problems; makes sets of 11–20 objects and then describes the parts	8
Connects Numerals and Quantities	20c	Identifies numerals to 10 by name and connects each to counted objects	6	Identifies numerals to 20 by name and connects each to counted objects; represents how many by writing one-digit numerals and some two-digit	8

Past Skill	Dimension and Objectives In	PAST Mastery Level In Teaching Strategies Gold
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	Teaching Strategies Gold	
Concept of Spoken Word	15C	Level 3
Rhyme	15 A	Recognition-Level 6 Completion-Level 4 Production-Level 8
Syllables-Blending	15 C	Blending-Level 4 Segmentation-Level 4
Phoneme Isolation- Initial Sound	15 B	Level 8
Phoneme Segmentation	15 C	Level 8