

New York State Prekindergarten Standards (2019) Correlation to Frog Street Pre-K 2020



New York State Prekindergarten Learning Standards (2019)

Correlation to Frog Street Pre-K 2020

New York State Prekindergarten Learning Standards	Frog Street Pre-K 2020 Teacher Guide Page References
APPROACHES TO LEARNING	
Play and Engagement in Learning	
PK.AL.1 Actively engages in play as a means of exploration and learning	
PK.AL1a. Interacts with a variety of materials and peers through play	<p>Conscious Discipline® strategies are addressed daily during the UNITE portion of the Greeting Circle (pages 12, 38, 64, 90 in each Teacher’s Guide) as well as the CONNECT portion of the Greeting Circle (pages 13, 39, 65, 91 in each Teacher’s Guide) to provide guidance to children to develop problem-solving strategies and interactions with peers and adults. Children have opportunities to practice these skills during the Pretend and Learn Centers as well as others in the Weekly Practice Centers as they collaborate with their peers.</p> <p>TG1: 11, 24, 91, 95 TG2: 10, 11, 37, 62, 87, 95, 99, 101 TG3: 10, 11, 43, 75 TG4: 37, 41, 43, 61 TG5: 9, 11, 19, 24-25, 38, 63 TG6: 35, 87 TG7: 8, 9, 61, 88 TG8: 9, 10, 87 TG9: 51, 89, 95, 102-103</p> <p>Conscious Discipline® Manual: 113-115 Welcome Guide: 46, 83</p>
PK.AL1b. Participates in multiple play activities with same material	
PK.AL1c. Engages in pretend and imaginative play – testing theories, acting out imagination	
PK.AL1d. Self-selects play activity and demonstrates spontaneity	
PK.AL1e. Uses “trial and error” method to figure out a task, problem, etc.	
PK.AL1f. Demonstrates awareness of connections between prior and new knowledge	
PK.AL.2 Actively engages in problem solving	
PK.AL.2a. Identifies a problem and tries to solve it independently	<p>TG1: 42, 50, 87, 97, 102 TG2: 9, 11, 24, 35, 43, 47, 61, 69, 76, 102 TG3: 9, 36, 42, 44, 50, 76, 89, 94, 97, 99, 102 TG4: 17, 21, 45, 62, 73, 76-77, 93, 95, 102 TG5: 24, 37, 50, 63, 69, 76, 89, 93, 95, 98, 102 TG6: 11, 17, 24, 50, 76, 89, 97 TG7: 19, 24, 76, 87, 97 TG8: 11, 24, 50, 63, 87, 102 TG9: 24, 50, 87, 89, 102</p>
PK.AL.2b. Attempts multiple ways to solve a problem	
PK.AL.2c. Communicates more than one solution to a problem	
PK.AL.2d. Engages with peers and adults to solve problems	
Creativity and Imagination	
PK.A.3. Approaches tasks and problems with creativity, imagination and/or willingness to try new experiences	
PK.AL.3a. Uses materials/props in novel ways to represent ideas, characters and objects	<p><i>The daily Music and Movement activities allow children to demonstrate creativity, imagination, and inventiveness. Pretend and Learn, Gross Motor, Construction, and Creativity Practice</i></p>
PK.AL.3b. Identifies new or additional materials to complete	

a task	Centers invite children to use their own creativity and imagination to recreate experiences/ideas, further knowledge and understanding. TG1: 9, 35, 89, 91 TG2: 9, 10, 11, 21, 24, 35, 36, 37, 61, 62, 63, 74, 76 TG3: 9, 10, 22, 36, 48, 61, 67, 87, 88 TG4: 8, 9, 35, 61, 97 TG5: 24, 50, 67, 69, 76, 87, 88, 99, 101 TG6: 24, 11, 60, 63, 76, 89 TG7: 8, 24, 71, 76, 86, 89, 102 TG8: 24, 63, 89, 93 TG9: 15, 24, 36, 50, 102
PK.AL.3c. Experiments to further knowledge	
PK.AL.3d. Seeks additional clarity to further understanding	
PK.AL.3e. Demonstrates innovative thinking	
Curiosity and Initiative	
PK.AL.4. Exhibits curiosity, interest, and willingness to learn new things and have new experiences	
PK.AL.4a. Asks questions using who, what, how, why, when, where, what if	<i>Children have numerous opportunities to use a variety of strategies to investigate and explore the world around them as they develop skills in Math Small Group lessons, STEAM activities, and Practice Centers (Math, Science, and Construction).</i> TG1: 10, 11, 23, 24-25, 36, 37, 50-51, 76-77, 87, 102-103 TG2: 10, 11, 24-25, 35, 37, 43, 50-51, 63, 76-77, 89, 102-103 TG3: 10, 11, 24-25, 35, 36, 37, 50-51, 63, 76-77, 89, 102-103 TG4: 24-25, 35, 37, 50-51, 61, 62, 63, 76-77, 87, 89, 102-103 TG5: 9, 11, 17, 24-25, 35, 37, 49, 50-51, 62, 63, 76-77, 87, 89, 102-103 TG6: 24-25, 35, 37, 44, 50-51, 61, 70, 76-77, 87, 89, 95 TG7: 11, 24-25, 50-51, 63, 76-77, 89, 91, 102-103 TG8: 9, 11, 24-25, 37, 50-51, 63, 76-77, 89, 100, 101, 102-103 TG9: 9, 11, 23, 24-25, 35, 37, 50-51, 61, 63, 76-77, 89, 97, 102-103
PK.AL.4b. Expresses an interest in learning about and discussing a growing range of ideas	
PK.AL.4c. Actively explores how things in the world work	
PK.AL.4d. Investigates areas of interest	
PK.AL.4e. Takes objects and materials apart and attempts to reassemble them (e.g., puzzles, models, nuts and bolts)	
PK.AL.4f. Willingly engages in new experiences and activities	
Persistence	
PK.AL.5. Demonstrates persistence.	
PK.AL.5a. Maintains focus on a task	TG1: 14, 16, 18, 24-25, 40, 50, 70, 77, 78, 92, 103 TG2: 25, 35, 50-51, 63, 68, 74, 76-77, 87, 94, 102-103 TG3: 16, 22-23, 24-25, 35, 45, 51, 68, 70-71, 77, 95, 97, 102-103 TG4: 16, 19, 24-25, 44-45, 50-51, 63, 70-71, 76-77, 100-101, 102-103 TG5: 17, 24-25, 40, 44, 49, 50-51, 74-75, 76-77, 97, 99, 101, 102-103 TG6: 11, 15, 17, 24-25, 40, 46, 50-51, 63, 66, 76-77, 92, 96 TG7: 24-25, 45, 50-51, 63, 71, 77, 97, 100-101, 102-103 TG8: 18-19, 23, 24-25, 37, 42, 44-45, 50-51, 71, 96, 102-103 TG9: 18-19, 20, 24-25, 44-45, 50-51, 70, 76-77, 94, 97, 101, 102-103 Welcome Guide: 21
PK.AL.5b. Seeks assistance when the next step seems unclear or appears too difficult	
PK.AL.5c. Modifies strategies used to complete a task	

