

Illinois Learning Standards Correlation to Frog Street Threes



**Illinois Learning Standards
Correlated with
Frog Street Threes
Early Childhood Education
Age: 36-48 months**

**Illinois Learning Standards
Early Childhood Education**

STATE GOAL / DISCIPLINARY CONCEPT	IL.LA.	Language Arts
LEARNING STANDARD / DISCIPLINE	LA.1.	Demonstrate increasing competence in oral communication (listening and speaking).
DESCRIPTOR / CONTENT DISCIPLINE	1.A.	Demonstrate understanding through age-appropriate responses.
STANDARD	1.A.ECa.	<p>Follow simple one-, two- and three-step directions.</p> <p><u>Frog Street Threes</u> AG.1: page 08 AG.1: page 12 AG.1: page 18 AG.1: page 22 AG.1: page 32 AG.2: page 42 AG.3: page 19 AG.4: page 11</p>
STANDARD	1.A.ECb.	<p>Respond appropriately to questions from others.</p> <p><u>Frog Street Threes</u> AG.1: page 10 AG.2: page 10 AG.2: page 40 AG.3: page 06 AG.3: page 10 AG.3: page 24 AG.3: page 38 AG.3: page 41 AG.4: page 06 AG.4: page 12 AG.4: page 22 AG.4: page 36 AG.5: page 11 AG.5: page 16 AG.6: page 11 AG.7: page 11</p>

STANDARD	1.A.ECc.	<p>Provide comments relevant to the context.</p> <p><u>Frog Street Threes</u></p> <p>AG.1: page 06 AG.1: page 10 AG.1: page 12 AG.1: page 16 AG.1: page 22 AG.1: page 26 AG.1: page 30 AG.1: page 31 AG.1: page 32 AG.1: page 36 AG.1: page 38 AG.1: page 41 AG.1: page 42 AG.2: page 04 AG.2: page 06 AG.2: page 10 AG.2: page 12 AG.2: page 16 AG.2: page 20 AG.2: page 21 AG.2: page 22 AG.2: page 26 AG.2: page 30 AG.2: page 31 AG.2: page 36 AG.2: page 40 AG.2: page 41 AG.3: page 06 AG.3: page 10 AG.3: page 12 AG.3: page 22 AG.3: page 24 AG.3: page 34 AG.3: page 36 AG.3: page 38 AG.3: page 41 AG.3: page 42 AG.3: page04 AG.4: page 06 AG.4: page 10 AG.4: page 12 AG.4: page 14 AG.4: page 16 AG.4: page 22</p>
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STANDARD	1.A.ECd.	Identify emotions from facial expressions and body language <u>Frog Street Threes</u> AG.1: page 16 AG.1: page 20 AG.5: page 14 AG.9: page 42
STATE GOAL / DISCIPLINARY CONCEPT	IL.LA.	Language Arts
LEARNING STANDARD / DISCIPLINE	LA.1.	Demonstrate increasing competence in oral communication (listening and speaking).
DESCRIPTOR / CONTENT DISCIPLINE	1.B.	Communicate effectively using language appropriate to the situation and audience.
STANDARD	1.B.ECa.	Use language for a variety of purposes. <u>Frog Street Threes</u> AG.1: page 18 AG.1: page 26 AG.1: page 28 AG.1: page 41 AG.2: page 06 AG.2: page 10 AG.2: page 16 AG.2: page 26 AG.2: page 30 AG.2: page 36 AG.2: page 40 AG.2: page 41 AG.3: page 16

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STANDARD	1.B.ECb.	With teacher assistance, participate in collaborative conversations with diverse partners (e.g., peers and adults in both small and large groups) about age-appropriate topics and texts. <u>Frog Street Threes</u> AG.1: page 06 AG.1: page 10 AG.1: page 12 AG.1: page 16 AG.1: page 22 AG.1: page 26 AG.1: page 30 AG.1: page 31 AG.1: page 32 AG.1: page 36 AG.1: page 38 AG.1: page 41 AG.1: page 42 AG.2: page 04 AG.2: page 06 AG.2: page 10 AG.2: page 12 AG.2: page 16 AG.2: page 20 AG.2: page 21 AG.2: page 22 AG.2: page 26 AG.2: page 30 AG.2: page 31 AG.2: page 36 AG.2: page 40 AG.2: page 41 AG.3: page 06 AG.3: page 10 AG.3: page 12 AG.3: page 22

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STANDARD	1.B.EC.c.	Continue a conversation through two or more exchanges. <u>Frog Street Threes</u> AG.1: page 06 AG.1: page 10 AG.1: page 12 AG.1: page 16 AG.1: page 22 AG.1: page 26 AG.1: page 30 AG.1: page 31 AG.1: page 32 AG.1: page 36 AG.1: page 38 AG.1: page 41

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STANDARD	1.B.ECd.	Engage in agreed-upon rules for discussions (e.g., listening, making eye contact, taking turns speaking). <u>Frog Street Threes</u> AG.1: page 06 AG.1: page 10 AG.1: page 12 AG.1: page 16 AG.1: page 22 AG.1: page 26 AG.1: page 30 AG.1: page 31 AG.1: page 32 AG.1: page 36 AG.1: page 38 AG.1: page 41 AG.1: page 42 AG.2: page 04 AG.2: page 06 AG.2: page 10 AG.2: page 12 AG.2: page 16 AG.2: page 20 AG.2: page 21 AG.2: page 22 AG.2: page 26 AG.2: page 30 AG.2: page 31 AG.2: page 36 AG.2: page 40 AG.2: page 41 AG.3: page 06 AG.3: page 10 AG.3: page 12 AG.3: page 22 AG.3: page 24 AG.3: page 34 AG.3: page 36 AG.3: page 38 AG.3: page 41 AG.3: page 42 AG.3: page04 AG.4: page 06

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STATE GOAL / DISCIPLINARY CONCEPT	IL.LA.	Language Arts
LEARNING STANDARD / DISCIPLINE	LA.1.	Demonstrate increasing competence in oral communication (listening and speaking).
DESCRIPTOR / CONTENT DISCIPLINE	1.C.	Use language to convey information and ideas.
STANDARD	1.C.ECa.	Describe familiar people, places, things, and events and, with teacher assistance, provide additional detail. <u>Frog Street Threes</u> AG.1: Page 21 AG.1: page 36 AG.1: page 40 AG.1: page 41 AG.7: page 40 AG.7: page 42 AG.8: Page 09 AG.8: page 19 AG.8: page 22 AG.8: page 29 AG.8: page 40 AG.9: page 09 AG.9: page 19 AG.9: page 22 AG.9: page 29

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STATE GOAL / DISCIPLINARY CONCEPT	IL.LA.	Language Arts
LEARNING STANDARD / DISCIPLINE	LA.1.	Demonstrate increasing competence in oral communication (listening and speaking).
DESCRIPTOR / CONTENT DISCIPLINE	1.D.	Speak using conventions of standard English.
STANDARD	1.D.ECa.	<p>With teacher assistance, use complete sentences in speaking with peers and adults in individual and group situations.</p> <p><u>Frog Street Threes</u> AG.1: page 12 AG.2: page 21 AG.2: page 40 AG.3: page 12 AG.3: page 22 AG.3: page 36 AG.4: page 12 AG.4: page 16 AG.4: page 36 AG.5: page 12 AG.5: page 22 AG.5: page 30 AG.5: page 31 AG.5: page 32 AG.5: page 34 AG.5: page 42 AG.6: page 12 AG.6: page 14 AG.6: page 16 AG.6: page 22 AG.6: page 32 AG.6: page 34 AG.6: page 42 AG.7: page 12 AG.7: page 14 AG.7: page 16 AG.7: page 32 AG.7: page 34 AG.7: page 42 AG.8: page 12 AG.8: page 14 AG.8: page 16 AG.8: page 22 AG.8: page 32 AG.8: page 34 AG.8: page 42 AG.9: page 12</p>

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STANDARD	1.D.ECb.	Speak using age-appropriate conventions of standard English grammar and usage. <u>Frog Street Threes</u> AG1: page 06 AG2: page 06 AG2: page 12 AG2: page 16 AG2: page 21 AG2: page 26 AG2: page 30 AG2: page 31 AG2: page 36 AG2: page 40 AG2: page 41 AG3: page 04 AG3: page 06 AG3: page 10 AG3: page 24 AG3: page 34 AG4: page 06 AG4: page 10 AG4: page 14 AG4: page 22 AG4: page 30 AG5: page 04 AG5: page 31 AG5: page 40 AG6: page 40 AG7: page 40 AG8: page 40 AG9: page 40
STANDARD	1.D.ECc.	Understand and use question words in speaking. <u>Frog Street Threes</u> AG1: page 06 AG2: page 06 AG2: page 10 AG2: page 16 AG2: page 26 AG2: page 32

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STATE GOAL / DISCIPLINARY CONCEPT	IL.LA.	Language Arts
LEARNING STANDARD / DISCIPLINE	LA.1.	Demonstrate increasing competence in oral communication (listening and speaking).
DESCRIPTOR / CONTENT DISCIPLINE	1.E.	Use increasingly complex phrases, sentences, and vocabulary.
STANDARD	1.E.ECa.	With teacher assistance, begin to use increasingly complex sentences. <u>Frog Street Threes</u> AG1: page 10 AG2: page 10 AG2: page 40 AG3: page 06 AG3: page 10 AG3: page 24 AG3: page 38 AG3: page 41 AG4: page 06 AG4: page 12 AG4: page 22

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STANDARD	1.E.ECb.	Exhibit curiosity and interest in learning new words heard in conversations and books. <u>Frog Street Threes</u> AG.1: page 06 AG.1: page 07 AG.1: page 16 AG.1: page 17 AG.1: page 18 AG.1: page 26 AG.1: page 27 AG.1: page 28 AG.1: page 37 AG.1: page 41 AG.2: page 06 AG.2: page 07 AG.2: page 10 AG.2: page 16 AG.2: page 17 AG.2: page 26 AG.2: page 27 AG.2: page 30 AG.2: page 36 AG.2: page 37 AG.2: page 40 AG.2: page 41 AG.3: page 06 AG.3: page 07 AG.3: page 16 AG.3: page 17 AG.3: page 26 AG.3: page 27 AG.3: page 36 AG.3: page 37 AG.4: page 06 AG.4: page 16 AG.4: page 27 AG.4: page 30 AG.4: page 36 AG.4: page 37 AG.5: page 06 AG.5: page 07 AG.5: page 16

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STANDARD	1.E.ECc.	With teacher assistance, use new words acquired through conversations and book -sharing experiences. <u>Frog Street Threes</u> AG.1: page 18 AG.1: page 26 AG.1: page 28 AG.1: page 41 AG.2: page 06 AG.2: page 10

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STANDARD	1.E.ECd.	With teacher assistance, explore word relationships to understand the concepts represented by common categories of words (e.g., food, clothing, vehicles). <u>Frog Street Threes</u> AG.1: page 10 AG.1: page 20 AG.2: page 08 AG.2: page 18 AG.2: page 21 AG.2: page 28 AG.2: page 30 AG.2: page 31 AG.2: page 40 AG.2: page 41 AG.3: page 07 AG.4: page 26 AG.4: page 30 AG.4: page 32 AG.5: page 36 AG.6: page 36 AG.7: page 36 AG.7: page 40 AG.8: page 30 AG.8: page 36 AG.8: page 40 AG.9: page 30 AG.9: page 36

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STANDARD	1.E.ECe.	<p>With teacher assistance, use adjectives to describe people, places, and things.</p> <p><u>Frog Street Threes</u></p> <p>AG1: page 12</p> <p>AG2: page 21</p> <p>AG2: page 40</p> <p>AG3: page 12</p> <p>AG3: page 22</p> <p>AG3: page 36</p> <p>AG4: page 12</p> <p>AG4: page 16</p> <p>AG4: page 36</p> <p>AG5: page 12</p> <p>AG5: page 22</p> <p>AG5: page 30</p> <p>AG5: page 31</p> <p>AG5: page 32</p> <p>AG5: page 34</p> <p>AG5: page 42</p> <p>AG6: page 12</p> <p>AG6: page 14</p> <p>AG6: page 16</p> <p>AG6: page 22</p> <p>AG6: page 32</p> <p>AG6: page 34</p> <p>AG6: page 42</p> <p>AG7: page 12</p> <p>AG7: page 14</p> <p>AG7: page 16</p> <p>AG7: page 32</p> <p>AG7: page 34</p> <p>AG7: page 42</p> <p>AG8: page 12</p> <p>AG8: page 14</p> <p>AG8: page 16</p> <p>AG8: page 22</p> <p>AG8: page 32</p> <p>AG8: page 34</p> <p>AG8: page 42</p> <p>AG9: page 12</p> <p>AG9: page 14</p> <p>AG9: page 16</p> <p>AG9: page 22</p> <p>AG9: page 32</p> <p>AG9: page 34</p>

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STATE GOAL / DISCIPLINARY CONCEPT	IL.LA.	Language Arts
LEARNING STANDARD / DISCIPLINE	LA.2.	Demonstrate understanding and enjoyment of literature.
DESCRIPTOR / CONTENT DISCIPLINE	2.A.	Demonstrate interest in stories and books.
STANDARD	2.A.ECa.	Engage in book-sharing experiences with purpose and understanding. <u>Frog Street Threes</u> AG.1: page 06 AG.1: page 07 AG.1: page 16 AG.1: page 17 AG.1: page 26 AG.1: page 27 AG.1: page 37 AG.2: page 06 AG.2: page 07 AG.2: page 16 AG.2: page 17 AG.2: page 26 AG.2: page 27 AG.2: page 37 AG.3: page 06 AG.3: page 07 AG.3: page 16 AG.3: page 17 AG.3: page 26 AG.3: page 27 AG.3: page 36 AG.3: page 37 AG.4: page 06 AG.4: page 16 AG.4: page 27 AG.4: page 36 AG.4: page 37 AG.5: page 06 AG.5: page 07 AG.5: page 16 AG.5: page 17 AG.5: page 26 AG.5: page 27 AG.5: page 36 AG.5: page 37 AG.6: page 07 AG.6: page 16 AG.6: page 26

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STANDARD	2.A.ECb.	Look at books independently, pretending to read. <u>Frog Street Threes</u> AG.1: page 20
STATE GOAL / DISCIPLINARY CONCEPT	IL.LA.	Language Arts
LEARNING STANDARD / DISCIPLINE	LA.2.	Demonstrate understanding and enjoyment of literature.
DESCRIPTOR / CONTENT DISCIPLINE	2.B.	Recognize key ideas and details in stories.
STANDARD	2.B.ECa.	With teacher assistance, ask and answer questions about books read aloud. <u>Frog Street Threes</u> AG.1: page 06 AG.1: page 07 AG.1: page 10 AG.1: page 16 AG.1: page 17 AG.1: page 19 AG.1: page 26 AG.1: page 27 AG.1: page 37 AG.1: page 40 AG.2: page 06 AG.2: page 07 AG.2: page 10 AG.2: page 16 AG.2: page 17

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STANDARD	2.B.ECb.	With teacher assistance, retell familiar stories with three or more key events. <u>Frog Street Threes</u> AG.1: page 27 AG.3: page 07 AG.5: page 06 AG.5: page 16 AG.9: page 17 AG.9: page 27
STANDARD	2.B.ECc.	With teacher assistance, identify main character(s) of the story. <u>Frog Street Threes</u> AG.1: page 06 AG.1: page 07 AG.1: page 16 AG.1: page 17 AG.1: page 26 AG.1: page 27 AG.1: page 37 AG.2: page 06 AG.2: page 07 AG.2: page 16 AG.2: page 17 AG.2: page 26 AG.2: page 27 AG.2: page 37 AG.3: page 06

		AG.3: page 07 AG.3: page 16 AG.3: page 17 AG.3: page 26 AG.3: page 27 AG.3: page 36 AG.3: page 37 AG.4: page 06 AG.4: page 16 AG.4: page 27 AG.4: page 36 AG.4: page 37 AG.5: page 06 AG.5: page 07 AG.5: page 16 AG.5: page 17 AG.5: page 26 AG.5: page 27 AG.5: page 36 AG.5: page 37 AG.6: page 07 AG.6: page 16 AG.6: page 26 AG.6: page 27 AG.6: page 36 AG.6: page 37 AG.7: page 26 AG.7: page 27 AG.7: page 36 AG.7: page 37 AG.8: page 06 AG.8: page 17 AG.8: page 26 AG.8: page 27 AG.8: page 36 AG.8: page 37 AG.9: page 07 AG.9: page 17 AG.9: page 27 AG.9: page 37
STATE GOAL / DISCIPLINARY CONCEPT	IL.LA.	Language Arts
LEARNING STANDARD / DISCIPLINE	LA.2.	Demonstrate understanding and enjoyment of literature.
DESCRIPTOR / CONTENT DISCIPLINE	2.C.	Recognize concepts of books.
STANDARD	2.C.ECa.	Interact with a variety of types of texts (e.g., storybooks, poems, rhymes, songs).