PHYSICAL DEVELOPMENT AND HEALTH	
Physical Development	
PK.PDH.1. Uses senses to assist and guide learning.	
PK.PDH.1a. Identifies sights, smells, sounds, tastes and textures	TG2: 50 TG3: 24, 37 TG4: 24, 50, 96, 97 TG5: 102 TG6: 11, 19, 37 TG7: 11 TG8: 88 TG9: 76
PK.PDH.1b. Compares and contrasts different sights, smells, sounds, tastes, and textures	
PK.PDH.1c. Communicates to discuss sights, smells, sounds, tastes, and textures	
PK.PDH.2. Uses sensory information to plan and carry out movements	
PK.PDH.2a. Demonstrates appropriate body awareness when moving in different spaces (i.e., aware of their own body)	TG1: 35, 49, 65, 72 TG2: 50, 61, 63, 88 TG3: 24, 35, 37, 49, 87 TG4: 12, 50 TG5: 102 TG6: 9, 12, 16, 37, 89 TG7: 35, 37, 62, 89 TG8: 10, 36, 37, 41, 62, 88 TG9: 37, 89
PK.PDH.2b. Exhibits appropriate body movements when carrying out a task	
PK.PDH.2c. Demonstrates awareness of spatial boundaries and the ability to work within them (i.e., aware of the things around them)	
PK.PDH.3. Demonstrates coordination and control of large muscles	
PK.PDH.3a. Displays an upright posture when standing or seated	TG1: 35, 37, 61, 93 TG2: 37, 63, 88 TG3: 11, 63, 64, 87, 88, 89, 93 TG4: 10, 37, 63 TG5: 41, 62, 69, 87 TG6: 9, 11, 38, 89 TG7: 35, 37, 89 TG8: 11, 35, 37, 88, 93 TG9: 61, 62, 88, 89
PK.PDH.3b. Maintains balance during sitting, standing, and movement activities	
PK.PDH.3c. Runs, jumps, walks in a straight line, and hops on one foot	
PK.PDH.3d. Navigates stairs using alternating feet	
PK.PDH.3e. Puts on age appropriate clothing items, such as shirts, jackets, pants, shoes, etc.	
PK.PDH.4. Combines a sequence of large motor skills with and without the use of equipment	
PK.PDH.4a. Navigates age appropriate playground equipment	TG1: 35, 61, 93 TG2: 27, 63, 88, 89 TG3: 11, 63, 64, 87, 88, 89, 90, 91, 93, 97, 100, 104 TG4: 10, 37, 63, 75, 89, 90 TG5: 41, 62, 67, 69, 87 TG6: 9, 11, 37, 38, 89 TG7: 35, 37, 39, 46, 63, 67, 89 TG8: 11, 35, 37, 93 TG9: 11, 61, 62, 88, 89
PK.PDH.4b. Explores, practices, and performs skill sets (e.g., throwing, pushing, pulling, catching, balancing, etc.)	
PK.PDH.4c. Participates in a series of large motor movements or activities (e.g., dancing, pedaling, following the leader, participating in games/sports)	

PK.PDH.5. Demonstrates eye-hand coordination and fine motor skills	
PK.PDH.5a. Demonstrates ability to use fine motor skills (e.g., engages in finger plays, uses materials such as pencils, paint brushes, eating utensils and blunt scissors effectively)	TG1: 8, 9, 37, 60, 63, 92, 101 TG2: 10, 37, 63, 87 TG3: 9, 35, 37, 49, 61, 62, 89 TG4: 8, 35, 36, 62, 73, 87, 88, 89, 99 TG5: 9, 10, 35, 36, 37, 61, 62, 89 TG6: 10, 35, 36, 61, 62, 73, 87, 88, 89 TG7: 10, 11, 35, 61, 62, 87, 88 TG8: 9, 10, 35, 36, 61, 62, 87, 88 TG9: 9, 10, 11, 35, 61, 63, 87
PK.PDH.5b. Manipulates small objects with ease (e.g., fits objects into holes, strings wooden beads, stacks mini blocks, uses geo boards, etc.)	
PK.PDH.5c. Uses buttons, zippers, snaps, hooks, and tape successfully	
Physical Fitness	
PK.PDH.6. Engages in a variety of physical fitness activities	
PK.PDH.6a. Engages in rigorous large motor activities (e.g., marching, hopping, running, jumping, dancing) in increasingly longer periods of time as skill and endurance develops	Weekly Practice Centers include Outdoor Activities related to each thematic unit that engage children in activities to promote endurance, balance, and flexibility. Theme 3: Safe, Healthy Me focuses on the benefits of physical activity and nutrition to help the body grow.
PK.PDH.6b. Participates in activities designed to strengthen major muscle groups	
PK.PDH.6c. Participates in activities to promote balance and flexibility	
TG1: 35, 37, 61, 93 TG2: 37, 63, 88 TG3: 11, 63, 64, 87, 88, 89, 93 TG4: 10, 37, 63 TG5: 41, 62, 69, 87 TG6: 9, 11, 38, 89 TG7: 35, 37, 89 TG8: 11, 35, 37, 88, 93 TG9: 61, 62, 88, 89	
Physical Health and Well-Being	
PK.PDH.7. Demonstrates personal care and hygiene skills	
PK.PDH.7a. Demonstrates growing independence in using personal hygiene skills (e.g., washing hands, brushing teeth, toileting, etc.)	<i>Children are encouraged to independently complete personal care tasks (e.g., toileting, teeth-brushing, hand-washing, dressing etc.) throughout all the Frog Street Pre-K themes. Theme 3: Safe, Healthy, and Helpful Me engages children in activities to learn independence in their personal care.</i>
PK.PDH.7b. Exhibits self-help skills when dressing, cleaning up, participating in meals, etc.	
PK.PDH.7c. Recognizes and communicates the need to use the restroom or when experiencing symptoms of hunger or illness	
TG1: 44, 69 TG3: 11, 12, 17	
PK.PDH.8. Demonstrates awareness and understanding of healthy habits.	
PK.PDH.8a. Recognizes the importance of good nutrition, water, rest and sleep to be healthy	Theme 3: Safe, Healthy, Helpful Me engages children in activities to promote nutritious/healthy eating and healthy bodies.
PK.PDH.8b. Demonstrates ways to self-soothe during times of stress	
PK.PDH.8c. Talks about food choices in relationship to personal allergies and overall health	
TG1: 11, 16 TG3: 55, 61, 62, 68, 69, 70, 71, 72, 73, 78 TG8: 44	

PK.PDH.8d. Relates healthy behaviors to good personal health (e.g., eating a balanced diet, exercising)	
Physical Safety	
PK.PDH.9. Demonstrates awareness and understanding of safety rules	
PK.PDH.9a. Verbalizes and demonstrates safety rules (e.g., bus safety, holding an adult's hand when walking on sidewalks or near a street)	Theme 3, Safe, Healthy, Helpful Me, Week1: Community Workers and Week 4: Active Me focus on those who can help keep children well and safe. TG1: 39, 49, 69, 89 TG2: 11 TG3: 10, 11, 15, 17, 19, 22, 23 TG7: 95 TG9: 36, 41, 42, 88
PK.PDH.9b. Understands and communicates that some practices could be unsafe (e.g., playing with matches, playing near a busy street, not wearing a bike helmet)	
PK.PDH.9c. Participates in fire evacuation drills, understands what the alarm bell is and the need to go to a safe location, etc.	
PK.PDH.9d. Explains how to get help in emergency situations (e.g., communicates their guardian's name and phone number)	
SOCIAL AND EMOTIONAL LEARNING	
Self-Awareness and Self-Management Skills	
PK.SEL.1. Regulates responses to needs, feelings and events	
PK.SEL.1a. Expresses feelings, needs, opinions and desires in a way that is appropriate to the situation	TG1: 86, 89, 94-95 TG2: 13, 39, 65, 91 TG3: 13, 39, 65, 91 TG4: 91 TG5: 39, 65, 91 TG6: 13, 39, 65, 91 TG7: 13, 39, 65, 91 TG8: 13, 39, 65, 91 TG9: 13, 39, 65, 91 Welcome Guide: 46 Resources: Conscious Discipline® Manual Conscious Discipline ® specifically guides children in being successful in their social and emotional endeavors during each day. <i>The Greeting Circle</i> focuses on using problem-solving strategies in socially acceptable ways daily. TG1: 86, 87, 88, 89, 90, 91, 95 TG2: 13, 39, 65, 91 TG3: 13, 21, 39, 65, 91 TG4: 90, 91 TG5: 13, 39, 65, 91 TG6: 13, 39, 65, 91 TG7: 13, 39, 65, 91 TG8: 13, 39, 65, 91, 103 TG9: 13, 39, 65, 91, 95 Welcome Guide: 46 Resources: Conscious Discipline® Manual
PK.SEL.1b. Appropriately names types of emotions (e.g., happy, excited, sad) and associates them with different words and behaviors	
PK.SEL.1c. Demonstrates an ability to independently modify behavior in different situations	

PK.SEL.2. Recognizes self as an individual having unique abilities, characteristics, feelings and interests	
PK.SEL.2a. Describes self, using several different characteristics	TG1: 12, 44, 64 TG2: 65 TG3: 13, 41 TG5: 95 TG8: 71
PK.SEL.2b. Identifies self as being part of a family and identifies being connected to at least one significant adult	<p>Conscious Discipline® strategies introduced each day in the Greeting Circle engage children in activities to develop a sense of belonging to the preschool classroom. Theme 1, My School and Me, Week 1: My School and Theme 2: My Family, Week 1: My Family and Week 2: My Relatives address groups with which children can identify.</p> <p>TG1: 12, 13, 38, 64, 89, 90 TG2: 12, 13, 38, 39, 64, 65, 90, 91 TG3: 12, 13, 37, 38, 39, 64, 65, 90, 91 TG4: 12, 13, 38, 64, 65, 90 TG5: 12, 38, 39, 64, 65, 90, 91 TG6: 12, 13, 38, 39, 64, 65, 90, 91 TG7: 13, 39, 65, 91 TG8: 13, 39, 65, 91 TG9: 13, 39, 65, 91</p>
PK.SEL.2c. Demonstrates knowledge of own uniqueness (e.g., talent, interests, preferences, gender, culture, etc.)	TG1: 12, 44, 64 TG2: 65 TG3: 13, 41 TG5: 95 TG8: 71
PK.SEL.2d. Exhibits self-confidence by attempting new tasks independent of prompting or reinforcement	TG1: 9, 50, 52 TG2: 9, 10, 36, 65, 87, 88, 91 TG3: 8, 13 TG5: 24, 50, 76, 90, 97, 99, 101 TG6: 24, 73, 76 TG7: 9, 24, 76, 86, 102 TG8: 24, 63, 89 TG9: 17, 21, 24, 50, 86, 89, 94, 98, 102
PK.SEL.2e. Identifies the range of feelings one experiences over time and that feelings can change	TG1: 86, 87, 88, 89, 95 TG2: 13, 39, 65, 91 TG3: 13, 21, 39, 65, 91 TG4: 91 TG5: 13, 39, 65, 91 TG6: 13, 39, 65, 91 TG7: 13, 39, 65, 91 TG8: 13, 39, 65, 91 TG9: 13, 39, 65, 91, 95
PK.SEL.2f. Identifies likes and dislikes, needs and wants, strengths and challenges	<p>Welcome Guide: 46</p> <p>Resources: Conscious Discipline Manual®</p>
PK.SEL.2g. Exhibits confidence and pride in home language and culture	<p>Cultural Responsiveness reminders are embedded across all content areas of the curriculum. Opportunities to explore events, celebrations, and holidays of the local community and various cultures are encouraged in each theme so that children can express pride and confidence in their own culture. Frog Street Pre-K Welcome Guide: Foundations for Implementation Guide encourages teachers to be inclusive and culturally responsive as a habit of mind to all. (pages 94-95)</p> <p>TG1: 13 TG2: 11, 16, 17, 34, 35 TG3: 22, 34, 62, 69, 88 TG4: 9,</p>

	17, 71 TG5: 38, 75 TG6: 35 TG8: 44 TG9: 95
Social Awareness and Relationships with Others	
PK.SEL.3. Demonstrates and continues to develop positive relationships with significant adults (primary caregivers, teachers, and other familiar adults)	
PK.SEL.3a. Interacts with significant adults	TG1: 39 TG2: 38 TG3: 21 TG4: 47 TG8: 42 Welcome Guide: 35
PK.SEL.3b. Seeks guidance from primary caregivers, teachers and other familiar adults	TG1: 42, 50, 87, 97, 102 TG2: 9, 11, 24, 35, 43, 47, 61, 69, 76, 102 TG3: 9, 36, 42, 44, 50, 76, 89, 94, 97, 99, 102 TG4: 17, 21, 45, 62, 73, 76-77, 93, 95, 102 TG5: 24, 37, 50, 63, 69, 76, 89, 93, 95, 98, 102 TG6: 11, 17, 24, 50, 76, 89, 97 TG7: 19, 24, 76, 87, 97 TG8: 11, 24, 50, 63, 87, 102 TG9: 24, 50, 87, 89, 102
PK.SEL.3c. Transitions into unfamiliar setting with the assistance of familiar adults	TG1: 51, 102 TG2: 95 TG4: 76, 100 TG5: 72, 75, 97 TG6: 72, 75, 97
PK.SEL.4. Develops positive relationships with their peers	
PK.SEL.4a. Approaches children already engaged in play	<p>Conscious Discipline[®] specifically guides children in being successful in their social and emotional endeavors throughout the day. The CONNECT portion of the Greeting Circle (pages 13, 39, 65, 91 in each Teacher's Guide) focuses on challenging children to connect with peers in an activity that requires cooperation. Music and Movement activities also engage children in using more complex and varied language. Later in the day, children move to Practice Centers (Teacher Guides pp. 8-11, 34-37, 60-63, 86-89) where social interactions occur as they engage in cooperative play with peers. Cultural Responsiveness reminders are embedded across all content areas of the curriculum. Children are invited to share family and community events and participate in cooperative play in both teacher led and small group or center activities.</p> <p>TG1: 11, 35, 46, 89 TG2: 41, 61, 87, 88, 89 TG3: 22, 37 TG4: 63, 89, 102 TG5: 11, 19 TG6: 11, 35, 37, 67, 87, 89 TG7: 8, 11, 61, 67, 88, 93 TG8: 63 TG9: 89</p>
PK.SEL.4b. Interacts with other children (e.g., in play, conversation, etc.)	
PK.SEL.4c. Shares materials and toys with other children	
PK.SEL.4d. Sustains interactions by cooperating, helping, and suggesting new ideas for play	
PK.SEL.4e. Develops friendship with one or more peers	
PK.SEL.4f. Offers support to another child or shows concern when a peer appears distressed	TG1: 91 TG2: 13, 39, 65, 91 TG3: 13, 34, 46, 65, 91 TG4: 39, 65, 91 TG5: 13, 39, 65, 91 TG6: 13, 39, 65, 91 TG7: 13, 39, 65, 91 TG8: 13, 39, 65, 91 TG9: 12, 13, 39, 65, 91

PK.SEL.5. Demonstrates pro-social problem-solving skills in social interactions	
PK.SEL.5a. Seeks input from others about a problem	<p>Conscious Discipline® specifically guides children in being successful in their social and emotional endeavors during each day. The CONNECT portion of the Greeting Circle (pages 12, 38, 64, 90 in each Teacher’s Guide) focuses on developing positive social interactions and play daily. Children are encouraged to seek input from others as well as other pro0social strategies to resolve conflicts. STEAM lessons (Teaching Guides pages. 24-24, 50-51, 76-77, 102-103) and Practice Centers (Teaching Guides pages. 8-11, 34-37, 60-63, 86-89) also encourage children to interact positively with others.</p> <p>TG1: 11, 13, 39, 95 TG2: 10, 37, 62, 87, 89, 95, 101 TG3: 10, 11, 35, 38, 43, 44 TG4: 37, 41, 61 TG5: 9, 11, 19, 24-25, 38, 63 TG6: 35, 87 TG7: 8, 9, 12, 61, 88 TG8: 9, 10, 87 TG9: 51 89</p> <p>Welcome Guide: 83</p>
PK.SEL.5b. Uses multiple pro-social strategies to resolve conflicts (e.g., trade, take turns, problem solves)	
PK.SEL.5c. Uses and accepts compromise; with assistance	<p>TG1: 91 TG2: 13, 39, 65, 91 TG3: 13, 34, 46, 65, 91 TG4: 39, 65, 91 TG5: 13, 39, 65, 91 TG6: 13, 39, 65, 91 TG7: 13, 39, 65, 91 TG8: 13, 39, 65, 91 TG9: 12, 13, 39, 65, 91</p>
Decision-Making Skills	
PK.SEL.6. Understands and follows routines and rules	
PK.SEL.6a. Displays an understanding of the purpose of rules	<p>TG1: 13, 19, 22, 39, 65, 104 TG2: 13, 39, 65, 91 TG3: 11, 13, 17, 21, 39, 65, 91 TG4: 13, 39, 65, 91 TG5: 13, 39, 65, 91 TG6: 13, 39, 65, 91 TG7: 13, 39, 65, 91 TG8: 8, 13, 39, 65, 91 TG9: 13, 22, 39, 65, 91</p> <p>Conscious Discipline® Manual: 111-112 Welcome Guide: 84</p>
PK.SEL.6b. Engages easily in routine activities (e.g., story time, snack time, circle time)	
PK.SEL.6c. Uses materials purposefully, safely and respectfully as set by group rules	<p>TG1: 8, 9, 10, 11, 23, 86, 91 TG2: 8, 19, 34, 101 TG3: 12, 34, 35 TG4: 38 TG7: 8, 60 TG8: 60 TG9: 8, 63, 71, 89</p> <p>Conscious Discipline® Manual: 188-190 Welcome Guide: 47</p>
PK.SEL.6d. With assistance, understands that breaking rules	<p>Conscious Discipline® specifically guides children in being</p>