		<u>Frog Street Threes</u> AG.1: page 20
STANDARD	2.C.ECb.	Identify the front and back covers of books and display the correct orientation of books and page-turning skills. <u>Frog Street Threes</u> AG.1: page 07 AG.1: page 17 AG.1: page 26 AG.1: page 27 AG.1: page 37 AG.2: page 06 AG.2: page 07 AG.2: page 16 AG.2: page 17 AG.2: page 26 AG.2: page 27 AG.2: page 37 AG.3: page 06 AG.3: page 07 AG.3: page 16 AG.3: page 17 AG.3: page 26 AG.3: page 27 AG.3: page 36 AG.3: page 37 AG.4: page 06 AG.4: page 16 AG.4: page 27 AG.4: page 36 AG.4: page 37 AG.5: page 06 AG.5: page 07 AG.5: page 16 AG.5: page 17 AG.5: page 26 AG.5: page 27 AG.5: page 36 AG.5: page 37 AG.6: page 07 AG.6: page 16 AG.6: page 26 AG.6: page 27 AG.6: page 36 AG.6: page 37 AG.7: page 07 AG.7: page 17

		AG.7: page 26 AG.7: page 27 AG.7: page 36 AG.7: page 37 AG.8: page 06 AG.8: page 17 AG.8: page 26 AG.8: page 36 AG.8: page 37
STANDARD	2.C.ECc.	With teacher assistance, describe the role of an author and illustrator. <u>Frog Street Threes</u> AG.1: page 06 AG.1: page 07 AG.1: page 16 AG.1: page 17 AG.1: page 37 AG.2: page 06 AG.2: page 07 AG.2: page 16 AG.2: page 17 AG.2: page 26 AG.2: page 27 AG.2: page 37 AG.3: page 06 AG.3: page 07 AG.3: page 16 AG.3: page 17 AG.3: page 26 AG.3: page 27 AG.3: page 36 AG.3: page 37 AG.4: page 06 AG.4: page 16 AG.4: page 27 AG.4: page 36 AG.4: page 37 AG.5: page 06 AG.5: page 07 AG.5: page 16 AG.5: page 17 AG.5: page 26 AG.5: page 27 AG.5: page 36 AG.5: page 37 AG.6: page 07

		AG.6: page 16 AG.6: page 26 AG.6: page 27 AG.6: page 36 AG.6: page 37 AG.7: page 07 AG.7: page 17 AG.7: page 26 AG.7: page 27 AG.7: page 36 AG.7: page 37 AG.8: page 06 AG.8: page 17 AG.8: page 26 AG.8: page 36 AG.8: page 37 AG.9: page 07 AG.9: page 17
STATE GOAL / DISCIPLINARY CONCEPT	IL.LA.	Language Arts
LEARNING STANDARD / DISCIPLINE	LA.2.	Demonstrate understanding and enjoyment of literature.
DESCRIPTOR / CONTENT DISCIPLINE	2.D.	Establish personal connections with books.
STANDARD	2.D.ECa.	With teacher assistance, discuss illustrations in books and make personal connections to the pictures and story. <u>Frog Street Threes</u> AG.1: page 06 AG.1: page 07 AG.1: page 16 AG.1: page 17 AG.1: page 26 AG.1: page 27 AG.1: page 37 AG.2: page 06 AG.2: page 07 AG.2: page 16 AG.2: page 17 AG.2: page 26 AG.2: page 27 AG.2: page 37 AG.3: page 06 AG.3: page 07 AG.3: page 16 AG.3: page 17 AG.3: page 26 AG.3: page 27

		AG.3: page 36 AG.3: page 37 AG.4: page 06 AG.4: page 16 AG.4: page 27 AG.4: page 36 AG.4: page 37 AG.5: page 06 AG.5: page 07 AG.5: page 16 AG.5: page 17 AG.5: page 26 AG.5: page 27 AG.5: page 36 AG.5: page 37 AG.6: page 07 AG.6: page 16 AG.6: page 26 AG.6: page 27 AG.6: page 36 AG.6: page 37 AG.7: page 07 AG.7: page 17 AG.7: page 26 AG.7: page 27 AG.7: page 36 AG.7: page 37 AG.8: page 06 AG.8: page 17 AG.8: page 26 AG.8: page 27 AG.8: page 36 AG.8: page 37 AG.9: page 07 AG.9: page 17 AG.9: page 27 AG.9: page 37
STANDARD	2.D.ECb.	With teacher assistance, compare and contrast two stories relating to the same topic. <u>Frog Street Threes</u> AG.5: page 07
STATE GOAL / DISCIPLINARY CONCEPT	IL.LA.	Language Arts
LEARNING STANDARD / DISCIPLINE	LA.3.	Demonstrate interest in and understanding of informational text.
DESCRIPTOR / CONTENT DISCIPLINE	3.A.	Recognize key ideas and details in nonfiction text.

STANDARD	3.A.ECa.	<p>With teacher assistance, ask and answer questions about details in a nonfiction book.</p> <p><u>Frog Street Threes</u> AG.1: page 10 AG.1: page 19 AG.1: page 26 AG.1: page 36 AG.1: page 40 AG.2: page 10 AG.2: page 32 AG.2: page 36 AG.3: page 10 AG.3: page 12 AG.3: page 22 AG.3: page 30 AG.3: page 40 AG.4: page 07 AG.4: page 10 AG.4: page 17 AG.4: page 20 AG.4: page 26 AG.4: page 30 AG.4: page 40 AG.6: page 06 AG.6: page 17 AG.6: page 30 AG.6: page 40 AG.7: page 06 AG.7: page 12 AG.7: page 16 AG.7: page 30 AG.7: page 40 AG.8: page 07 AG.8: page 16 AG.8: page 30 AG.8: page 40 AG.9: page 30 AG.9: page 36 AG.9: page 40</p>
STANDARD	3.A.ECb.	<p>With teacher assistance, retell detail(s) about main topic in a nonfiction book.</p> <p><u>Frog Street Threes</u> AG.4: page 07</p>
STATE GOAL / DISCIPLINARY CONCEPT	IL.LA.	Language Arts
LEARNING STANDARD / DISCIPLINE	LA.3.	Demonstrate interest in and understanding of informational text.

DESCRIPTOR / CONTENT DISCIPLINE	3.B.	Recognize features of nonfiction books.
STANDARD	3.B.ECa.	With teacher assistance, identify basic similarities and differences in pictures and information found in two texts on the same topic. No Correlations
STATE GOAL / DISCIPLINARY CONCEPT	IL.LA.	Language Arts
LEARNING STANDARD / DISCIPLINE	LA.4.	Demonstrate increasing awareness of and competence in emergent reading skills and abilities.
DESCRIPTOR / CONTENT DISCIPLINE	4.A.	Demonstrate understanding of the organization and basic features of print.
STANDARD	4.A.ECa.	Recognize the differences between print and pictures. <u>Frog Street Threes</u> AG.1: page 36 AG.2: page 36 AG.4: page 07 AG.4: page 17 AG.4: page 26 AG.6: page 06 AG.6: page 17 AG.7: page 06 AG.7: page 16 AG.8: page 07 AG.8: page 16
STANDARD	4.A.ECb.	Begin to follow words from left to right, top to bottom, and page by page. <u>Frog Street Threes</u> AG.1: page 06 AG.1: page 36 AG.3: page 36 AG.4: page 36
STANDARD	4.A.ECc.	Recognize the one-to-one relationship between spoken and written words. <u>Frog Street Threes</u> AG.1: page 06 AG.1: page 36 AG.3: page 36 AG.4: page 36
STANDARD	4.A.ECd.	Understand that words are separated by spaces in print. <u>Frog Street Threes</u> AG1: page 05 AG2: page 05 AG2: page 10 AG2: page 15

		AG2: page 20 AG2: page 22 AG2: page 25 AG2: page 30 AG2: page 35 AG2: page 40 AG3: page 05 AG3: page 15 AG3: page 16 AG3: page 20 AG3: page 25 AG3: page 30 AG3: page 35 AG3: page 40 AG4: page 05 AG4: page 15 AG4: page 20 AG4: page 25 AG4: page 30 AG4: page 32 AG4: page 35 AG5: page 05 AG5: page 06 AG5: page 15 AG5: page 20 AG5: page 25 AG5: page 26 AG5: page 30 AG5: page 35 AG5: page 40 AG6: page 05 AG6: page 12 AG6: page 15 AG6: page 20 AG6: page 25 AG6: page 26 AG6: page 30 AG6: page 35 AG7: page 05 AG7: page 15 AG7: page 20 AG7: page 25 AG7: page 26 AG7: page 30 AG7: page 35 AG7: page 40 AG8: page 05
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		AG8: page 10 AG8: page 15 AG8: page 20 AG8: page 25 AG8: page 26 AG8: page 30 AG8: page 35 AG8: page 40 AG9: page 05 AG9: page 10 AG9: page 12 AG9: page 15 AG9: page 20 AG9: page 25 AG9: page 30 AG9: page 35 AG9: page 40
STANDARD	4.A.ECe.	Recognize that letters are grouped to form words. <u>Frog Street Threes</u> AG1: page 05 AG2: page 05 AG2: page 10 AG2: page 15 AG2: page 20 AG2: page 22 AG2: page 25 AG2: page 30 AG2: page 35 AG2: page 40 AG3: page 05 AG3: page 15 AG3: page 16 AG3: page 20 AG3: page 25 AG3: page 30 AG3: page 35 AG3: page 40 AG4: page 05 AG4: page 15 AG4: page 20 AG4: page 25 AG4: page 30 AG4: page 32 AG4: page 35 AG5: page 05

		AG5: page 06 AG5: page 15 AG5: page 20 AG5: page 25 AG5: page 26 AG5: page 30 AG5: page 35 AG5: page 40 AG6: page 05 AG6: page 12 AG6: page 15 AG6: page 20 AG6: page 25 AG6: page 26 AG6: page 30 AG6: page 35 AG7: page 05 AG7: page 15 AG7: page 20 AG7: page 25 AG7: page 26 AG7: page 30 AG7: page 35 AG7: page 40 AG8: page 05 AG8: page 10 AG8: page 15 AG8: page 20 AG8: page 25 AG8: page 26 AG8: page 30 AG8: page 35 AG8: page 40 AG9: page 05 AG9: page 10 AG9: page 12 AG9: page 15 AG9: page 20 AG9: page 25 AG9: page 30 AG9: page 35 AG9: page 40
STANDARD	4.A.ECf.	Differentiate letters from numerals. No Correlations
STATE GOAL / DISCIPLINARY	IL.LA.	Language Arts

CONCEPT		
LEARNING STANDARD / DISCIPLINE	LA.4.	Demonstrate increasing awareness of and competence in emergent reading skills and abilities.
DESCRIPTOR / CONTENT DISCIPLINE	4.B.	Demonstrate an emerging knowledge and understanding of the alphabet.
STANDARD	4.B.ECa.	<p>With teacher assistance, recite the alphabet.</p> <p><u>Frog Street Threes</u></p> <p>AG.1: page 05 AG.1: page 15 AG.1: page 25 AG.1: page 35 AG.1: page 37 AG.2: page 05 AG.2: page 07 AG.2: page 10 AG.2: page 15 AG.2: page 20 AG.2: page 25 AG.2: page 30 AG.2: page 32 AG.2: page 35 AG.3: page 05 AG.3: page 06 AG.3: page 10 AG.3: page 15 AG.3: page 20 AG.3: page 25 AG.3: page 27 AG.3: page 30 AG.3: page 35 AG.3: page 37 AG.4: page 05 AG.4: page 10 AG.4: page 15 AG.4: page 25 AG.4: page 30 AG.4: page 35 AG.4: page 40 AG.5: page 05 AG.5: page 06 AG.5: page 07 AG.5: page 10 AG.5: page 12 AG.5: page 15 AG.5: page 20 AG.5: page 21 AG.5: page 25</p>

		AG.5: page 30 AG.5: page 32 AG.5: page 35 AG.5: page 40 AG.6: page 05 AG.6: page 10 AG.6: page 15 AG.6: page 20 AG.6: page 25 AG.6: page 26 AG.6: page 30 AG.6: page 35 AG.6: page 37 AG.6: page 40 AG.7: page 05 AG.7: page 10 AG.7: page 15 AG.7: page 17 AG.7: page 20 AG.7: page 25 AG.7: page 26 AG.7: page 27 AG.7: page 30 AG.7: page 35 AG.7: page 37 AG.7: page 40 AG.8: page 05 AG.8: page 10 AG.8: page 15 AG.8: page 17 AG.8: page 20 AG.8: page 22 AG.8: page 25 AG.8: page 30 AG.8: page 35 AG.8: page 37 AG.8: page 40 AG.9: page 05 AG.9: page 10 AG.9: page 15 AG.9: page 20 AG.9: page 25 AG.9: page 30 AG.9: page 35 AG.9: page 40
STANDARD	4.B.ECb.	Recognize and name some upper/lowercase letters of the alphabet, especially those in own name.