has a consequence	<p><i>successful in their social and emotional endeavors during each day. The Greeting Circle, COMMIT focuses on engaging children in activities that help them be effective communicators, manage their own behaviors and problem-solve in socially acceptable ways daily. During Closing Circle children reflect on their commitments made to be successful in the day.</i></p> <p>TG1: 38, 64, 90 TG2: 12, 13, 38, 39, 64, 65, 90, 91 TG3: 12, 13, 39, 64, 65, 91 TG4: 12, 13, 26, 39, 65, 91 TG5: 12, 13, 39, 65, 91 TG6: 12, 13, 38, 39, 65, 91 TG7: 13, 39, 64, 65, 91 TG8: 12, 13, 38, 39, 65, 91 TG9: 13, 39, 65, 91, 95</p> <p>Resources: Conscious Discipline® Manual</p>
PK.SEL.6e. Applies rules in new, but similar situations	
PK.SEL.6f. Demonstrates the ability to create new rules for different situations	
Adaptability	
PK.SEL.7. Adapts to change	
PK.SEL.7a. Easily separates themselves from parent or caregiver	<p>Conscious Discipline® specifically guides children in being successful in their social and emotional endeavors during each day including making the separation from parent or caregiver and transitioning from one activity to another smoothly.</p> <p>TG1: 51, 102 TG2: 95 TG4: 76, 100 TG5: 72, 75, 97 TG5: 72, 75, 97</p>
PK.SEL.7b. Transitions, with minimal support, between routine activities and new/unexpected occurrences	
PK.SEL.7c. When appropriate, adjusts behavior for different settings and/or events	<p>Conscious Discipline® specifically guides children in being successful in their social and emotional endeavors during each day. The CALM portion of the daily Greeting Circle focuses on engaging children in strategies to adjust to change when needed in socially acceptable ways.</p> <p>TG1: 38, 64, 90 TG2: 12, 13, 38, 39, 64, 65, 90, 91 TG3: 12, 13, 39, 64, 65, 91 TG4: 12, 13, 26, 39, 65, 91 TG5: 12, 13, 39, 65, 91 TG6: 12, 13, 38, 39, 65, 91 TG7: 13, 39, 64, 65, 91 TG8: 12, 13, 38, 39, 65, 91 TG9: 13, 39, 65, 91, 95</p> <p>Resources: Strategy Card - Calming Strategies</p>
PK.SEL.7d. Uses multiple adaptive strategies to cope with change (e.g., seeking social support from an adult or peer, taking deep breaths, engaging in another activity)	

COMMUNICATION, LANGUAGE AND LITERACY	
PART A: APPROACHES TO COMMUNICATION	
Motivation	
PK.AC.1. Demonstrates motivation to communicate	
PK.AC.1a. Participates in small or large group activities for story-telling, singing or finger plays	<p>Conscious Discipline® specifically guides children in being successful in their social and emotional endeavors throughout the day. The CONNECT portion of the Greeting Circle (pages 13, 39, 65, 91 in each Teacher's Guide) focuses on challenging children to connect with peers in an activity that requires listening, asking questions, and communicating ideas. Music and Movement activities also engage children in using more complex and varied language. Later in the day, children move to Practice Centers (Teacher Guides pp. 8-11, 34-37, 60-63, 86-89) where social interactions occur as they engage in cooperative play with peers. Cultural Responsiveness reminders are embedded across all content areas of the curriculum. Children are invited to share family and community events and participate in cooperative play in both teacher led and small group or center activities.</p> <p>TG1: 11, 35, 46, 89 TG2: 41, 61, 87, 88, 89 TG3: 22, 37 TG4: 63, 89, 102 TG5: 11, 19 TG6: 11, 35, 37, 67, 87, 89 TG7: 8, 11, 61, 67, 88, 93 TG8: 63 TG9: 89</p>
PK.AC.1b. Asks questions	
PK.AC.1c. Listens attentively for a variety of purposes (e.g., enjoyment, to gain information, to perform a task, to learn what happened, to follow directions)	
PK.AC.1d. Initiates and extends conversations, both verbally and nonverbally	
PK.AC.1e. Makes choices about how to communicate the ideas they want to share (e.g., gestures, scribbles, home language, sign language, speaking)	
Background Knowledge	
PK.AC.2. Demonstrates they are building background knowledge	
PK.AC.2a. Asks questions related to an item, event or experience	<p>TG1: 18, 42, 44, 68, 71, 96, 103 TG2: 16, 18, 42, 44, 45, 68, 70, 71, 94, 96 TG3: 16, 18, 42, 44, 68, 70, 89, 94, 96 TG4: 16, 17, 18, 42, 44, 68, 71, 94, 96, 97 TG5: 17, 18, 44, 45, 68, 70, 71, 94, 96, 97 TG6: 16, 17, 18, 19, 42, 44, 68, 70, 73, 94, 96 TG7: 18, 42, 44, 45, 68, 70, 94, 96 TG8: 16, 18, 19, 42, 43, 44, 45, 68, 69, 70, 71, 94, 95, 96, 97 TG9: 16, 13, 18, 19, 42, 45, 68, 70, 71, 95, 96, 97</p> <p>Resources: Literature Library, Vocabulary Cards, Photo Cards</p>
PK.AC.2b. Correctly identifies meanings of words in read-alouds, in conversation, and in descriptions of everyday items in	<p>TG1: 10, 18, 19, 20, 26, 42, 43, 44, 46, 52, 68, 69, 72, 78, 94, 96, 97, 98, 104 TG2: 16, 18, 19, 20, 26, 42, 44, 45, 52, 68, 71,</p>

the world around them	78, 94, 95, 104 TG3: 17, 18, 19, 26, 42, 44, 52, 68, 70, 78, 104
PK.AC.2c. Attempts to use new vocabulary correctly	TG4: 16, 18, 26, 42, 43, 44, 52, 68, 70, 75, 78, 89, 94, 96, 104
PK.AC.2d. Makes comparisons to words and concepts	TG5: 16, 17, 18, 19, 26, 42, 43, 44, 52, 68, 70, 78, 94, 96, 98, 104 TG6: 16, 18, 20, 26, 42, 44, 45, 52, 68, 71, 72, 78, 94, 96, 97, 98, 104 TG7: 16, 17, 18, 20, 26, 42, 44, 46, 52, 68, 70, 72, 78, 96, 104 TG8: 16, 17, 18, 26, 36, 39, 42, 43, 44, 52, 68, 70, 72, 78, 90, 94, 96, 97, 104 TG9: 16, 17, 18, 22, 26, 42, 44, 52, 68, 70, 78, 94, 96, 104
Viewing	
PK.AC.3 Demonstrates understanding of what is observed	
PK.AC.3a. Uses vocabulary relevant to observations	TG1: 18, 42, 44, 68, 71, 96, 103 TG2: 16, 18, 42, 44, 45, 68, 70, 71, 94, 96 TG3: 16, 18, 42, 44, 68, 70, 89, 94, 96 TG4: 16, 17, 18, 42, 44, 68, 71, 94, 96, 97 TG5: 17, 18, 44, 45, 68, 70, 71, 94, 96, 97 TG6: 16, 17, 18, 19, 42, 44, 68, 70, 73, 94, 96 TG7: 18, 42, 44, 45, 68, 70, 94, 96 TG8: 16, 18, 19, 42, 43, 44, 45, 68, 69, 70, 71, 94, 95, 96, 97 TG9: 16, 13, 18, 19, 42, 45, 68, 70, 71, 95, 96, 97
PK.AC.3b. Asks questions related to visual text and observations	Resources: Strategy Card – Vocabulary , Literature Library, Vocabulary Cards, Photo Cards
PK.AC.3c. Makes inferences or draws conclusions based on information from visuals, including observation of situations, peers and adults (e.g., sees another child crying and says, “he is sad”)	TG1: 18, 19, 20, 26, 42, 43, 44, 46, 52, 68, 69, 72, 78, 94, 96, 97, 98, 104 TG2: 16, 18, 19, 20, 26, 42, 44, 45, 52, 68, 71, 78, 94, 95, 104 TG3: 17, 18, 19, 26, 42, 44, 52, 68, 70, 78, 104 TG4: 16, 18, 26, 42, 44, 52, 68, 70, 78, 89, 94, 96, 104 TG5: 16, 18, 26, 42, 43, 44, 52, 68, 70, 78, 94, 96, 98, 104 TG6: 16, 18, 20, 26, 42, 44, 45, 52, 68, 71, 72, 78, 94, 96, 97, 98, 104 TG7: 16, 17, 18, 26, 42, 44, 46, 52, 68, 70, 72, 78, 96, 104 TG8: 16, 18, 26, 42, 44, 52, 68, 70, 78, 94, 96, 97, 104 TG9: 16, 17, 18, 22, 26, 42, 44, 52, 68, 70, 78, 94, 96, 104
	Resources: Strategy Card - Vocabulary
Vocabulary	
PK.AC.4. Demonstrates a growing receptive vocabulary	
PK.AC.4a. Understands and follows spoken directions	TG1: 24, 40, 46, 66, 72, 92, 98 TG2: 14, 15, 40, 66, 67, 99 TG3: 15, 19, 47, 47, 94 TG4: 16, 37, 46, 67, 76 TG5: 72 TG6: 11, 20, 35, 38, 61, 63, 72, 75 TG7: 63 TG8: 46, 72, 98 TG9: 72

PK.AC.4b. Identifies pictures related to words (e.g., points to the correct picture in book if prompted)	TG1: 42, 44, 45 TG2: 16, 17, 69 TG3: 16, 17, 43, 69 TG4: 18 TG5: 42 TG6: 42 TG7: 18 TG8: 16, 42, 43, 68, 69, 94, 95 TG9: 16, 42, 68
PK.AC.4c. Responds/reacts to questions/comments indicating meaning is understood (e.g., body language, gestures, facial expressions, and words, including home language use)	TG1: 19, 46, 48, 69, 72, 96, 98 TG2: 20, 73, 99 TG3: 17, 44, 70, 73, 96 TG4: 72, 98 TG5: 72, 98 TG6: 46, 69, 72, 98 TG7: 14, 72, 73 TG9: 17, 20, 64 Resources: Strategy Card - Vocabulary
PK.AC.4d. Expresses understanding of words used in read-alouds, in conversations and in descriptions of everyday items in the world	TG1: 47, 73, 86, 94, 99 TG2: 8, 16, 34 TG3: 18, 34, 44, 70, 96 TG4: 18, 44, 96 TG5: 16, 21, 44, 70, 95, 96 TG6: 16, 44, 70, 96 TG7: 8, 16, 18, 44, 60, 70, 96 TG8: 8, 18, 44, 60, 70, 96 TG9: 8, 44, 70, 96
PK.AC.5. Demonstrates a growing expressive vocabulary	
PK.AC.5a. Uses facial expressions, body language, gestures, home language, and/or sign language to engage in reciprocal conversations	TG1: 26, 43, 62, 96, 103 TG2: 26, 52, 78, 104 TG3: 26, 52, 78, 97, 104 TG4: 18, 26, 44, 45, 52, 70, 71, 78, 96, 97, 104 TG5: 16, 17, 26, 45, 52, 70, 71, 78, 88, 96, 97, 104 TG6: 17, 26, 44, 45, 52, 71, 78, 89, 96, 97, 104 TG7: 19, 26, 42, 43, 45, 52, 68, 69, 71, 78, 94, 95, 97, 104 TG8: 16, 17, 18, 19, 26, 42, 43, 44, 45, 52, 68, 69, 71, 78, 94, 95, 96, 97, 104 TG9: 16, 17, 18, 19, 26, 43, 45, 52, 68, 69, 70, 71, 78, 94, 95, 96, 97, 104
PK.AC.5b. Increasingly uses more complex words in conversations	Daily Brain Smart® activities in the Greeting Circle, Closing Circle, Read Aloud, Math and STEAM lessons and Practice Centers provide opportunities for children to initiate conversations. Children are introduced to new vocabulary daily and can begin to use their new words throughout the day in conversations with both peers and adults.
PK.AC.5c. Uses new and rare words introduced by adults or peers	
PK.AC.5d. Begins to use appropriate volume and speed so that the spoken message is understood	
PK.AC.5e. Initiates conversations about a book, situation, event or print in the environment	
Representing	
PK.AC.6. Demonstrates their ability to represent ideas using a variety of methods	
PK.AC.6a. Uses facial expressions, body language, gestures, or sign language to express ideas	TG1: 86, 87, 88, 89, 95 TG2: 13, 39, 65, 91 TG3: 13, 21, 39, 65, 91 TG4: 91 TG5: 13, 39, 65, 91 TG6: 13, 39, 65, 91 TG7: 13, 39, 65, 91 TG8: 13, 39, 65, 91 TG9: 13, 39, 65, 91, 95

	<p>Welcome Guide: 46 Resources: Conscious Discipline® Manual</p>
PK.AC.6b. Uses existing objects to represent desired or imagined objects in play or other purposeful way	<p><i>The daily Music and Movement activities allow children to demonstrate creativity, imagination, and inventiveness. Pretend and Learn and Gross Motors Practice Centers invite children to use their own creativity and imagination to recreate experiences/ideas, often using existing objects to represent other objects in their play.</i></p> <p>TG1: 35, 89, 91 TG2: 10, 36, 37, 62, 63, 74 TG3: 9, 10, 22, 48, 61, 67, 87 TG4: 9, 35, 61, 97 TG5: 67, 69, 87, 88 TG6: 11, 63, 89 TG7: 71, 89 TG8: 93 TG9: 15, 36</p>
PK.AC.6c. Uses visual media to represent an actual experience	<p>TG2: 73 TG3: 46, 60, 72 TG4: 60, 72 TG5: 16-17, 72, 73, 98 TG6: 34, 47, 63, 70-71, 73, 98, 99, 100-101 TG7: 9, 20-21, 46, 72, 89, 99 TG8: 20-21, 72-73 TG9: 46-47, 72</p>
PK.AC.6d. Reviews and reflects on their own representations	<p><i>With modeling and support, children are encouraged to discuss and respond to questions from others about their own representations as they review and reflect.</i></p> <p>TG1: 8, 21, 34, 47, 60, 73, 86, 99 TG2: 8, 21, 34, 46, 47, 73, 86 TG3: 8, 21, 34, 47, 60, 86 TG4: 21, 47, 60, 73, 86, 99 TG5: 8, 21, 34, 47, 73, 86, 97, 99 TG6: 21, 47, 73, 86, 99 TG7: 8, 21, 34, 47, 60, 73, 99 TG8: 21, 34, 47, 60, 73, 86, 99 TG9: 21, 34, 47, 60, 73, 99</p>
PK.AC.6e. Writes and/or draws to communicate meaning with peers and adults during play	<p>TG1: 8, 21, 34, 60, 86 TG2: 8, 21, 34, 46, 47, 73, 86, 99 TG3: 8, 21, 34, 47, 60, 86 TG4: 21, 47, 60, 73, 86, 99 TG5: 8, 21, 34, 47, 73, 86, 99 TG6: 21, 47, 73, 86, 99 TG7: 8, 21, 34, 47, 60, 73, 99 TG8: 21, 34, 47, 60, 73, 86, 99 TG9: 21, 34, 47, 60, 73, 99</p>
PART B: ENGLISH LANGUAGE ARTS AND LITERACY	
Reading Foundations – Print Concepts	
PK.ELAL.1. Demonstrates understanding of the organization and basic features of print	
PK.ELAL.1a. Recognizes that words are read from left to right, top to bottom, and page to page	<p>TG1: 9, 19, 40, 66, 92, 99 TG2: 14, 21, 60, 66, 92 TG3: 23 TG4: 21, 73 TG5: 14, 47, 73, 92 TG6: 14, 40 TG7: 14, 47, 99 TG8: 14, 47, 73, 92 TG9: 8, 14, 40, 66, 92</p>
PK.ELAL.1b. Recognizes that spoken words are represented in written language	<p>TG1: 9, 14, 21, 35, 40, 43, 52, 61, 66, 73, 87, 92, 95 TG2: 8, 14, 21, 34, 39, 40, 92 TG3: 14, 40, 47, 66, 73, 92 TG4: 89, 95</p>