Frog Street Threes

AG.1: page 05

AG.1: page 15

AG.1: page 25

AG.1: page 35

AG.1: page 37

AG.2: page 05

AG.2: page 07

AG.2: page 10

AG.2: page 15

AG.2: page 20

AG.2: page 25

AG.2: page 30

AG.2: page 32

AG.2: page 35

AG.3: page 05

AG.3: page 06

AG.3: page 10

AG.3: page 15

AG.3: page 20

AG.3: page 25

AG.3: page 27

AG.3: page 30

AG.3: page 35

AG.3: page 37

AG.4: page 05

AG.4: page 10

AG.4: page 15

AG.4: page 25

AG.4: page 30

AG.4: page 35

AG.4: page 40

AG.5: page 05

AG.5: page 06

AG.5: page 07

AG.5: page 10

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AG.5: page 15

AG.5: page 20

AG.5: page 21

AG.5: page 25

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AG.5: page 32

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AG.5: page 40

AG.6: page 05

		AG.6: page 10 AG.6: page 15 AG.6: page 20 AG.6: page 25 AG.6: page 26 AG.6: page 30 AG.6: page 35 AG.6: page 37 AG.6: page 40 AG.7: page 05 AG.7: page 10 AG.7: page 15 AG.7: page 17 AG.7: page 20 AG.7: page 25 AG.7: page 26 AG.7: page 27 AG.7: page 30 AG.7: page 35 AG.7: page 37 AG.7: page 40 AG.8: page 05 AG.8: page 10 AG.8: page 15 AG.8: page 17 AG.8: page 20 AG.8: page 22 AG.8: page 25 AG.8: page 30 AG.8: page 35 AG.8: page 37 AG.8: page 40 AG.9: page 05 AG.9: page 10 AG.9: page 15 AG.9: page 20 AG.9: page 25 AG.9: page 30 AG.9: page 35 AG.9: page 40
STANDARD	4.B.ECc.	With teacher assistance, match some upper/lowercase letters of the alphabet. <u>Frog Street Threes</u> AG.3: page 27
STANDARD	4.B.ECd.	With teacher assistance, begin to form some letters of the alphabet, especially those in own name.

		<u>Frog Street Threes</u> AG2: page 40 AG2: page 42 AG4: page 10 AG4: page 20 AG4: page 26 AG6: page 10 AG6: page 22 AG6: page 30 AG6: page 40 AG7: page 10 AG7: page 22 AG7: page 30 AG8: page 09 AG8: page 10 AG8: page 20 AG8: page 30 AG9: page 10 AG9: page 32
STATE GOAL / DISCIPLINARY CONCEPT	IL.LA.	Language Arts
LEARNING STANDARD / DISCIPLINE	LA.4.	Demonstrate increasing awareness of and competence in emergent reading skills and abilities.
DESCRIPTOR / CONTENT DISCIPLINE	4.C.	Demonstrate an emerging understanding of spoken words, syllables, and sounds (phonemes).
STANDARD	4.C.ECa.	Recognize that sentences are made up of separate words. <u>Frog Street Threes</u> AG1: page 05 AG2: page 05 AG2: page 10 AG2: page 15 AG2: page 20 AG2: page 22 AG2: page 25 AG2: page 30 AG2: page 35 AG2: page 40 AG3: page 05 AG3: page 15 AG3: page 16 AG3: page 20 AG3: page 25 AG3: page 30 AG3: page 35 AG3: page 40 AG4: page 05

		<p>AG4: page 15 AG4: page 20 AG4: page 25 AG4: page 30 AG4: page 32 AG4: page 35 AG5: page 05 AG5: page 06 AG5: page 15 AG5: page 20 AG5: page 25 AG5: page 26 AG5: page 30 AG5: page 35 AG5: page 40 AG6: page 05 AG6: page 12 AG6: page 15 AG6: page 20 AG6: page 25 AG6: page 26 AG6: page 30 AG6: page 35 AG7: page 05 AG7: page 15 AG7: page 20 AG7: page 25 AG7: page 26 AG7: page 30 AG7: page 35 AG7: page 40 AG8: page 05 AG8: page 10 AG8: page 15 AG8: page 20 AG8: page 25 AG8: page 26 AG8: page 30 AG8: page 35 AG8: page 40 AG9: page 05 AG9: page 10 AG9: page 12 AG9: page 15 AG9: page 20 AG9: page 25 AG9: page 30</p>
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		AG9: page 35 AG9: page 40
STANDARD	4.C.ECb.	With teacher assistance, recognize and match words that rhyme. <u>Frog Street Threes</u> AG.4: page 06 AG.4: page 07 AG.4: page 17 AG.4: page 36 AG.5: page 06 AG.5: page 36 AG.5: page 37 AG.6: page 06 AG.6: page 07 AG.7: page 07 AG.7: page 26 AG.7: page 36 AG.9: page 27
STANDARD	4.C.ECc.	Demonstrate ability to segment and blend syllables in words (e.g., “trac/tor, tractor”). No Correlations
STANDARD	4.C.ECd.	With teacher assistance, isolate and pronounce the initial sounds in words. <u>Frog Street Threes</u> AG.7: page 36
STANDARD	4.C.ECe.	With teacher assistance, blend sounds (phonemes) in one-syllable words (e.g., /c/ /a/ /t/ = cat). No Correlations
STANDARD	4.C.ECf.	With teacher assistance, begin to segment sounds (phonemes) in one-syllable words (e.g., cat = /c/ /a/ /t/). No Correlations
STANDARD	4.C.ECg.	With teacher assistance, begin to manipulate sounds (phonemes) in words (e.g., changing cat to hat to mat). No Correlations
STATE GOAL / DISCIPLINARY CONCEPT	IL.LA.	Language Arts
LEARNING STANDARD / DISCIPLINE	LA.4.	Demonstrate increasing awareness of and competence in emergent reading skills and abilities.
DESCRIPTOR / CONTENT DISCIPLINE	4.D.	Demonstrate emergent phonics and word-analysis skills.
STANDARD	4.D.ECa.	Recognize own name and common signs and labels in the environment. No Correlations

STANDARD	4.D.ECb.	With teacher assistance, demonstrate understanding of the one-to-one correspondence of letters and sounds. No Correlations
STANDARD	4.D.ECc.	With teacher assistance, begin to use knowledge of letters and sounds to spell words phonetically. No Correlations
STATE GOAL / DISCIPLINARY CONCEPT	IL.LA.	Language Arts
LEARNING STANDARD / DISCIPLINE	LA.5.	Demonstrate increasing awareness of and competence in emergent writing skills and abilities.
DESCRIPTOR / CONTENT DISCIPLINE	5.A.	Demonstrate growing interest and abilities in writing.
STANDARD	5.A.ECa.	Experiment with writing tools and materials. <u>Frog Street Threes</u> AG.2: page 40 AG.2: page 42 AG.4: page 10 AG.4: page 20 AG.4: page 26 AG.6: page 10 AG.6: page 22 AG.6: page 30 AG.6: page 40 AG.7: page 10 AG.7: page 22 AG.7: page 30 AG.8: page 09 AG.8: page 10 AG.8: page 20 AG.8: page 30 AG.9: page 10 AG.9: page 32
STANDARD	5.A.ECb.	Use scribbles, letterlike forms, or letters/words to represent written language. <u>Frog Street Threes</u> AG.2: page 40 AG.2: page 42 AG.4: page 10 AG.4: page 20 AG.4: page 26 AG.6: page 10 AG.6: page 22 AG.6: page 30 AG.6: page 40

		AG.7: page 10 AG.7: page 22 AG.7: page 30 AG.8: page 09 AG.8: page 10 AG.8: page 20 AG.8: page 30 AG.9: page 10 AG.9: page 32
STANDARD	5.A.ECc.	With teacher assistance, write own first name using appropriate upper/lowercase letters. No Correlations
STATE GOAL / DISCIPLINARY CONCEPT	IL.LA.	Language Arts
LEARNING STANDARD / DISCIPLINE	LA.5.	Demonstrate increasing awareness of and competence in emergent writing skills and abilities.
DESCRIPTOR / CONTENT DISCIPLINE	5.B.	Use writing to represent ideas and information.
STANDARD	5.B.ECa.	With teacher assistance, use a combination of drawing, dictating, or writing to express an opinion about a book or topic. No Correlations
STANDARD	5.B.ECb.	With teacher assistance, use a combination of drawing, dictating, or writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. <u>Frog Street Threes</u> AG.1: page 36 AG.2: page 40 AG.2: page 42 AG.4: page 10 AG.4: page 20 AG.4: page 26 AG.6: page 10 AG.6: page 22 AG.6: page 30 AG.6: page 40 AG.7: page 10 AG.7: page 22 AG.7: page 30 AG.8: page 09 AG.8: page 10 AG.8: page 20 AG.8: page 30 AG.9: page 10 AG.9: page 32

STANDARD	5.B.ECc.	<p>With teacher assistance, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened.</p> <p><u>Frog Street Threes</u> AG.1: page 36 AG.2: page 40 AG.2: page 42 AG.4: page 10 AG.4: page 20 AG.4: page 26 AG.6: page 10 AG.6: page 22 AG.6: page 30 AG.6: page 40 AG.7: page 10 AG.7: page 22 AG.7: page 30 AG.8: page 09 AG.8: page 10 AG.8: page 20 AG.8: page 30 AG.9: page 10 AG.9: page 32</p>
STATE GOAL / DISCIPLINARY CONCEPT	IL.LA.	Language Arts
LEARNING STANDARD / DISCIPLINE	LA.5.	Demonstrate increasing awareness of and competence in emergent writing skills and abilities.
DESCRIPTOR / CONTENT DISCIPLINE	5.C.	Use writing to research and share knowledge.
STANDARD	5.C.ECa.	<p>Participate in group projects or units of study designed to learn about a topic of interest.</p> <p>No Correlations</p>
STANDARD	5.C.ECb.	<p>With teacher assistance, recall factual information and share that information through drawing, dictation, or writing.</p> <p><u>Frog Street Threes</u> AG1: page 08 AG1: page 12 AG1: page 18 AG1: page 22 AG1: page 32 AG7: page 10 AG7: page 21 AG7: page 41 AG8: page 10 AG8: page 11 AG8: page 41</p>

		AG9: page 10 AG9: page 11 AG9: page 21 AG9: page 40 AG9: page 41
STATE GOAL / DISCIPLINARY CONCEPT	IL.MA.	Mathematics
LEARNING STANDARD / DISCIPLINE	MA.6.	Demonstrate and apply a knowledge and sense of numbers, including numeration and operations.
DESCRIPTOR / CONTENT DISCIPLINE	6.A.	Demonstrate beginning understanding of numbers, number names, and numerals.
STANDARD	6.A.ECa.	Count with understanding and recognize “how many” in small sets up to 5. <u>Frog Street Threes</u> AG.3: page 09 AG.3: page 11 AG.3: page 30 AG.3: page 31 AG.3: page 39 AG.5: page 28 AG.7: page 16 AG.8: page 08 AG.8: page 11 AG.8: page 18 AG.8: page 21 AG.8: page 22 AG.8: page 31 AG.8: page 32 AG.8: page 38 AG.8: page 40 AG.8: page 41 AG.8: page 42 AG.9: page 11 AG.9: page 18 AG.9: page 21 AG.9: page 22 AG.9: page 28 AG.9: page 31 AG.9: page 38 AG.9: page 41 AG.9: page 42
STANDARD	6.A.ECb.	Use subitizing (the rapid and accurate judgment of how many items there are without counting) to identify the number of objects in sets of 4 or less. <u>Frog Street Threes</u> AG2: page 29

		AG2: page 32 AG3: page 30 AG3: page 31 AG7: page 38 AG8: page 08 AG8: page 11 AG8: page 18 AG8: page 21 AG8: page 22 AG8: page 28 AG8: page 31 AG8: page 32 AG8: page 38 AG8: page 41 AG8: page 42 AG9: page 08 AG9: page 11 AG9: page 18 AG9: page 21 AG9: page 31 AG9: page 38 AG9: page 41 AG9: page 42
STANDARD	6.A.ECc.	Understand and appropriately use informal or everyday terms that mean zero, such as “none” or “nothing”. No Correlations
STANDARD	6.A.ECd.	Connect numbers to quantities they represent using physical models and informal representations. <u>Frog Street Threes</u> AG2: page 08 AG2: page 18 AG2: page 29 AG5: page 28 AG8: page 08 AG8: page 18 AG8: page 21 AG8: page 22 AG8: page 28 AG8: page 31 AG8: page 32 AG8: page 38 AG8: page 39 AG8: page 42 AG9: page 08

		AG9: page 11 AG9: page 18 AG9: page 21 AG9: page 22 AG9: page 28 AG9: page 31 AG9: page 38 AG9: page 41
STANDARD	6.A.ECe.	Differentiate numerals from letters and recognize some single-digit written numerals. No Correlations
STANDARD	6.A.ECf.	Verbally recite numbers from 1 to 10. <u>Frog Street Threes</u> AG.3: page 09 AG.3: page 11 AG.3: page 30 AG.3: page 31 AG.3: page 39 AG.5: page 28 AG.7: page 16 AG.8: page 08 AG.8: page 11 AG.8: page 18 AG.8: page 21 AG.8: page 22 AG.8: page 31 AG.8: page 32 AG.8: page 38 AG.8: page 40 AG.8: page 41 AG.8: page 42 AG.9: page 11 AG.9: page 18 AG.9: page 21 AG.9: page 22 AG.9: page 28 AG.9: page 31 AG.9: page 38 AG.9: page 41 AG.9: page 42
STANDARD	6.A.ECg.	Be able to say the number after another in the series up to 9 when given a “running start,” as in “What comes after one, two, three, four...?”. <u>Frog Street Threes</u> AG.3: page 09

		AG.3: page 11 AG.3: page 30 AG.3: page 31 AG.3: page 39 AG.5: page 28 AG.7: page 16 AG.8: page 08 AG.8: page 11 AG.8: page 18 AG.8: page 21 AG.8: page 22 AG.8: page 31 AG.8: page 32 AG.8: page 38 AG.8: page 40 AG.8: page 41 AG.8: page 42 AG.9: page 11 AG.9: page 18 AG.9: page 21 AG.9: page 22 AG.9: page 28 AG.9: page 31 AG.9: page 38 AG.9: page 41 AG.9: page 42
STATE GOAL / DISCIPLINARY CONCEPT	IL.MA.	Mathematics
LEARNING STANDARD / DISCIPLINE	MA.6.	Demonstrate and apply a knowledge and sense of numbers, including numeration and operations.
DESCRIPTOR / CONTENT DISCIPLINE	6.B.	Add and subtract to create new numbers and begin to construct sets.
STANDARD	6.B.ECa.	Recognize that numbers (or sets of objects) can be combined or separated to make another number. <u>Frog Street Threes</u> AG.1: page 29 AG.9: page 08 AG.9: page 28
STANDARD	6.B.ECb.	Show understanding of how to count out and construct sets of objects of a given number up to 5. <u>Frog Street Threes</u> AG.2: page 29 AG.2: page 32 AG.3: page 30

		AG.3: page 31 AG.7: page 38 AG.8: page 08 AG.8: page 11 AG.8: page 18 AG.8: page 21 AG.8: page 22 AG.8: page 28 AG.8: page 31 AG.8: page 32 AG.8: page 38 AG.8: page 41 AG.8: page 42 AG.9: page 08 AG.9: page 11 AG.9: page 18 AG.9: page 21 AG.9: page 31 AG.9: page 38 AG.9: page 41 AG.9: page 42
STANDARD	6.B.ECc.	Identify the new number created when small sets (up to 5) are combined or separated. <u>Frog Street Threes</u> AG.1: page 29 AG.9: page 08 AG.9: page 28
STANDARD	6.B.ECd.	Informally solve simple mathematical problems presented in a meaningful context. No Correlations
STANDARD	6.B.ECe.	Fairly share a set of up to 10 items between two children. <u>Frog Street Threes</u> AG.1: page 29 AG.9: page 08 AG.9: page 28
STATE GOAL / DISCIPLINARY CONCEPT	IL.MA.	Mathematics
LEARNING STANDARD / DISCIPLINE	MA.6.	Demonstrate and apply a knowledge and sense of numbers, including numeration and operations.
DESCRIPTOR / CONTENT DISCIPLINE	6.C.	Begin to make reasonable estimates of numbers.
STANDARD	6.C.ECa.	Estimate number of objects in a small set. <u>Frog Street Threes</u>

		AG2: page 29 AG2: page 32 AG3: page 30 AG3: page 31 AG7: page 38 AG8: page 08 AG8: page 11 AG8: page 18 AG8: page 21 AG8: page 22 AG8: page 28 AG8: page 31 AG8: page 32 AG8: page 38 AG8: page 41 AG8: page 42 AG9: page 08 AG9: page 11 AG9: page 18 AG9: page 21 AG9: page 31 AG9: page 38 AG9: page 41 AG9: page 42
STATE GOAL / DISCIPLINARY CONCEPT	IL.MA.	Mathematics
LEARNING STANDARD / DISCIPLINE	MA.6.	Demonstrate and apply a knowledge and sense of numbers, including numeration and operations.
DESCRIPTOR / CONTENT DISCIPLINE	6.D.	Compare quantities using appropriate vocabulary terms.
STANDARD	6.D.ECa.	Compare two collections to see if they are equal or determine which is more, using a procedure of the child's choice. <u>Frog Street Threes</u> AG.8: page 21 AG.8: page 28 AG.8: page 31 AG.8: page 32 AG.8: page 38 AG.8: page 41 AG.9: page 11 AG.9: page 18 AG.9: page 21 AG.9: page 31 AG.9: page 32 AG.9: page 38

		AG.9: page 41
STANDARD	6.D.ECb.	Describe comparisons with appropriate vocabulary, such as “more”, “less”, “greater than”, “fewer”, “equal to”, or “same as”. <u>Frog Street Threes</u> AG.6: page 08 AG.6: page 12 AG.6: page 18 AG.6: page 28 AG.6: page 32 AG.6: page 38 AG.6: page 41 AG.6: page 42 AG.7: page 18 AG.7: page 41
STATE GOAL / DISCIPLINARY CONCEPT	IL.MA.	Mathematics
LEARNING STANDARD / DISCIPLINE	MA.7.	Explore measurement of objects and quantities.
DESCRIPTOR / CONTENT DISCIPLINE	7.A.	Measure objects and quantities using direct comparison methods and nonstandard units.
STANDARD	7.A.ECa.	Compare, order, and describe objects according to a single attribute. <u>Frog Street Threes</u> AG.1: page 08 AG.1: page 11 AG.1: page 18 AG.1: page 21 AG.1: page 31 AG.2: page 08 AG.2: page 10 AG.2: page 11 AG.2: page 18 AG.5: page 19 AG.6: page 19 AG.7: page 09 AG.7: page 12 AG.7: page 19 AG.8: page 29 AG.8: page 32 AG.8: page 40 AG.8: page 42
STANDARD	7.A.ECb.	Use nonstandard units to measure attributes such as length and capacity. <u>Frog Street Threes</u> AG1: page 08 AG2: page 08

		AG2: page 10 AG2: page 11 AG2: page 18 AG5: page 19 AG6: page 19 AG7: page 09 AG7: page 12 AG7: page 19 AG8: page 29 AG8: page 32 AG8: page 40 AG8: page 42
STANDARD	7.A.ECc.	Use vocabulary that describes and compares length, height, weight, capacity, and size. <u>Frog Street Threes</u> AG.1: page 08 AG.1: page 11 AG.1: page 18 AG.1: page 21 AG.1: page 31 AG.2: page 08 AG.2: page 10 AG.2: page 11 AG.2: page 18 AG.5: page 19 AG.6: page 19 AG.7: page 09 AG.7: page 12 AG.7: page 19 AG.8: page 29 AG.8: page 32 AG.8: page 40 AG.8: page 42
STANDARD	7.A.ECd.	Begin to construct a sense of time through participation in daily activities. <u>Frog Street Press</u> AG1: page 10 AG7: page 40 AG8: page 40 AG9: page 40
STATE GOAL / DISCIPLINARY CONCEPT	IL.MA.	Mathematics
LEARNING STANDARD / DISCIPLINE	MA.7.	Explore measurement of objects and quantities.
DESCRIPTOR / CONTENT DISCIPLINE	7.B.	Begin to make estimates of measurements.
STANDARD	7.B.ECa.	Practice estimating in everyday play and everyday measurement problems.

		No Correlations
STATE GOAL / DISCIPLINARY CONCEPT	IL.MA.	Mathematics
LEARNING STANDARD / DISCIPLINE	MA.7.	Explore measurement of objects and quantities.
DESCRIPTOR / CONTENT DISCIPLINE	7.C.	Explore tools used for measurement.
STANDARD	7.C.ECa.	<p>With teacher assistance, explore use of measuring tools that use standard units to measure objects and quantities that are meaningful to the child.</p> <p><u>Frog Street Threes</u> AG.1: page 08 AG.1: page 11 AG.1: page 18 AG.1: page 21 AG.1: page 31 AG.2: page 08 AG.2: page 10 AG.2: page 11 AG.2: page 18 AG.5: page 19 AG.6: page 19 AG.7: page 09 AG.7: page 12 AG.7: page 19 AG.8: page 29 AG.8: page 32 AG.8: page 40 AG.8: page 42</p>
STANDARD	7.C.ECb.	<p>Know that different attributes, such as length, weight, and time, are measured using different kinds of units, such as feet, pounds, and seconds.</p> <p><u>Frog Street Threes</u> AG.1: page 08 AG.1: page 11 AG.1: page 18 AG.1: page 21 AG.1: page 31 AG.2: page 08 AG.2: page 10 AG.2: page 11 AG.2: page 18 AG.5: page 19 AG.6: page 19 AG.7: page 09 AG.7: page 12</p>

		AG.7: page 19 AG.8: page 29 AG.8: page 32 AG.8: page 40 AG.8: page 42
STATE GOAL / DISCIPLINARY CONCEPT	IL.MA.	Mathematics
LEARNING STANDARD / DISCIPLINE	MA.8.	Identify and describe common attributes, patterns, and relationships in objects.
DESCRIPTOR / CONTENT DISCIPLINE	8.A.	Explore objects and patterns.
STANDARD	8.A.ECa.	Sort, order, compare, and describe objects according to characteristics or attribute(s). <u>Frog Street Threes</u> AG.3: page 08 AG.3: page 18 AG.3: page 28 AG.3: page 31 AG.3: page 37 AG.3: page 38 AG.3: page 40 AG.3: page 41 AG.3: page 42 AG.4: page 08 AG.9: page 09 AG.9: page 10
STANDARD	8.A.ECb.	Recognize, duplicate, extend, and create simple patterns in various formats. <u>Frog Street Threes</u> AG.4: page 08 AG.4: page 11 AG.4: page 18 AG.4: page 21 AG.4: page 22 AG.4: page 28 AG.4: page 31 AG.4: page 32 AG.4: page 38 AG.4: page 41 AG.5: page 08 AG.5: page 11 AG.5: page 12 AG.5: page 18 AG.5: page 21 AG.5: page 22 AG.7: page 28 AG.7: page 32

STATE GOAL / DISCIPLINARY CONCEPT	IL.MA.	Mathematics
LEARNING STANDARD / DISCIPLINE	MA.8.	Identify and describe common attributes, patterns, and relationships in objects.
DESCRIPTOR / CONTENT DISCIPLINE	8.B.	Describe and document patterns using symbols.
STANDARD	8.B.ECa.	<p>With adult assistance, represent a simple repeating pattern by verbally describing it or by modeling it with objects or actions.</p> <p><u>Frog Street Threes</u> AG.4: page 08 AG.4: page 11 AG.4: page 18 AG.4: page 21 AG.4: page 22 AG.4: page 28 AG.4: page 31 AG.4: page 32 AG.4: page 38 AG.4: page 41 AG.5: page 08 AG.5: page 11 AG.5: page 12 AG.5: page 18 AG.5: page 21 AG.5: page 22 AG.7: page 28 AG.7: page 32</p>
STATE GOAL / DISCIPLINARY CONCEPT	IL.MA.	Mathematics
LEARNING STANDARD / DISCIPLINE	MA.9.	Explore concepts of geometry and spatial relations.
DESCRIPTOR / CONTENT DISCIPLINE	9.A.	Recognize, name, and match common shapes.
STANDARD	9.A.ECa.	<p>Recognize and name common two- and three-dimensional shapes and describe some of their attributes (e.g., number of sides, straight or curved lines).</p> <p><u>Frog Street Threes</u> AG.1: page 28 AG.2: page 27 AG.2: page 30 AG.2: page 38 AG.2: page 41 AG.2: page 42 AG.3: page 12 AG.3: page 16 AG.3: page 17 AG.3: page 18 AG.3: page 20</p>

		AG.3: page 21 AG.3: page 22 AG.3: page 28 AG.3: page 29 AG.5: page 29 AG.6: page 36 AG.6: page 37 AG.7: page 41 AG.8: page 41 AG.9: page 41
STANDARD	9.A.ECb.	Sort collections of two- and three-dimensional shapes by type (e.g., triangles,rectangles, circles, cubes, spheres, pyramids). <u>Frog Street Threes</u> AG.3: page 08 AG.3: page 18 AG.3: page 28 AG.3: page 31 AG.3: page 37 AG.3: page 38 AG.3: page 40 AG.3: page 41 AG.3: page 42 AG.4: page 08 AG.9: page 09 AG.9: page 10
STANDARD	9.A.ECc.	Identify and name some of the faces (flat sides) of common three-dimensional shapes using two-dimensional shape names. <u>Frog Street Threes</u> AG.1: page 28 AG.2: page 27 AG.2: page 30 AG.2: page 38 AG.2: page 41 AG.2: page 42 AG.3: page 12 AG.3: page 16 AG.3: page 17 AG.3: page 18 AG.3: page 20 AG.3: page 21 AG.3: page 22 AG.3: page 28 AG.3: page 29 AG.5: page 29

		AG.6: page 36 AG.6: page 37 AG.7: page 41 AG.8: page 41 AG.9: page 41
STANDARD	9.A.ECd.	Combine two-dimensional shapes to create new shapes. <u>Frog Street Threes</u> AG.1: page 28 AG.2: page 27 AG.2: page 30 AG.2: page 38 AG.2: page 41 AG.2: page 42 AG.3: page 12 AG.3: page 16 AG.3: page 17 AG.3: page 18 AG.3: page 20 AG.3: page 21 AG.3: page 22 AG.3: page 28 AG.3: page 29 AG.5: page 29 AG.6: page 36 AG.6: page 37 AG.7: page 41 AG.8: page 41 AG.9: page 41
STANDARD	9.A.ECe.	Think about /imagine how altering the spatial orientation of a shape will change how it looks (e.g., turning it upside down). <u>Frog Street Threes</u> AG1: page 29 AG2: page 28 AG2: page 31 AG2: page 32 AG3: page 12 AG3: page 21 AG3: page 32 AG4: page 40 AG5: page 31 AG5: page 39 AG6: page 39 AG7: page 39

STATE GOAL / DISCIPLINARY CONCEPT	IL.MA.	Mathematics
LEARNING STANDARD / DISCIPLINE	MA.9.	Explore concepts of geometry and spatial relations.
DESCRIPTOR / CONTENT DISCIPLINE	9.B.	Demonstrate an understanding of location and ordinal position, using appropriate vocabulary.
STANDARD	9.B.ECa.	<p>Show understanding of location and ordinal position.</p> <p><u>Frog Street Threes</u> AG.1: page 29 AG.1: page 38 AG.2: page 28 AG.2: page 31 AG.2: page 32 AG.3: page 12 AG.3: page 21 AG.3: page 32 AG.4: page 40 AG.5: page 31 AG.5: page 39 AG.6: page 39 AG.7: page 39</p>
STANDARD	9.B.ECb.	<p>Use appropriate vocabulary for identifying location and ordinal position.</p> <p><u>Frog Street Threes</u> AG.1: page 29 AG.1: page 38 AG.2: page 28 AG.2: page 31 AG.2: page 32 AG.3: page 12 AG.3: page 21 AG.3: page 32 AG.4: page 40 AG.5: page 31 AG.5: page 39 AG.6: page 39 AG.7: page 39</p>
STATE GOAL / DISCIPLINARY CONCEPT	IL.MA.	Mathematics
LEARNING STANDARD / DISCIPLINE	MA.10.	Begin to make predictions and collect data information.
DESCRIPTOR / CONTENT DISCIPLINE	10.A.	Generate questions and processes for answering them.
STANDARD	10.A.ECa.	<p>With teacher assistance, come up with meaningful questions that can be answered through gathering information.</p> <p><u>Frog Street Threes</u></p>