PK.ELAL.1c. Understands that words are separated by spaces in print	TG5: 14, 73, 89 TG6: 14, 34, 40, 47, 98 TG7: 20, 40, 47, 86 TG8: 21 TG9: 34, 44, 47, 66, 99 Resources: Strategy Cards: Read-Aloud and Alphabet Knowledge
PK.ELAL.1d. Recognizes and names some upper/lowercase letters of the alphabet, especially those in own name	TG1: 9, 14, 21, 47, 61, 66, 73, 92, 99 TG2: 9, 14, 21, 35, 40, 47, 66, 73, 99 TG3: 14, 21, 40, 47, 66, 68, 73, 92, 99 TG4: 8, 14, 21, 40, 47, 66, 73, 92, 99 TG5: 14, 21, 40, 47, 60, 66, 92 TG6: 14, 21, 40, 47, 66, 73, 92, 99 TG7: 14, 20, 21, 40, 47, 66, 73, 86, 92, 99 TG8: 8, 14, 21, 40, 47, 66, 73, 92, 99 TG9: 8, 14, 21, 40, 47, 66, 73, 86, 92 Welcome Guide: 52 Resources: Letter Wall Cards, Letter Cards, Letter Builder Set with Cards, Strategy Cards – Letter Wall, Alphabet Knowledge
PK.ELAL.1e. Recognizes that letters are grouped to form words	TG2: 47, 86, 99 TG3: 60, 73, 99 TG4: 21, 34, 47, 86, 99 TG5: 8, 21, 60, 86, 99 TG6: 8, 21, 34, 60, 73, 99 TG7: 8, 34, 47, 60, 73 TG8: 47, 60, 73, 86, 99 TG9: 21, 34, 47, 60, 73, 86, 99
PK.ELAL.1f. Differentiates letters from numerals	<i>Children are taught to identify and sort letters and numerals by shapes and formation. Instruction occurs in Morning Message, Literacy Small Group, Math Small Group and Learning Centers.</i> TG1: 14, 21, 40, 47, 66, 73, 92, 99 TG2: 14, 21, 40, 47, 66, 73, 92, 99 TG3: 10, 14, 21, 22, 23, 36, 40, 47, 49, 66, 78, 88 TG4: 14, 21, 40, 47, 66, 73, 92, 99 TG5: 14, 21, 40, 47, 66, 73, 92, 99 TG6: 14, 21, 40, 47, 66, 73, 75, 92, 99 TG7: 14, 21, 40, 47, 66, 73, 92, 99 TG8: 14, 21, 40, 47, 66, 73, 76, 92, 99 TG9: 14, 21, 40, 47, 66, 73, 92, 99
PK.ELAL.1g. Identifies front cover and back cover	TG1: 16, 18, 43 TG2: 18 TG3: 96 TG5: 69, 71 TG6: 19
Reading Foundations – Phonological Awareness	
PK.ELAL.2. Demonstrates an emerging understanding of spoken words, syllables, and sounds (phonemes)	
PK.ELAL.2a. Begins to recognize and match spoken words that rhyme (e.g., songs, chants, finger plays)	TG3: 95 TG4: 14, 20, 40, 46, 66, 72, 92, 98 TG5: 98 TG6: 17, 43, 72 TG8: 71, 92 TG9: 14, 20, 97

	Resources: Strategy Card – Rhyming Words
PK.ELAL.2b. Begins to recognize individual syllables within spoken words (e.g., cup-cake, base-ball)	TG3: 14, 35, 40, 46, 66, 72, 89, 92, 98 TG8: 40, 46, 66, 72
PK.ELAL.2c. Isolates and pronounces the initial sounds (phonemes) in spoken one-syllable words (e.g., the/m/in map)	TG6: 14, 20, 40, 46, 66, 92, 98 TG7: 14, 20, 40 TG9: 40, 46 Resources: Onset and Rime Card Set, Phonemes Card Set, Strategy Card - Onset and Rime
Reading Foundations – Phonics and Word Recognition	
PK.ELAL.3. Demonstrates emergent phonics and word analysis skills	
PK.ELAL.3a. Demonstrates one-to-one letter-sound correspondence by producing the primary sound of some consonants	TG4: 40 TG5: 14, 21, 66, 73, 92, 99 TG7: 21 TG8: 14, 21, 40, 47, 66, 73, 92, 99 TG9: 8, 14, 21, 47, 73, 86
Reading Foundations - Fluency	
PK.ELAL.4. Displays emergent reading behaviors with purpose and understanding	TG1: 9, 11, 42, 71, 73, 94, 96, 99 TG2: 18, 21, 42, 44, 45, 60, 73 TG3: 15, 16, 17, 42, 44, 45, 48, 68, 71, 89, 94, 97 TG4: 11, 14, 16, 19, 42, 43, 44, 61, 68, 71, 97 TG5: 11, 17, 18, 21, 42, 44, 47, 68, 71, 94, 97 TG6: 17, 18, 42, 45, 68, 70, 71, 94 TG7: 14, 16, 21, 42, 47, 68, 99 TG8: 16, 42, 47, 68, 94, 99 TG9: 21, 47, 73, 94, 99 Welcome Guide: 58
Reading – Key Ideas and Details	
PK.ELAL.5. Participates in discussions about a text (e.g., during whole or small group interactive read-aloud discussions, during peer sharing, within play scenarios)	TG1: 18, 42, 44, 68, 71, 96, 103 TG2: 16, 18, 42, 44, 45, 68, 70, 71, 94, 96 TG3: 16, 18, 42, 44, 68, 70, 89, 94, 96 TG4: 16, 17, 18, 42, 44, 68, 71, 94, 96, 97 TG5: 17, 18, 44, 45, 68, 70, 71, 94, 96, 97 TG6: 16, 17, 18, 19, 42, 44, 68, 70, 73, 94, 96 TG7: 18, 42, 44, 45, 68, 70, 94, 96 TG8: 16, 18, 19, 42, 43, 44, 45, 68, 69, 70, 71, 94, 95, 96, 97 TG9: 16, 13, 18, 19, 42, 45, 68, 70, 71, 95, 96, 97 Resources: Literature Library
PK.ELAL.6. Retells stories or share information from a text	TG1: 97 TG2: 18, 43, 71 TG3: 45, 71, 99 TG4: 11, 17, 41, 43, 44, 61, 69, 97 TG5: 11, 68 TG7: 9, 21 TG8: 36, 62 TG9: 95
PK.ELAL.7 Develops and answers questions about characters, major events, and pieces of information in a text	TG1: 18, 42, 44, 68, 71, 96, 103 TG2: 16, 18, 42, 44, 45, 68, 70, 71, 94, 96 TG3: 16, 18, 42, 44, 68, 70, 89, 94, 96 TG4: 16,