		AG1: page 40 AG1: page 41 AG2: page 09 AG2: page 19 AG3: page 09 AG3: page 09 AG3: page 12 AG4: page 29 AG5: page 09 AG5: page 29 AG5: page 30 AG6: page 09 AG6: page 12 AG6: page 29 AG6: page 31 AG7: page 29 AG7: page 31
STANDARD	10.A.ECb.	Gather data about themselves and their surroundings to answer meaningful questions. No Correlations
STATE GOAL / DISCIPLINARY CONCEPT	IL.MA.	Mathematics
LEARNING STANDARD / DISCIPLINE	MA.10.	Begin to make predictions and collect data information.
DESCRIPTOR / CONTENT DISCIPLINE	10.B.	Organize and describe data and information.
STANDARD	10.B.ECa.	Organize, represent, and analyze information using concrete objects, pictures, and graphs, with teacher support. <u>Frog Street Threes</u> AG1: page 19 AG1: page 39 AG1: page 40 AG1: page 41 AG2: page 09 AG2: page 29 AG2: page 32 AG2: page 39 AG2: page 42 AG3: page 09 AG3: page 11 AG3: page 19 AG3: page 21 AG3: page 39 AG4: page 09 AG4: page 19

		AG4: page 29 AG5: page 10 AG5: page 12 AG6: page 31 AG7: page 11 AG7: page 31
STANDARD	10.B.ECb.	Make predictions about the outcome prior to collecting information, with teacher support and multiple experiences over time. No Correlations
STATE GOAL / DISCIPLINARY CONCEPT	IL.MA.	Mathematics
LEARNING STANDARD / DISCIPLINE	MA.10.	Begin to make predictions and collect data information.
DESCRIPTOR / CONTENT DISCIPLINE	10.C.	Determine, describe, and apply the probabilities of events.
STANDARD	10.C.ECa.	Describe likelihood of events with appropriate vocabulary, such as “possible”, “impossible”, “always”, and “never”. No Correlations
STATE GOAL / DISCIPLINARY CONCEPT	IL.SC.	Science
LEARNING STANDARD / DISCIPLINE	SC.11.	Demonstrate curiosity about the world and begin to use the practices of science and engineering to answer questions and solve problems.
DESCRIPTOR / CONTENT DISCIPLINE	11.A.	Develop beginning skills in the use of science and engineering practices, such as observing, asking questions, solving problems, and drawing conclusions.
STANDARD	11.A.ECa.	Express wonder and curiosity about their world by asking questions, solving problems, and designing things. <u>Frog Street Threes</u> AG1: page 09 AG1: page 11 AG1: page 21 AG1: page 30 AG1: page 39 AG7: page 20 AG7: page 21 AG7: page 22 AG7: page 32 AG8: page 20 AG9: page 20 AG9: page 21
STANDARD	11.A.ECb.	Develop and use models to represent their ideas, observations, and explanations through approaches such as drawing, building, or modeling with clay.

		<p><u>Frog Street Threes</u> AG1: page 09 AG1: page 19 AG1: page 29 AG2: page 09 AG2: page 19 AG3: page 09 AG3: page 19 AG4: page 09 AG5: page 09 AG5: page 19 AG5: page 39 AG6: page 19 AG6: page 39 AG7: page 19 AG7: page 39 AG8: page 09 AG8: page 19 AG8: page 29 AG8: page 39 AG9: page 19 AG9: page 29 AG9: page 39</p>
STANDARD	11.A.ECc.	<p>Plan and carry out simple investigations.</p> <p><u>Frog Street Threes</u> AG.1: page 09 AG.1: page 21 AG.1: page 39 AG.1: page 40 AG.1: page 41 AG.2: page 09 AG.2: page 39 AG.2: page 42 AG.3: page 19 AG.3: page 39 AG.4: page 09 AG.4: page 12 AG.4: page 19 AG.4: page 29 AG.4: page 32 AG.4: page 41 AG.5: page 10 AG.5: page 29 AG.5: page 30</p>

		AG.5: page 32 AG.5: page 39 AG.6: page 09 AG.6: page 29 AG.6: page 31 AG.6: page 39 AG.7: page 29 AG.7: page 31
STANDARD	11.A.ECd.	Collect, describe, compare, and record information from observations and investigations. <u>Frog Street Threes</u> AG.1: page 09 AG.1: page 21 AG.1: page 39 AG.1: page 40 AG.1: page 41 AG.2: page 09 AG.2: page 19 AG.2: page 39 AG.2: page 42 AG.3: page 09 AG.3: page 12 AG.3: page 19 AG.3: page 39 AG.4: page 09 AG.4: page 12 AG.4: page 19 AG.4: page 29 AG.4: page 32 AG.4: page 41 AG.5: page 09 AG.5: page 10 AG.5: page 29 AG.5: page 30 AG.5: page 32 AG.5: page 39 AG.6: page 09 AG.6: page 12 AG.6: page 29 AG.6: page 31 AG.6: page 39 AG.7: page 29 AG.7: page 31
STANDARD	11.A.ECe.	Use mathematical and computational thinking. <u>Frog Street Threes</u>

		AG.1: page 29 AG.9: page 08 AG.9: page 28
STANDARD	11.A.ECf.	<p>Make meaning from experience and information by describing, talking, and thinking about what happened during an investigation.</p> <p><u>Frog Street Threes</u> AG.1: page 09 AG.1: page 11 AG.1: page 19 AG.1: page 21 AG.1: page 30 AG.2: page 11 AG.2: page 21 AG.3: page 10 AG.4: page 09 AG.4: page 19 AG.4: page 39 AG.5: page 10 AG.5: page 30 AG.5: page 32 AG.6: page 41 AG.7: page 39 AG.7: page 41 AG.7: page 42 AG.8: page 11 AG.8: page 31 AG.9: page 20 AG.9: page 22</p>
STANDARD	11.A.ECg.	<p>Generate explanations and communicate ideas and/or conclusions about their investigations.</p> <p><u>Frog Street Threes</u> AG.1: page 09 AG.1: page 11 AG.1: page 19 AG.1: page 21 AG.1: page 30 AG.2: page 11 AG.2: page 21 AG.3: page 10 AG.4: page 09 AG.4: page 19 AG.4: page 39 AG.5: page 10 AG.5: page 30 AG.5: page 32</p>

		AG.6: page 41 AG.7: page 39 AG.7: page 41 AG.7: page 42 AG.8: page 11 AG.8: page 31 AG.9: page 20 AG.9: page 22
STATE GOAL / DISCIPLINARY CONCEPT	IL.SC.	Science
LEARNING STANDARD / DISCIPLINE	SC.12.	Explore concepts and information about the physical, earth, and life sciences.
DESCRIPTOR / CONTENT DISCIPLINE	12.A.	Understand that living things grow and change.
STANDARD	12.A.ECa.	Observe, investigate, describe, and categorize living things. <u>Frog Street Threes</u> AG.8: page 06 AG.8: page 07 AG.8: page 16 AG.8: page 17 AG.8: page 26 AG.8: page 27 AG.8: page 36 AG.8: page 37
STANDARD	12.A.ECb.	Show an awareness of changes that occur in oneself and the environment. <u>Frog Street Threes</u> AG1: page 11 AG2: page 11 AG2: page 21 AG2: page 38 AG3: page 21 AG3: page 31 AG3: page 32 AG3: page 41 AG4: page 30 AG4: page 31 AG4: page 41 AG5: page 09 AG6: page 32 AG7: page 09 AG7: page 11 AG7: page 12 AG7: page 32 AG7: page 39 AG7: page 41

		AG7: page 42 AG8: page 09 AG8: page 19 AG8: page 29 AG8: page 32 AG8: page 39 AG8: page 42 AG9: page 09 AG9: page 19 AG9: page 20 AG9: page 22 AG9: page 29 AG9: page 39 AG9: page 42
STATE GOAL / DISCIPLINARY CONCEPT	IL.SC.	Science
LEARNING STANDARD / DISCIPLINE	SC.12.	Explore concepts and information about the physical, earth, and life sciences.
DESCRIPTOR / CONTENT DISCIPLINE	12.B.	Understand that living things rely on the environment and/or others to live and grow.
STANDARD	12.B.ECa.	Describe and compare basic needs of living things. No Correlations
STANDARD	12.B.ECb.	Show respect for living things. No Correlations
STATE GOAL / DISCIPLINARY CONCEPT	IL.SC.	Science
LEARNING STANDARD / DISCIPLINE	SC.12.	Explore concepts and information about the physical, earth, and life sciences.
DESCRIPTOR / CONTENT DISCIPLINE	12.C.	Explore the physical properties of objects.
STANDARD	12.C.ECa.	Identify , describe, and compare the physical properties of objects. <u>Frog Street Threes</u> AG1: page 09 AG1: page 11 AG1: page 19 AG1: page 21 AG1: page 30 AG2: page 11 AG2: page 21 AG3: page 10 AG4: page 09 AG4: page 19 AG4: page 39 AG5: page 10 AG5: page 30

		AG5: page 32 AG6: page 41 AG7: page 39 AG7: page 41 AG7: page 42 AG8: page 11 AG8: page 31 AG9: page 20 AG9: page 22 AG9: page 31
STANDARD	12.C.ECb.	Experiment with changes in matter when combined with other substances. No Correlations
STATE GOAL / DISCIPLINARY CONCEPT	IL.SC.	Science
LEARNING STANDARD / DISCIPLINE	SC.12.	Explore concepts and information about the physical, earth, and life sciences.
DESCRIPTOR / CONTENT DISCIPLINE	12.D.	Explore concepts of force and motion.
STANDARD	12.D.ECa.	Describe the effects of forces in nature. No Correlations
STANDARD	12.D.ECb.	Explore the effect of force on objects in and outside the early childhood environment. No Correlations
STATE GOAL / DISCIPLINARY CONCEPT	IL.SC.	Science
LEARNING STANDARD / DISCIPLINE	SC.12.	Explore concepts and information about the physical, earth, and life sciences.
DESCRIPTOR / CONTENT DISCIPLINE	12.E.	Explore concepts and information related to the earth, including ways to take care of our planet.
STANDARD	12.E.ECa.	Observe and describe characteristics of earth, water, and air. <u>Frog Street Threes</u> AG1: page 09 AG1: page 11 AG1: page 19 AG1: page 21 AG1: page 30 AG2: page 11 AG2: page 21 AG3: page 10 AG4: page 09 AG4: page 19 AG4: page 39 AG5: page 10

		AG5: page 30 AG5: page 32 AG6: page 41 AG7: page 39 AG7: page 41 AG7: page 42 AG8: page 11 AG8: page 31 AG9: page 20 AG9: page 22 AG9: page 31
STANDARD	12.E.ECb.	Participate in discussions about simple ways to take care of the environment. <u>Frog Street Threes</u> AG6: page 14 AG6: page 16 AG6: page 17
STATE GOAL / DISCIPLINARY CONCEPT	IL.SC.	Science
LEARNING STANDARD / DISCIPLINE	SC.12.	Explore concepts and information about the physical, earth, and life sciences.
DESCRIPTOR / CONTENT DISCIPLINE	12.F.	Explore changes related to the weather and seasons.
STANDARD	12.F.ECa.	Observe and discuss changes in weather and seasons using common vocabulary. No Correlations
STATE GOAL / DISCIPLINARY CONCEPT	IL.SC.	Science
LEARNING STANDARD / DISCIPLINE	SC.13.	Understand important connections and understandings in science and engineering.
DESCRIPTOR / CONTENT DISCIPLINE	13.A.	Understand rules to follow when investigating and exploring.
STANDARD	13.A.ECa.	Begin to understand basic safety practices one must follow when exploring and engaging in science and engineering investigations. No Correlations
STATE GOAL / DISCIPLINARY CONCEPT	IL.SC.	Science
LEARNING STANDARD / DISCIPLINE	SC.13.	Understand important connections and understandings in science and engineering.
DESCRIPTOR / CONTENT DISCIPLINE	13.B.	Use tools and technology to assist with science and engineering investigations.
STANDARD	13.B.ECa.	Use nonstandard and standard scientific tools for investigation. No Correlations
STANDARD	13.B.ECb.	Become familiar with technological tools that can aid in scientific inquiry. <u>Frog Street Threes</u>

		AG2: page 05 AG2: page 15 AG2: page 25 AG2: page 35 AG3: page 05 AG3: page 15 AG3: page 25 AG3: page 29 AG3: page 35 AG3: page 39 AG4: page 05 AG4: page 15 AG4: page 25 AG4: page 35 AG5: page 05 AG5: page 15 AG5: page 25 AG5: page 29 AG5: page 35 AG6: page 05 AG6: page 15 AG6: page 25 AG6: page 29 AG6: page 35 AG7: page 05 AG7: page 15 AG7: page 25 AG7: page 29 AG7: page 35 AG8: page 05 AG8: page 15 AG8: page 25 AG8: page 35 AG9: page 05 AG9: page 15 AG9: page 25 AG9: page 35
STATE GOAL / DISCIPLINARY CONCEPT	IL.SC.	Science
LEARNING STANDARD / DISCIPLINE	SS.14.	Understand some concepts related to citizenship.
DESCRIPTOR / CONTENT DISCIPLINE	14.A.	Understand what it means to be a member of a group and community.
STANDARD	14.A.ECa.	Recognize the reasons for rules in the home and early childhood environment and for laws in the community. <u>Frog Street Threes</u> AG.1: page 11

		AG.4: page 08 AG.4: page 10 AG.4: page 11 AG.4: page 19 AG.7: page 11 AG.7: page 21 AG.8: page 21 AG.8: page 31 AG.9: page 31
STANDARD	14.A.ECb.	Contribute to the well-being of one's early childhood environment, school, and community. <u>Frog Street Threes</u> AG2: page 40 AG4: page 40 AG6: page 04 AG7: page 04 AG8: page 04 AG9: page 04
STATE GOAL / DISCIPLINARY CONCEPT	IL.SC.	Science
LEARNING STANDARD / DISCIPLINE	SS.14.	Understand some concepts related to citizenship.
DESCRIPTOR / CONTENT DISCIPLINE	14.B.	Understand the structures and functions of the political systems of Illinois, the United States, and other nations.
STANDARD		Not Applicable No Correlations
STATE GOAL / DISCIPLINARY CONCEPT	IL.SC.	Science
LEARNING STANDARD / DISCIPLINE	SS.14.	Understand some concepts related to citizenship.
DESCRIPTOR / CONTENT DISCIPLINE	14.C.	Understand ways groups make choices and decisions.
STANDARD	14.C.ECa.	Participate in voting as a way of making choices. No Correlations
STATE GOAL / DISCIPLINARY CONCEPT	IL.SC.	Science
LEARNING STANDARD / DISCIPLINE	SS.14.	Understand some concepts related to citizenship.
DESCRIPTOR / CONTENT DISCIPLINE	14.D.	Understand the role that individuals can play in a group or community.
STANDARD	14.D.ECa.	Develop an awareness of what it means to be a leader. No Correlations
STANDARD	14.D.ECb.	Participate in a variety of roles in the early childhood environment.

		<u>Frog Street Threes</u> AG.2: page 16 AG.2: page 17
STATE GOAL / DISCIPLINARY CONCEPT	IL.SC.	Science
LEARNING STANDARD / DISCIPLINE	SS.14.	Understand some concepts related to citizenship.
DESCRIPTOR / CONTENT DISCIPLINE	14.E.	Understand United states foreign policy as it relates to other nations and international issues.
STANDARD		Not Applicable No Correlations
STATE GOAL / DISCIPLINARY CONCEPT	IL.SC.	Science
LEARNING STANDARD / DISCIPLINE	SS.14.	Understand some concepts related to citizenship.
DESCRIPTOR / CONTENT DISCIPLINE	14.F.	Understand the development of United States' political ideas and traditions.
STANDARD		Not Applicable No Correlations
STATE GOAL / DISCIPLINARY CONCEPT	IL.SS.	Social Studies
LEARNING STANDARD / DISCIPLINE	SS.15.	Explore economic systems and human interdependence.
DESCRIPTOR / CONTENT DISCIPLINE	15.A.	Explore roles in the economic system and workforce.
STANDARD	15.A.ECa.	Describe some common jobs and what is needed to perform those jobs. No Correlations
STANDARD	15.A.ECb.	Discuss why people work. No Correlations
STATE GOAL / DISCIPLINARY CONCEPT	IL.SS.	Social Studies
LEARNING STANDARD / DISCIPLINE	SS.15.	Explore economic systems and human interdependence.
DESCRIPTOR / CONTENT DISCIPLINE	15.B.	Explore issues of limited resources in the early childhood environment and world.
STANDARD	15.B.ECa.	Understand that some resources and money are limited. No Correlations
STATE GOAL / DISCIPLINARY CONCEPT	IL.SS.	Social Studies
LEARNING STANDARD / DISCIPLINE	SS.15.	Explore economic systems and human interdependence.
DESCRIPTOR / CONTENT DISCIPLINE	15.C.	Understand that scarcity necessitates choices by producers.
STANDARD		Not Applicable

		No Correlations
STATE GOAL / DISCIPLINARY CONCEPT	IL.SS.	Social Studies
LEARNING STANDARD / DISCIPLINE	SS.15.	Explore economic systems and human interdependence.
DESCRIPTOR / CONTENT DISCIPLINE	15.D.	Explore concepts about trade as an exchange of goods or services.
STANDARD	15.D.ECa.	Begin to understand the use of trade or money to obtain goods and services. No Correlations
STATE GOAL / DISCIPLINARY CONCEPT	IL.SS.	Social Studies
LEARNING STANDARD / DISCIPLINE	SS.15.	Explore economic systems and human interdependence.
DESCRIPTOR / CONTENT DISCIPLINE	15.E.	Understand the impact of government policies and decisions on production and consumption in the economy.
STANDARD		Not Applicable No Correlations
STATE GOAL / DISCIPLINARY CONCEPT	IL.SS.	Social Studies
LEARNING STANDARD / DISCIPLINE	SS.16.	Develop an awareness of the self and his or her uniqueness and individuality.
DESCRIPTOR / CONTENT DISCIPLINE	16.A.	Explore his or her self and personal history.
STANDARD	16.A.ECa.	Recall information about the immediate past. No Correlations
STANDARD	16.A.ECb.	Develop a basic awareness of self as an individual. <u>Frog Street Threes</u> AG.1: page 20 AG.1: page 30 AG.6: page 10 AG.7: page 10 AG.9: page 32
STATE GOAL / DISCIPLINARY CONCEPT	IL.SS.	Social Studies
LEARNING STANDARD / DISCIPLINE	SS.16.	Develop an awareness of the self and his or her uniqueness and individuality.
DESCRIPTOR / CONTENT DISCIPLINE	16.B.	Understand the development of significant political events.
STANDARD		Not Applicable No Correlations
STATE GOAL / DISCIPLINARY CONCEPT	IL.SS.	Social Studies

LEARNING STANDARD / DISCIPLINE	SS.16.	Develop an awareness of the self and his or her uniqueness and individuality.
DESCRIPTOR / CONTENT DISCIPLINE	16.C.	Understand the development of economic systems.
STANDARD		Not Applicable No Correlations
STATE GOAL / DISCIPLINARY CONCEPT	IL.SS.	Social Studies
LEARNING STANDARD / DISCIPLINE	SS.16.	Develop an awareness of the self and his or her uniqueness and individuality.
DESCRIPTOR / CONTENT DISCIPLINE	16.D.	Understand Illinois, United states, and world social history.
STANDARD		Not Applicable No Correlations
STATE GOAL / DISCIPLINARY CONCEPT	IL.SS.	Social Studies
LEARNING STANDARD / DISCIPLINE	SS.16.	Develop an awareness of the self and his or her uniqueness and individuality.
DESCRIPTOR / CONTENT DISCIPLINE	16.E.	Understand Illinois, United states, and world environmental history.
STANDARD		Not Applicable No Correlations
STATE GOAL / DISCIPLINARY CONCEPT	IL.SS.	Social Studies
LEARNING STANDARD / DISCIPLINE	SS.17.	Explore geography, the child's environment, and where people live, work, and play.
DESCRIPTOR / CONTENT DISCIPLINE	17.A.	Explore environments and where people live.
STANDARD	17.A.ECa.	Locate objects and places in familiar environments. No Correlations
STANDARD	17.A.ECb.	Express beginning geographic thinking. No Correlations
STATE GOAL / DISCIPLINARY CONCEPT	IL.SS.	Social Studies
LEARNING STANDARD / DISCIPLINE	SS.17.	Explore geography, the child's environment, and where people live, work, and play.
DESCRIPTOR / CONTENT DISCIPLINE	17.B.	Analyze and explain characteristics and interactions of the earth's physical systems.
STANDARD		Not Applicable No Correlations
STATE GOAL / DISCIPLINARY CONCEPT	IL.SS.	Social Studies
LEARNING STANDARD / DISCIPLINE	SS.17.	Explore geography, the child's environment, and where people live, work, and play.

DESCRIPTOR / CONTENT DISCIPLINE	17.C.	Understand relationships between geographic factors and society.
STANDARD		Not Applicable No Correlations
STATE GOAL / DISCIPLINARY CONCEPT	IL.SS.	Social Studies
LEARNING STANDARD / DISCIPLINE	SS.17.	Explore geography, the child's environment, and where people live, work, and play.
DESCRIPTOR / CONTENT DISCIPLINE	17.D.	Understand the historical significance of geography.
STANDARD		Not Applicable No Correlations
STATE GOAL / DISCIPLINARY CONCEPT	IL.SS.	Social Studies
LEARNING STANDARD / DISCIPLINE	SS.18.	Explore people and families.
DESCRIPTOR / CONTENT DISCIPLINE	18.A.	Explore people, their similarities, and their differences.
STANDARD	18.A.ECa.	Recognize similarities and differences in people. <u>Frog Street Threes</u> AG1: page 06 AG2: page 12
STATE GOAL / DISCIPLINARY CONCEPT	IL.SS.	Social Studies
LEARNING STANDARD / DISCIPLINE	SS.18.	Explore people and families.
DESCRIPTOR / CONTENT DISCIPLINE	18.B.	Develop an awareness of self within the context of family.
STANDARD	18.B.ECa.	Understand that each of us belongs to a family and recognize that families vary. <u>Frog Street Threes</u> AG1: page 04 AG2: page 04 AG2: page 12 AG2: page 14 AG2: page 20 AG2: page 21 AG2: page 24 AG2: page 34 AG2: page 42 AG9: page 32
STATE GOAL / DISCIPLINARY CONCEPT	IL.SS.	Social Studies
LEARNING STANDARD / DISCIPLINE	SS.18.	Explore people and families.
DESCRIPTOR / CONTENT DISCIPLINE	18.C.	Understand how social systems form and develop over time.

STANDARD		Not Applicable No Correlations
STATE GOAL / DISCIPLINARY CONCEPT	IL.PDH.	Physical Development and Health
LEARNING STANDARD / DISCIPLINE	PDH.19.	Acquire movement skills and understand concepts needed to explore the environment, support learning, and engage in health-enhancing physical activity.
DESCRIPTOR / CONTENT DISCIPLINE	19.A.	Demonstrate physical competency and control of large and small muscles.
STANDARD	19.A.ECa.	Engage in active play using gross- and fine-motor skills. <u>Frog Street Threes</u> AG.1: page 10 AG.1: page 11 AG.1: page 19 AG.1: page 20 AG.1: page 31 AG.1: page 40 AG.1: page 41 AG.2: page 11 AG.2: page 19 AG.2: page 21 AG.2: page 22 AG.2: page 30 AG.2: page 31 AG.2: page 40 AG.2: page 41 AG.3: page 10 AG.3: page 11 AG.3: page 20 AG.3: page 21 AG.3: page 30 AG.3: page 31 AG.3: page 32 AG.3: page 40 AG.3: page 41 AG.4: page 11 AG.4: page 21 AG.4: page 31 AG.4: page 40 AG.4: page 41 AG.4: page 42 AG.5: page 10 AG.5: page 11 AG.5: page 20 AG.5: page 21 AG.5: page 29

		AG.5: page 30 AG.5: page 31 AG.5: page 40 AG.5: page 41 AG.6: page 09 AG.6: page 10 AG.6: page 11 AG.6: page 12 AG.6: page 20 AG.6: page 22 AG.6: page 29 AG.6: page 30 AG.6: page 31 AG.6: page 41 AG.7: page 09 AG.7: page 10 AG.7: page 11 AG.7: page 12 AG.7: page 20 AG.7: page 22 AG.7: page 29 AG.7: page 30 AG.7: page 31 AG.7: page 41 AG.8: page 10 AG.8: page 11 AG.8: page 12 AG.8: page 20 AG.8: page 21 AG.8: page 22 AG.8: page 30 AG.8: page 31 AG.8: page 40 AG.8: page 41 AG.9: page 11 AG.9: page 12 AG.9: page 20 AG.9: page 21 AG.9: page 30 AG.9: page 31 AG.9: page 39 AG.9: page 40 AG.9: page 41
STANDARD	19.A.ECb.	Move with balance and control in a range of physical activities. <u>Frog Street Threes</u> AG1: page 10

		AG1: page 20 AG6: page 09 AG6: page 11 AG6: page 12 AG6: page 30 AG6: page 31 AG7: page 09 AG7: page 10 AG7: page 12 AG7: page 30 AG8: page 10 AG8: page 12 AG8: page 21 AG8: page 41 AG9: page 10 AG9: page 11 AG9: page 20 AG9: page 30 AG9: page 39 AG9: page 40
STANDARD	19.A.ECc.	Use strength and control to accomplish tasks. <u>Frog Street Threes</u> AG.4: page 36 AG.4: page 37 AG.7: page 07
STANDARD	19.A.ECd.	Use eye-hand coordination to perform tasks. <u>Frog Street Threes</u> AG.1: page 10 AG.1: page 19 AG.1: page 20 AG.1: page 31 AG.1: page 40 AG.1: page 41 AG.2: page 19 AG.2: page 21 AG.2: page 30 AG.2: page 40 AG.2: page 41 AG.3: page 10 AG.3: page 11 AG.3: page 20 AG.3: page 21 AG.3: page 30 AG.3: page 31

		AG.3: page 32 AG.3: page 40 AG.3: page 41 AG.4: page 21 AG.4: page 31 AG.4: page 40 AG.4: page 41 AG.5: page 10 AG.5: page 11 AG.5: page 20 AG.5: page 29 AG.5: page 30 AG.5: page 31 AG.5: page 40 AG.5: page 41 AG.6: page 10 AG.6: page 11 AG.6: page 20 AG.6: page 29 AG.6: page 31 AG.6: page 41 AG.7: page 10 AG.7: page 11 AG.7: page 20 AG.7: page 22 AG.7: page 29 AG.7: page 30 AG.7: page 31 AG.7: page 41 AG.8: page 10 AG.8: page 11 AG.8: page 12 AG.8: page 20 AG.8: page 21 AG.8: page 22 AG.8: page 30 AG.8: page 31 AG.8: page 41 AG.9: page 20 AG.9: page 21 AG.9: page 30 AG.9: page 31 AG.9: page 41
STANDARD	19.A.ECe.	Use writing and drawing tools with some control. <u>Frog Street Threes</u>

		AG.2: page 40 AG.2: page 42 AG.4: page 10 AG.4: page 20 AG.4: page 26 AG.6: page 10 AG.6: page 22 AG.6: page 30 AG.6: page 40 AG.7: page 10 AG.7: page 22 AG.7: page 30 AG.8: page 09 AG.8: page 10 AG.8: page 20 AG.8: page 30 AG.9: page 10 AG.9: page 32
STATE GOAL / DISCIPLINARY CONCEPT	IL.PDH.	Physical Development and Health
LEARNING STANDARD / DISCIPLINE	PDH.19.	Acquire movement skills and understand concepts needed to explore the environment, support learning, and engage in health-enhancing physical activity.
DESCRIPTOR / CONTENT DISCIPLINE	19.B.	Demonstrate awareness and coordination of body movements.
STANDARD	19.B.ECa.	Coordinate movements to perform complex tasks. No Correlations
STANDARD	19.B.ECb.	Demonstrate body awareness when moving in different spaces. <u>Frog Street Threes</u> AG.1: page 10 AG.1: page 11 AG.1: page 31 AG.1: page 40 AG.1: page 41 AG.2: page 11 AG.2: page 31 AG.2: page 41 AG.4: page 11 AG.4: page 21 AG.4: page 40 AG.5: page 10 AG.5: page 20 AG.5: page 21 AG.6: page 09 AG.6: page 11

		AG.6: page 12 AG.6: page 22 AG.6: page 30 AG.6: page 31 AG.7: page 09 AG.7: page 10 AG.7: page 30 AG.8: page 10 AG.8: page 12 AG.8: page 21 AG.8: page 40 AG.8: page 41 AG.9: page 11 AG.9: page 12 AG.9: page 30 AG.9: page 39 AG.9: page 40
STANDARD	19.B.ECc.	Combine large motor movements with and without the use of equipment. <u>Frog Street Threes</u> AG.1: page 10 AG.1: page 11 AG.1: page 20 AG.1: page 31 AG.1: page 40 AG.1: page 41 AG.2: page 11 AG.2: page 22 AG.2: page 31 AG.2: page 41 AG.3: page 11 AG.3: page 21 AG.4: page 11 AG.4: page 21 AG.4: page 40 AG.4: page 42 AG.5: page 10 AG.5: page 20 AG.5: page 21 AG.6: page 09 AG.6: page 11 AG.6: page 12 AG.6: page 22 AG.6: page 30 AG.6: page 31 AG.7: page 09

		AG.7: page 10 AG.7: page 12 AG.7: page 30 AG.8: page 10 AG.8: page 12 AG.8: page 21 AG.8: page 40 AG.8: page 41 AG.9: page 11 AG.9: page 12 AG.9: page 20 AG.9: page 30 AG.9: page 39 AG.9: page 40
STATE GOAL / DISCIPLINARY CONCEPT	IL.PDH.	Physical Development and Health
LEARNING STANDARD / DISCIPLINE	PDH.19.	Acquire movement skills and understand concepts needed to explore the environment, support learning, and engage in health-enhancing physical activity.
DESCRIPTOR / CONTENT DISCIPLINE	19.C.	Demonstrate knowledge of rules and safety during activity.
STANDARD	19.C.ECa.	Follow simple safety rules while participating in activities. <u>Frog Street Threes</u> AG.1: page 11 AG.4: page 08 AG.4: page 10 AG.4: page 11 AG.4: page 19 AG.7: page 11 AG.7: page 21 AG.8: page 21 AG.8: page 31 AG.9: page 31
STATE GOAL / DISCIPLINARY CONCEPT	IL.PDH.	Physical Development and Health
LEARNING STANDARD / DISCIPLINE	PDH.20.	Develop habits for lifelong fitness.
DESCRIPTOR / CONTENT DISCIPLINE	20.A.	Achieve and maintain a health-enhancing level of physical fitness.
STANDARD	20.A.ECa.	Participate in activities to enhance physical fitness. <u>Frog Street Threes</u> AG.4: page 36 AG.4: page 37 AG.7: page 07
STANDARD	20.A.ECb.	Exhibit increased levels of physical activity.