	<p>17, 18, 42, 44, 68, 71, 94, 96, 97 TG5: 17, 18, 44, 45, 68, 70, 71, 94, 96, 97 TG6: 16, 17, 18, 19, 42, 44, 68, 70, 73, 94, 96 TG7: 18, 42, 44, 45, 68, 70, 94, 96 TG8: 16, 18, 19, 42, 43, 44, 45, 68, 69, 70, 71, 94, 95, 96, 97 TG9: 16, 13, 18, 19, 42, 45, 68, 70, 71, 95, 96, 97</p> <p>Resources: Literature Library</p>
Craft and Structure	
PK.ELAL.8 Exhibits an interest in learning new vocabulary (e.g., asks questions about unfamiliar words)	<p><i>Daily activities provide opportunities for children to learn new vocabulary acquired throughout the day through conversations, activities, or listening to texts read aloud. The Greeting Circle, two Read-Aloud lessons, Literacy Small Group, and Closing Circle encourage children to interact with words to build understanding.</i></p> <p>Additional Citations: TG3: 72 TG6: 47, 73 TG7: 21, 26, 73 TG8: 21, 34, 45 TG9: 47, 99</p> <p>Resources: Photo Cards, Strategy Card – Vocabulary</p>
PK.ELAL.9 Interacts with a variety of genres (e.g., storybooks, poems, songs)	<p>TG1: 9, 11, 42, 71, 73, 94, 96, 99 TG2: 18, 21, 42, 44, 45, 60, 73 TG3: 15, 16, 17, 42, 44, 45, 48, 68, 71, 89, 94, 97 TG4: 11, 14, 16, 19, 42, 43, 44, 61, 68, 71, 97 TG5: 11, 17, 18, 21, 42, 44, 47, 68, 71, 94, 97 TG6: 17, 18, 42, 45, 68, 70, 71, 94 TG7: 14, 16, 21, 42, 47, 68, 99 TG8: 16, 42, 47, 68, 94, 99 TG9: 21, 47, 73, 94, 99</p> <p>Welcome Guide: 58</p>
PK.ELAL.10 Describes the role of an author and illustrator	<p>TG1: 16, 18, 43, 96-97 TG2: 18, 68-69, 71, 94, 96 TG3: 18, 42-43, 96 TG4: 16, 42-43, 44-45, 94 TG5: 68-69, 70-71, 94-95, 96-97 TG6: 19, 96-97 TG7: 45 TG8: 18, 70-71, 96 TG9: 45, 92</p> <p>Resources: Strategy Card - Read Aloud</p>
Integration of Knowledge and Ideas	
PK.ELAL.11 Describes the relationship between illustrations and the text (e.g., what person, place, thing or idea in the text an illustration depicts)	<p>TG1: 43 TG2: 18, 19, 95, 96 TG3: 42 TG5: 17, 71, 94 TG6: 16, 19, 21 TG7: 45 TG9: 19, 46, 72</p>

PK.ELAL.12. Makes connections between self, text, and the world (e.g., what is familiar, what does an event/picture/character make them think of, what do they remember)	TG1: 16, 18, 20, 70 TG2: 21, 42, 44, 45, 70, 71, 96 TG3: 18, 19, 42, 44, 63, 71, 94, 95, 96, 97 TG4: 17, 42, 43, 44, 68, 69, 71, 97 TG5: 17, 18, 19, 45, 68, 69, 70, 95 TG6: 17, 18, 19, 43, 68, 69, 94, 95, 97 TG7: 45, 68 TG8: 16, 44, 71, 94
Writing	
Text Type and Purposes	
PK.ELAL.13 Uses a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic in child-centered, authentic, play-based learning	<p><i>Children are encouraged to use their emergent writing skills each week in the Writer's Corner. Literacy Small Group lessons, beginning in Theme 4, model text types and purposes for writing.</i></p> <p>TG1: 8, 21, 34, 47, 60, 86 TG2: 8, 21, 34, 46, 47, 73, 86 TG3: 8, 21, 34, 47, 49, 60, 86 TG4: 21, 47, 60, 73, 86, 99 TG5: 8, 21, 34, 47, 73, 86, 99 TG6: 8, 21, 34, 47, 73, 86, 99 TG7: 8, 20, 21, 23, 34, 43, 47, 60, 73, 86, 99 TG8: 21, 34, 47, 60, 73, 86, 99 TG9: 21, 34, 47, 60, 73, 99</p> <p>Resources: Strategy Card – Expressive Writing</p>
PK.ELAL.14. Uses a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information in child-centered, authentic, play-based learning	
PK.ELAL.15. Uses a combination of drawing, dictating, oral expression, and/or emergent writing to narrate an event or events in a sequence	
PK.ELAL.16. Creates a response to a text, author, or personal experience (e.g., dramatization, art work or poem)	
Research to Build and Build Knowledge	
PK.ELAL.17. Develops questions and participates in shared research and exploration to answer questions and to build and share knowledge (e.g., record and discuss an experiment of items that float and sink)	<p>STEAM lessons in each thematic unit encourage children to participate in shared research and exploration.</p> <p>TG1: 36 TG3: 37 TG4: 87 TG5: 35, 43, 49 TG6: 37 TG9: 11, 37, 63</p>
PK.ELAL. 18. Engages in a discussion using gathered information from experiences or provided resources (e.g., collect materials from a nature walk; record and discuss what they are)	TG1: 103 TG3: 102 TG4: 37, 87 TG5: 35 TG6: 47 TG9: 11, 37, 63
Speaking and Listening	
Comprehension and Collaboration	
PK.ELAL.19. Participates in collaborative conversations with diverse peers and adults in small and large groups and during play	
PK.ELAL.19a. Follows agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic	TG1: 26, 43, 62, 96, 103 TG2: 20, 21, 26, 52, 78, 104 TG3: 26, 52, 78, 97, 104 TG4: 18, 26, 44, 45, 52, 70, 71, 78, 96, 97, 104 TG5: 16, 17, 26, 45, 52, 70, 71, 78, 88, 96, 97, 104 TG6: 17, 26, 44, 45, 52, 71, 78, 89, 96, 97, 104 TG7: 19, 26, 42, 43, 45, 52,
PK.ELAL.19b. Participates in conversations through multiple exchanges	

PK.ELAL.19c. Considers individual differences when communicating with others	68, 69, 71, 78, 94, 95, 97, 104 TG8: 16, 17, 18, 19, 26, 42, 43, 44, 45, 52, 68, 69, 71, 78, 94, 95, 96, 97, 104 TG9: 16, 17, 18, 19, 26, 43, 45, 52, 68, 69, 70, 71, 78, 94, 95, 96, 97, 104
PK.ELAL.20. Interacts with diverse formats and texts (e.g., shared read aloud, video clips, oral storytelling)	
PK.ELAL.21. Identifies the speaker	
Presentation of Knowledge and Ideas	
PK.ELAL.22. Describes familiar people, places, things and events	TG1: 17, 19, 24, 35, 42, 43, 44, 45, 69, 70, 71, 72, 73, 90, 97, 98, 99 TG2: 19, 20, 42, 46, 47, 60, 70, 95, 96, 98 TG3: 8, 18, 20, 45, 46, 71, 72, 95, 97, 98 TG4: 20, 46, 47, 60, 72, 73, 87, 89, 95, 96, 98, 99, 101 TG5: 10, 11, 20, 34, 46, 71 TG6: 11, 73, 95 TG7: 18, 20, 45, 60, 89, 94, 98 TG8: 9, 11, 20, 34, 46, 72, 73, 98, 99 TG9: 14, 17, 20, 43, 46, 60, 69, 72, 99
PK.ELAL.23. Creates a visual display (e.g., drawing, art work, building, writing)	TG1: 51, 63, 77, 87 TG2: 9, 35, 61, 87, 102 TG3: 9, 89 TG4: 35, 36, 62, 88 TG5: 10, 36, 61, 87, 89 TG6: 10, 36, 62, 88 TG7: 10, 61, 87, 89 TG8: 9, 35, 61, 87, 102 TG9: 9, 35, 63
PK.ELAL.24. Expresses thoughts, feelings, and ideas (e.g., role-playing, music, drawing, art work, building, writing)	
Language	
PK.ELAL.25. Demonstrates command of the conventions of academic English grammar and usage when writing or speaking.	Morning Message provides a daily lesson that develops the ability to detect, manipulate, and analyze the auditory parts of spoken language using the convention of academic English grammar and usage when writing or speaking. TG1: 40, 45, 52, 71 TG4: 88 TG5: 73 TG6: 21, 43, 71 TG7: 21, 47, 99 TG8: 47, 51, 73, 86 TG9: 94, 99 Resources: Photo Cards
PK.ELAL.26. Demonstrates command of the conventions of academic English capitalization, punctuation, and spelling when writing.	TG3: 14, 22, 40, 66, 92 TG4: 14, 21, 34, 40, 47, 66, 92, 99 TG5: 14, 21, 40, 66, 92 TG6: 40, 66, 92 TG7: 14, 40, 66, 92 TG8: 8, 14, 40, 66, 92 TG9: 14, 21, 40, 66, 92
Knowledge of Language	
PK.ELAL.27. Explores and uses new vocabulary in child-centered, authentic, play-based experiences	A Word of the Week is introduced in the Greeting Circle . Theme and concept vocabulary are introduced in two daily Read-Alouds and Literacy Small Groups . Math and content vocabulary are taught in the context of the appropriate lessons. All vocabulary is extended into Practice Centers to give children opportunities to use new words and phrases during