		<u>Frog Street Threes</u> AG.4: page 36 AG.4: page 37 AG.7: page 07
STATE GOAL / DISCIPLINARY CONCEPT	IL.PDH.	Physical Development and Health
LEARNING STANDARD / DISCIPLINE	PDH.20.	Develop habits for lifelong fitness.
DESCRIPTOR / CONTENT DISCIPLINE	20.B.	Assess individual fitness levels.
STANDARD		Not Applicable No Correlations
STATE GOAL / DISCIPLINARY CONCEPT	IL.PDH.	Physical Development and Health
LEARNING STANDARD / DISCIPLINE	PDH.20.	Develop habits for lifelong fitness.
DESCRIPTOR / CONTENT DISCIPLINE	20.C.	Set goals based on fitness data and develop, implement, and monitor an individual fitness improvement plan.
STANDARD		Not Applicable No Correlations
STATE GOAL / DISCIPLINARY CONCEPT	IL.PDH.	Physical Development and Health
LEARNING STANDARD / DISCIPLINE	PDH.21.	Develop team-building skills by working with others through physical activity.
DESCRIPTOR / CONTENT DISCIPLINE	21.A.	Demonstrate individual responsibility during group physical activities.
STANDARD	21.A.ECa.	Follow rules and procedures when participating in group physical activities. <u>Frog Street Threes</u> AG.4: page 36 AG.4: page 37 AG.7: page 07
STANDARD	21.A.ECb.	Follow directions, with occasional adult reminders, during group activities. <u>Frog Street Threes</u> AG.1: page 08 AG.1: page 12 AG.1: page 18 AG.1: page 22 AG.1: page 32 AG.2: page 42 AG.3: page 19 AG.4: page 11
STATE GOAL / DISCIPLINARY CONCEPT	IL.PDH.	Physical Development and Health

LEARNING STANDARD / DISCIPLINE	PDH.21.	Develop team-building skills by working with others through physical activity.
DESCRIPTOR / CONTENT DISCIPLINE	21.B.	Demonstrate cooperative skills during structured group physical activity.
STANDARD	21.B.ECa.	Demonstrate ability to cooperate with others during group physical activities. <u>Frog Street Threes</u> AG.4: page 36 AG.4: page 37 AG.7: page 07
STATE GOAL / DISCIPLINARY CONCEPT	IL.PDH.	Physical Development and Health
LEARNING STANDARD / DISCIPLINE	PDH.22.	Understand principles of health promotion and the prevention and treatment of illness and injury.
DESCRIPTOR / CONTENT DISCIPLINE	22.A.	Explain the basic principles of health promotion, illness prevention, treatment, and safety.
STANDARD	22.A.ECa.	Identify simple practices that promote healthy living and prevent illness. <u>Frog Street Threes</u> AG.4: page 16 AG.4: page 17 AG.4: page 26 AG.4: page 27 AG.4: page 30 AG.4: page 31 AG.4: page 32
STANDARD	22.A.ECb.	Demonstrate personal care and hygiene skills, with adult reminders. <u>Frog Street Threes</u> AG.4: page 16 AG.4: page 18 AG.4: page 20 AG.4: page 21 AG.4: page 40 AG.7: page 11
STANDARD	22.A.ECc.	Identify and follow basic safety rules. <u>Frog Street Threes</u> AG.1: page 11 AG.4: page 08 AG.4: page 10 AG.4: page 11 AG.4: page 19 AG.7: page 11 AG.7: page 21 AG.8: page 21 AG.8: page 31

		AG.9: page 31
STATE GOAL / DISCIPLINARY CONCEPT	IL.PDH.	Physical Development and Health
LEARNING STANDARD / DISCIPLINE	PDH.22.	Understand principles of health promotion and the prevention and treatment of illness and injury.
DESCRIPTOR / CONTENT DISCIPLINE	22.B.	Describe and explain the factors that influence health among individuals, groups, and communities
STANDARD		Not Applicable No Correlations
STATE GOAL / DISCIPLINARY CONCEPT	IL.PDH.	Physical Development and Health
LEARNING STANDARD / DISCIPLINE	PDH.22.	Understand principles of health promotion and the prevention and treatment of illness and injury.
DESCRIPTOR / CONTENT DISCIPLINE	22.C.	Explain how the environment can affect health.
STANDARD		Not Applicable No Correlations
STATE GOAL / DISCIPLINARY CONCEPT	IL.PDH.	Physical Development and Health
LEARNING STANDARD / DISCIPLINE	PDH.23.	Understand human body systems and factors that influence growth and development.
DESCRIPTOR / CONTENT DISCIPLINE	23.A.	Describe and explain the structure and functions of the human body systems and how they interrelate.
STANDARD	23.A.ECa.	Identify body parts and their functions. No Correlations
STATE GOAL / DISCIPLINARY CONCEPT	IL.PDH.	Physical Development and Health
LEARNING STANDARD / DISCIPLINE	PDH.23.	Understand human body systems and factors that influence growth and development.
DESCRIPTOR / CONTENT DISCIPLINE	23.B.	Identify ways to keep the body healthy.
STANDARD	23.B.ECa.	Identify examples of healthy habits. <u>Frog Street Threes</u> AG.4: page 16 AG.4: page 17 AG.4: page 26 AG.4: page 27 AG.4: page 30 AG.4: page 31 AG.4: page 32
STANDARD	23.B.ECb.	Identify healthy and nonhealthy foods and explain the effect of these foods on the body.

		<u>Frog Street Threes</u> AG.4: page 16 AG.4: page 17 AG.4: page 26 AG.4: page 27 AG.4: page 30 AG.4: page 31 AG.4: page 32
STATE GOAL / DISCIPLINARY CONCEPT	IL.PDH.	Physical Development and Health
LEARNING STANDARD / DISCIPLINE	PDH.23.	Understand human body systems and factors that influence growth and development.
DESCRIPTOR / CONTENT DISCIPLINE	23.C.	Describe factors that affect growth and development.
STANDARD		Not Applicable No Correlations
STATE GOAL / DISCIPLINARY CONCEPT	IL.PDH.	Physical Development and Health
LEARNING STANDARD / DISCIPLINE	PDH.24.	Promote and enhance health and well-being through the use of effective communication and decision-making skills.
DESCRIPTOR / CONTENT DISCIPLINE	24.A.	Demonstrate procedures for communicating in positive ways, resolving differences, and preventing conflict.
STANDARD		Not Applicable No Correlations
STATE GOAL / DISCIPLINARY CONCEPT	IL.PDH.	Physical Development and Health
LEARNING STANDARD / DISCIPLINE	PDH.24.	Promote and enhance health and well-being through the use of effective communication and decision-making skills.
DESCRIPTOR / CONTENT DISCIPLINE	24.B.	Apply decision-making skills related to the protection and promotion of individual health.
STANDARD		Not Applicable No Correlations
STATE GOAL / DISCIPLINARY CONCEPT	IL.PDH.	Physical Development and Health
LEARNING STANDARD / DISCIPLINE	PDH.24.	Promote and enhance health and well-being through the use of effective communication and decision-making skills.
DESCRIPTOR / CONTENT DISCIPLINE	24.C.	Demonstrate skills essential to enhancing health and avoiding dangerous situations.
STANDARD	24.C.ECa.	Participate in activities to learn to avoid dangerous situations. <u>Frog Street Threes</u>

		AG.1: page 11 AG.4: page 08 AG.4: page 10 AG.4: page 11 AG.4: page 19 AG.7: page 11 AG.7: page 21 AG.8: page 21 AG.8: page 31 AG.9: page 31
STATE GOAL / DISCIPLINARY CONCEPT	IL.AR.	The Arts
LEARNING STANDARD / DISCIPLINE	AR.25.	Gain exposure to and explore the arts.
DESCRIPTOR / CONTENT DISCIPLINE	25.A.	Investigate, begin to appreciate, and participate in the arts.
STANDARD	25.A.ECa.	Movement and dance: build awareness of, explore, and participate in dance and creative movement activities. <u>Frog Street Threes</u> AG1: page 04 AG1: page 05 AG1: page 14 AG1: page 15 AG1: page 17 AG1: page 24 AG1: page 25 AG1: page 27 AG1: page 28 AG1: page 34 AG1: page 35 AG1: page 36 AG2: page 05 AG2: page 07 AG2: page 15 AG2: page 17 AG2: page 24 AG2: page 25 AG2: page 27 AG2: page 34 AG2: page 35 AG2: page 37 AG3: page 07 AG3: page 14 AG3: page 17 AG3: page 27 TG4: page 04 TG4: page 05

		TG4: page 07 TG4: page 14 TG4: page 15 TG4: page 24 TG4: page 25 TG4: page 27 TG4: page 34 TG5: page 04 TG5: page 05 TG5: page 07 TG5: page 14 TG5: page 15 TG5: page 17 TG5: page 24 TG5: page 27 TG5: page 37 TG6: page 04 TG6: page 07 TG6: page 15 TG6: page 17 TG6: page 24 TG6: page 34 TG7: page 04 TG7: page 07 TG7: page 08 TG7: page 14 TG7: page 17 TG7: page 24 TG7: page 27 TG7: page 34 TG7: page 37 TG8: page 04 TG8: page 07 TG8: page 14 TG8: page 17 TG8: page 24 TG8: page 27 TG8: page 34 TG9: page 04 TG9: page 07 TG9: page 08 TG9: page 14 TG9: page 17 TG9: page 24 TG9: page 27 TG9: page 34
STANDARD	25.A.ECb.	Drama: begin to appreciate and participate in dramatic activities.

		<u>Frog Street Threes</u> AG.1: page 07 AG.1: page 27 AG.5: page 06 AG.5: page 07 AG.5: page 16 AG.7: page 07 AG.9: page 17 AG.9: page 27
STANDARD	25.A.ECc.	Music: begin to appreciate and participate in music activities. <u>Frog Street Threes</u> AG.9: page 07 AG.9: page 17
STANDARD	25.A.ECd.	Visual arts: Investigate and participate in activities using visual arts materials. <u>Frog Street Threes</u> AG1: page 09 AG1: page 19 AG1: page 29 AG2: page 09 AG2: page 19 AG3: page 09 AG3: page 19 AG4: page 09 AG5: page 09 AG5: page 19 AG5: page 39 AG6: page 19 AG6: page 39 AG7: page 19 AG7: page 39 AG8: page 09 AG8: page 19 AG8: page 29 AG8: page 39 AG9: page 19 AG9: page 29 AG9: page 39
STATE GOAL / DISCIPLINARY CONCEPT	IL.AR.	The Arts
LEARNING STANDARD / DISCIPLINE	AR.25.	Gain exposure to and explore the arts.
DESCRIPTOR / CONTENT DISCIPLINE	25.B.	Display an awareness of some distinct characteristics of the arts.
STANDARD	25.B.ECa.	Describe or respond to their creative work or the creative work of others.

		<u>Frog Street Threes</u> AG1: page 10 AG1: page 20 AG1: page 21 AG1: page 31 AG1: page 41 AG2: page 21 AG3: page 11 AG3: page 21 AG3: page 30 AG4: page 21 AG4: page 31 AG5: page 21 AG5: page 31 AG5: page 40 AG6: page 10 AG6: page 20 AG6: page 31 AG6: page 41 AG7: page 20 AG7: page 31 AG8: page 10 AG8: page 20 AG8: page 31 AG9: page 31 AG9: page 41
STATE GOAL / DISCIPLINARY CONCEPT	IL.AR.	The Arts
LEARNING STANDARD / DISCIPLINE	AR.26.	Understand that the arts can be used to communicate ideas and emotions.
DESCRIPTOR / CONTENT DISCIPLINE	26.A.	Understand processes, traditional tools, and modern technologies used in the arts.
STANDARD		Not Applicable No Correlations
STATE GOAL / DISCIPLINARY CONCEPT	IL.AR.	The Arts
LEARNING STANDARD / DISCIPLINE	AR.26.	Understand that the arts can be used to communicate ideas and emotions.
DESCRIPTOR / CONTENT DISCIPLINE	26.B.	Understand ways to express meaning through the arts.
STANDARD	26.B.ECa.	Use creative arts as an avenue for self-expression. <u>Frog Street Threes</u> AG1: page 10 AG1: page 20 AG1: page 21

		AG1: page 31 AG1: page 41 AG2: page 21 AG3: page 11 AG3: page 21 AG3: page 30 AG4: page 21 AG4: page 31 AG5: page 21 AG5: page 31 AG5: page 40 AG6: page 10 AG6: page 20 AG6: page 31 AG6: page 41 AG7: page 20 AG7: page 31 AG8: page 10 AG8: page 20 AG8: page 31 AG9: page 31 AG9: page 41
STATE GOAL / DISCIPLINARY CONCEPT	IL.AR.	The Arts
LEARNING STANDARD / DISCIPLINE	AR.27.	Understand the role of the arts in civilizations, past and present.
DESCRIPTOR / CONTENT DISCIPLINE	27.A.	Analyze how the arts function in history, society, and everyday life.
STANDARD		Not Applicable No Correlations
STATE GOAL / DISCIPLINARY CONCEPT	IL.AR.	The Arts
LEARNING STANDARD / DISCIPLINE	AR.27.	Understand the role of the arts in civilizations, past and present.
DESCRIPTOR / CONTENT DISCIPLINE	27.B.	Understand how the arts shape and reflect history, society, and everyday life.
STANDARD		Not Applicable No Correlations
STATE GOAL / DISCIPLINARY CONCEPT	IL.ELL.	English Language Learner / Home Language Development
LEARNING STANDARD / DISCIPLINE	ELL.28.	Use the home language to communicate within and beyond the classroom.
DESCRIPTOR / CONTENT DISCIPLINE	28.A.	Use the home language at age-appropriate levels for a variety of social and academic purposes.
STANDARD	28.A.ECa.	May demonstrate progress and mastery of benchmarks through home language.

		No Correlations
STANDARD	28.A.ECb.	Use home language in family, community, and early childhood settings. No Correlations
STANDARD	28.A.ECc.	Develop an awareness of the different contextual and cultural features in the early childhood and community settings the child participates in. <u>Frog Street Threes</u> AG1: page 04 AG2: page 04 AG2: page 12 AG2: page 14 AG2: page 20 AG2: page 21 AG2: page 24 AG2: page 34 AG2: page 42 AG9: page 32
STATE GOAL / DISCIPLINARY CONCEPT	IL.ELL.	English Language Learner / Home Language Development
LEARNING STANDARD / DISCIPLINE	ELL.29.	Use the home language to make connections and reinforce knowledge and skills across academic and social areas.
DESCRIPTOR / CONTENT DISCIPLINE	29.A.	Use the home language to attain benchmarks across all the learning areas and to build upon and develop transferable language and literacy skills.
STANDARD	29.A.ECa.	Use home cultural and linguistic knowledge to express current understandings and construct new concepts. No Correlations
STANDARD	29.A.ECb.	With adult support, begin to bridge home language and English to demonstrate progress in meeting IELDS. No Correlations
STANDARD	29.A.ECc.	Exhibit foundational literacy skills in home language to foster transfer to English. No Correlations
STATE GOAL / DISCIPLINARY CONCEPT	IL.SED.	Social / Emotional Development
LEARNING STANDARD / DISCIPLINE	SED.30.	Develop self-management skills to achieve school and life success and develop positive relationships with others.
DESCRIPTOR / CONTENT DISCIPLINE	30.A.	Identify and manage one's emotions and behavior.
STANDARD	30.A.ECa.	Recognize and label basic emotions.

		<u>Frog Street Threes</u> AG.1: page 16 AG.1: page 20 AG.5: page 14 AG.9: page 42
STANDARD	30.A.ECb.	Use appropriate communication skills when expressing needs, wants, and feelings. <u>Frog Street Threes</u> AG.1: page 16 AG.1: page 20 AG.5: page 14 AG.9: page 42
STANDARD	30.A.ECc.	Express feelings that are appropriate to the situation. <u>Frog Street Threes</u> AG.1: page 16 AG.1: page 20 AG.5: page 14 AG.9: page 42
STANDARD	30.A.ECd.	Begin to understand and follow rules. <u>Frog Street Threes</u> AG.1: page 10 AG.2: page 20 AG.2: page 30 AG.2: page 32 AG.3: page 14 AG.3: page 32 AG.3: page 42 AG.4: page 34 AG.4: page 38 AG.5: page 42 AG.6: page 40 AG.6: page 42 AG.7: page 40 AG.8: page 40 AG.9: page 40
STANDARD	30.A.ECe.	Use materials with purpose, safety, and respect. <u>Frog Street Threes</u> AG.1: page 20 AG.1: page 21 AG.1: page 30 AG.1: page 40 AG.2: page 10

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STANDARD	30.A.ECf.	Begin to understand the consequences of his or her behavior. <u>Frog Street Threes</u> AG.1: page 04 AG.2: page 11 AG.2: page 41 AG.2: page 42 AG.4: page 04 AG.4: page 34 AG.4: page 38 AG.5: page 20 AG.5: page 30 AG.5: page 40 AG.6: page 10 AG.6: page 11 AG.6: page 20 AG.6: page 22 AG.6: page 30 AG.6: page 32 AG.7: page 10 AG.7: page 20 AG.7: page 22 AG.7: page 30 AG.8: page 10 AG.8: page 22 AG.8: page 30 AG.8: page 41 AG.9: page 10 AG.9: page 11

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STATE GOAL / DISCIPLINARY CONCEPT	IL.SED.	Social / Emotional Development
LEARNING STANDARD / DISCIPLINE	SED.30.	Develop self-management skills to achieve school and life success and develop positive relationships with others.
DESCRIPTOR / CONTENT DISCIPLINE	30.B.	Recognize own uniqueness and personal qualities.
STANDARD	30.B.ECa.	Describe self using several basic characteristics. <u>Frog Street Threes</u> AG.1: page 06 AG.1: page 10 AG.1: page 20 AG.1: page 30 AG.2: page 12 AG.2: page 17 AG.6: page 10 AG.7: page 10 AG.9: page 32
STATE GOAL / DISCIPLINARY CONCEPT	IL.SED.	Social / Emotional Development
LEARNING STANDARD / DISCIPLINE	SED.30.	Develop self-management skills to achieve school and life success and develop positive relationships with others.
DESCRIPTOR / CONTENT DISCIPLINE	30.C.	Demonstrate skills related to successful personal and school outcomes.
STANDARD	30.C.ECa.	Exhibit eagerness and curiosity as a learner. <u>Frog Street Threes</u> AG.1: page 09 AG.1: page 10 AG.1: page 11 AG.1: page 20 AG.1: page 21 AG.1: page 30 AG.1: page 31 AG.1: page 39 AG.1: page 40 AG.1: page 41 AG.2: page 10 AG.2: page 30 AG.2: page 31 AG.2: page 40 AG.3: page 10

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STANDARD	30.C.ECb.	Demonstrate persistence and creativity in seeking solutions to problems. <u>Frog Street Threes</u> AG.1: page 09 AG.1: page 10 AG.1: page 11 AG.1: page 20 AG.1: page 21 AG.1: page 30 AG.1: page 31 AG.1: page 39 AG.1: page 40 AG.1: page 41 AG.2: page 10 AG.2: page 30 AG.2: page 31 AG.2: page 40 AG.3: page 10 AG.3: page 11 AG.3: page 20 AG.3: page 29 AG.3: page 31 AG.3: page 41 AG.4: page 10 AG.4: page 11 AG.4: page 16 AG.4: page 20 AG.4: page 34 AG.4: page 40 AG.5: page 10 AG.5: page 19 AG.5: page 20 AG.5: page 21

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STANDARD	30.C.ECc.	<p>Show some initiative, self-direction, and independence in actions.</p> <p><u>Frog Street Threes</u></p> <p>AG.1: page 09 AG.1: page 10 AG.1: page 11 AG.1: page 20 AG.1: page 21 AG.1: page 30 AG.1: page 31 AG.1: page 39 AG.1: page 40 AG.1: page 41 AG.2: page 10 AG.2: page 30 AG.2: page 31 AG.2: page 40 AG.3: page 10 AG.3: page 11 AG.3: page 20 AG.3: page 29 AG.3: page 31 AG.3: page 41 AG.4: page 10 AG.4: page 11 AG.4: page 16 AG.4: page 20 AG.4: page 34 AG.4: page 40 AG.5: page 10 AG.5: page 19 AG.5: page 20 AG.5: page 21 AG.5: page 30 AG.5: page 31 AG.5: page 38 AG.5: page 40 AG.5: page 41 AG.6: page 04 AG.6: page 10 AG.6: page 20 AG.6: page 21 AG.6: page 22 AG.6: page 30 AG.6: page 31 AG.6: page 32 AG.6: page 38</p>
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STANDARD	30.C.ECd.	Demonstrate engagement and sustained attention in activities. <u>Frog Street Threes</u> AG.1: page 09 AG.1: page 10 AG.1: page 11 AG.1: page 20 AG.1: page 21 AG.1: page 30 AG.1: page 31 AG.1: page 39 AG.1: page 40 AG.1: page 41 AG.2: page 10

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STATE GOAL / DISCIPLINARY CONCEPT	IL.SED.	Social / Emotional Development
LEARNING STANDARD / DISCIPLINE	SED.31.	Use social-awareness and interpersonal skills to establish and maintain positive relationships.
DESCRIPTOR / CONTENT DISCIPLINE	31.A.	Develop positive relationships with peers and adults.
STANDARD	31.A.ECa.	Show empathy, sympathy, and caring for others. <u>Frog Street Threes</u> AG.1: page 16 AG.1: page 20 AG.2: page 14 AG.2: page 21 AG.2: page 24 AG.2: page 34 AG.4: page 14 AG.5: page 14 AG.5: page 24 AG.6: page 24 AG.7: page 24 AG.8: page 24 AG.9: page 24 AG.9: page 42
STANDARD	31.A.ECb.	Recognize the feelings and perspectives of others. <u>Frog Street Threes</u> AG.1: page 16 AG.1: page 20 AG.2: page 14

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STANDARD	31.A.ECc.	Interact easily with familiar adults. <u>Frog Street Threes</u> AG.2: page 22 AG.2: page 40 AG.3: page 14 AG.4: page 40 AG.6: page 04 AG.7: page 04 AG.8: page 04 AG.9: page 04 AG.9: page 32
STANDARD	31.A.ECd.	Demonstrate attachment to familiar adults. <u>Frog Street Threes</u> AG.2: page 22 AG.3: page 14 AG.6: page 04 AG.7: page 04 AG.8: page 04 AG.9: page 04 AG.9: page 32
STANDARD	31.A.ECe.	Develop positive relationships with peers. <u>Frog Street Threes</u> AG.1: page 04 AG.1: page 10 AG.1: page 11 AG.1: page 14 AG.1: page 20 AG.1: page 21 AG.1: page 24 AG.1: page 29 AG.1: page 30 AG.1: page 31

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STATE GOAL / DISCIPLINARY CONCEPT	IL.SED.	Social / Emotional Development
LEARNING STANDARD / DISCIPLINE	SED.31.	Use social-awareness and interpersonal skills to establish and maintain positive relationships.
DESCRIPTOR / CONTENT DISCIPLINE	31.B.	Use communication and social skills to interact effectively with others.
STANDARD	31.B.ECa.	Interact verbally and nonverbally with other children. <u>Frog Street Threes</u> AG.1: page 04 AG.1: page 10 AG.1: page 11 AG.1: page 14 AG.1: page 20 AG.1: page 21 AG.1: page 24 AG.1: page 29 AG.1: page 30 AG.1: page 31 AG.1: page 34 AG.1: page 41 AG.2: page 04

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<p>STANDARD</p>	<p>31.B.ECb.</p>	<p>Engage in cooperative group play.</p> <p><u>Frog Street Threes</u></p> <p>AG.1: page 04 AG.1: page 10 AG.1: page 11 AG.1: page 14 AG.1: page 20 AG.1: page 21 AG.1: page 24 AG.1: page 29 AG.1: page 30 AG.1: page 31 AG.1: page 34 AG.1: page 41 AG.2: page 04 AG.2: page 10 AG.2: page 13 AG.2: page 14 AG.2: page 20 AG.2: page 21 AG.2: page 22 AG.2: page 24 AG.2: page 30</p>

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<p>STANDARD</p>	<p>31.B.ECc.</p>	<p>Use socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns.</p> <p><u>Frog Street Threes</u></p> <p>AG.1: page 04 AG.1: page 10 AG.1: page 11 AG.1: page 14 AG.1: page 20 AG.1: page 21 AG.1: page 24 AG.1: page 29 AG.1: page 30 AG.1: page 31 AG.1: page 34 AG.1: page 41 AG.2: page 04 AG.2: page 10 AG.2: page 13 AG.2: page 14 AG.2: page 20 AG.2: page 21 AG.2: page 22 AG.2: page 24 AG.2: page 30 AG.2: page 31 AG.2: page 32 AG.2: page 34 AG.3: page 12 AG.3: page 14 AG.3: page 20</p>

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STATE GOAL / DISCIPLINARY CONCEPT	IL.SED.	Social / Emotional Development
LEARNING STANDARD / DISCIPLINE	SED.31.	Use social-awareness and interpersonal skills to establish and maintain positive relationships.
DESCRIPTOR / CONTENT DISCIPLINE	31.C.	Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.
STANDARD	31.C.ECa.	Begin to share materials and experiences and take turns. <u>Frog Street Threes</u> AG.1: page 04 AG.1: page 10 AG.1: page 11 AG.1: page 14 AG.1: page 20 AG.1: page 21 AG.1: page 24 AG.1: page 29 AG.1: page 30 AG.1: page 31 AG.1: page 34 AG.1: page 41 AG.2: page 04 AG.2: page 10 AG.2: page 13 AG.2: page 14 AG.2: page 20 AG.2: page 21 AG.2: page 22 AG.2: page 24 AG.2: page 30 AG.2: page 31 AG.2: page 32 AG.2: page 34 AG.3: page 12 AG.3: page 14 AG.3: page 20 AG.3: page 24 AG.3: page 30

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STANDARD	31.C.ECb.	Solve simple conflicts with peers with independence, using gestures or words. <u>Frog Street Threes</u> AG.1: page 31 AG.2: page 12
STANDARD	31.C.ECc.	Seek adult help when needed to resolve conflict. <u>Frog Street Threes</u> AG.1: page 31 AG.2: page 12
STATE GOAL / DISCIPLINARY CONCEPT	IL.SED.	Social / Emotional Development
LEARNING STANDARD / DISCIPLINE	SED.32.	Demonstrate decision-making skills and behaviors in personal, school, and community contexts.
DESCRIPTOR / CONTENT DISCIPLINE	32.A.	Begin to consider ethical, safety, and societal factors in making decisions.
STANDARD	32.A.ECa.	Participate in discussions about why rules exist. <u>Frog Street Threes</u> AG.1: page 10 AG.2: page 20 AG.2: page 30 AG.2: page 32 AG.3: page 14 AG.3: page 32 AG.3: page 42 AG.4: page 34 AG.4: page 38 AG.5: page 42 AG.6: page 40 AG.6: page 42 AG.7: page 40 AG.8: page 40 AG.9: page 40
STANDARD	32.A.ECb.	Follow rules and make good choices about behavior. <u>Frog Street Threes</u> AG.1: page 10

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STATE GOAL / DISCIPLINARY CONCEPT	IL.SED.	Social / Emotional Development
LEARNING STANDARD / DISCIPLINE	SED.32.	Demonstrate decision-making skills and behaviors in personal, school, and community contexts.
DESCRIPTOR / CONTENT DISCIPLINE	32.B.	Apply decision-making skills to deal responsibly with daily academic and social situations.
STANDARD	32.B.ECa.	Participate in discussions about finding alternative solutions to problems. <u>Frog Street Threes</u> AG.1: page 31 AG.2: page 12
STATE GOAL / DISCIPLINARY CONCEPT	IL.SED.	Social / Emotional Development
LEARNING STANDARD / DISCIPLINE	SED.32.	Demonstrate decision-making skills and behaviors in personal, school, and community contexts.
DESCRIPTOR / CONTENT DISCIPLINE	32.C.	Contribute to the well-being of one's school and community.
STANDARD		Not Applicable No Correlations