	<p><i>interactions with their peers.</i></p> <p>TG1: 17, 19, 24, 35, 42, 43, 44, 45, 47, 48, 49, 61, 69, 70, 71, 72, 73, 90, 95, 97, 98, 99 TG2: 9, 19, 20, 22, 42, 43, 45, 46, 47, 60, 70, 95, 96, 98 TG3: 8, 10, 17, 18, 19, 20, 45, 46, 60, 68, 69, 71, 72, 74, 95, 97, 98 TG4: 20, 23, 46, 47, 48, 49, 60, 72, 73, 87, 89, 95, 96, 98, 99, 101 TG5: 8, 10, 11, 16, 18, 19, 20, 34, 46, 47, 71, 74, 89 TG6: 8, 9, 11, 17, 24, 42, 70, 71, 72, 73, 95, 98 TG7: 18, 20, 34, 38, 45, 60, 89, 94, 98 TG8: 9, 11, 20, 34, 46, 72, 73, 98, 99 TG9: 14, 17, 20, 40, 43, 46, 47, 60, 69, 72, 99</p> <p>Resources: Vocabulary Cards, Photo Cards</p>
Vocabulary Acquisition and Use	
PK.ELAL.28. Explores and discusses word relationships and word meanings	
PK.ELAL.28a. Sorts common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent	<p>TG1: 17, 21, 23, 62, 74, 75, 88, 89, 100 TG2: 9, 22 TG3: 61, 62, 69, 74, 75 TG4: 10, 11, 23, 36, 48, 49, 61, 74, 100, 101 TG7: 36 TG8: 63 TG9: 49</p> <p>Resources: Strategy Card – Classification</p>
PK.ELAL.28b. Demonstrates understanding of frequently occurring words by relating them to their opposites (e.g., hot/cold)	<p>TG4: 81, 86, 87, 89, 90, 91, 93, 94-5, 96, 98, 102, 104</p>
PK.ELAL.29 Uses words and phrases acquired through language rich experiences, conversations, reading and being read to, responding to texts, and child-centered, play-based experiences	<p><i>A Word of the Week is introduced in the Greeting Circle. Theme and concept vocabulary are introduced in two daily Read-Alouds and Literacy Small Groups. Math and content vocabulary are taught in the context of the appropriate lessons. All vocabulary is extended into Practice Centers to give children opportunities to use new words and phrases during interactions with their peers.</i></p> <p>TG1: 17, 19, 24, 35, 42, 43, 44, 45, 47, 48, 49, 61, 69, 70, 71, 72, 73, 90, 95, 97, 98, 99 TG2: 9, 19, 20, 22, 42, 43, 45, 46, 47, 60, 70, 95, 96, 98 TG3: 8, 10, 17, 18, 19, 20, 45, 46, 60, 68, 69, 71, 72, 74, 95, 97, 98 TG4: 20, 23, 46, 47, 48, 49, 60, 72, 73, 87, 89, 95, 96, 98, 99, 101 TG5: 8, 10, 11, 16, 18, 19, 20, 34, 46, 47, 71, 74, 89 TG6: 8, 9, 11, 17, 24, 42, 70, 71, 72, 73, 95,</p>

	98 TG7: 18, 20, 34, 38, 45, 60, 89, 94, 98 TG8: 9, 11, 20, 34, 46, 72, 73, 98, 99 TG9: 14, 17, 20, 40, 43, 46, 47, 60, 69, 72, 99 Resources: Vocabulary Cards, Photo Cards
COGNITION AND KNOWLEDGE OF THE WORLD	
MATHEMATICS	
Counting and Cardinality	
Know number names and the count sequence	
PK.MATH.1. Counts to 20	TG1: 23 TG2: 74, 75, 100, 101 TG6: 22 TG5: 101 TG6: 10, 22, 23, 36, 49 TG9: 23
PK.MATH.2. Represents a number of objects (0-5), with a written numeral 0-5 (with 0 representing a count of no objects) Note: Students can select the corresponding number card and/or write the numeral.	TG3: 10, 22, 23, 36, 49, 88 TG6: 10, 22, 75 TG8: 23, 49, 76 TG9: 23, 87
Counts to tell the number of objects	
PK.MATH.3. Understands the relationship between numbers and quantities to 10, connects counting to cardinality	TG1: 23 TG2: 74, 75, 100, 101 TG6: 22 TG5: 101 TG6: 10, 22, 23, 36, 49 TG9: 23
PK.MATH.3a. When counting objects, says the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. (1:1 correspondence)	TG1: 18, 19, 22, 62, 92 TG2: 14, 40, 48, 62, 74, 75, 88, 101 TG3: 9, 36, 48, 74 TG4: 50 TG5: 102 TG7: 102 TG8: 62, 100, 102 TG9: 10, 101
PK. MATH.3b. Explores and develops the concept that the last number name said tells the number of objects counted, (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted.	TG1: 22, 23 TG2: 40, 74, 75, 101 TG3: 48, 49, 74, 76 TG5: 48, 49, 88, 100, 101 TG6: 22, 23, 36, 49, 62, 100 TG7: 22, 48, 74, 77 TG8: 48, 49, 74, 75, 88 TG9: 75, 87 Resources: Strategy Card – Counting , Photo Cards
PK.MATH.4a. [NY-PK.CC.4a.] Answers counting questions using as many as 10 objects arranged in a line, a rectangular array, and a circle. Answers counting questions using as many as 5 objects in a scattered configuration (e.g., how many _____ are there?)	TG1: 22 TG2: 48, 74, 75, 101 TG3: 9 TG5: 101 TG6: 87 TG7: 88 TG8: 74, 75 TG9: 48, 74, 75
PK.MATH.4b. Given a number from 1-10, counts out that many objects	TG1: 23 TG2: 74, 75, 100, 101 TG6: 22 TG5: 101 TG6: 10, 22, 23, 36, 49 TG9: 23
Compares Numbers	
PK.MATH.6. Recognizes whether the number of objects in one group is more than, fewer than, or equal to (the same as) the	TG1: 66 TG2: 36, 40, 48, 49, 62, 75, 88, 100, 101 TG3: 48, 49, 74, 75 TG5: 9, 48 TG6: 88, 101 TG7: 10, 23, 36, 49, 88, 100,

number of objects in another group (e.g., using matching and counting strategies Note: Include groups with up to five objects	101 TG8: 10, 23, 36, 48, 49, 62, 74, 76, 88, 100, 101 TG9: 10, 36, 62, 100, 101
PK.MATH.7. Identifies first and last related to order or position	TG3: 10, 22, 23 TG6: 48, 49
Operations and Algebraic Thinking	
Understands addition as adding to, and understand subtraction as taking from	
PK.MATH.8. Explores addition and subtraction by using objects, fingers, and responding to real world situations (e.g., if we have 3 apples and add 2 more, how many apples do we have all together?)	TG1: 23 TG2: 94 TG7: 10, 22, 23, 36, 50, 62, 74, 75, 100, 101 TG8: 10, 23, 36, 48 TG9: 62, 74, 75, 88 Resources: Strategy Card – Number Operations
Understands simple patterns	
PK.MATH.9. Duplicates and extends simple patterns using concrete objects (e.g., what comes next?)	TG1: 23, 72 TG2: 87, 103 TG3: 88, 100, 101 TG4: 10 TG5: 50 TG6: 22, 23, 36, 48, 49, 62 TG8: 22, 23, 36, 49 TG9: 36, 48, 49, 62 Resources: Strategy Card - Patterning
Measurement and Data	
Describes and compares measurable attributes	
PK.MATH.10. Identifies measurable attributes of objects, such as length or weight, and describes them using appropriate vocabulary (e.g., small, big, short, tall, empty, full, heavy, light)	TG2: 10, 11, 22, 23, 24, 48, 76, 101 TG4: 62, 63, 74, 75, 87, 88 TG5: 24, 35, 36, 48, 49, 76 TG6: 19, 24, 45, 50, 76, 95, 101 TG7: 24, 37, 76, 87, 101 TG8: 16, 24, 89, 101, 104 TG9: 11, 19, 22, 36, 50, 102 Resources: Strategy Card – Measurement , Photo Cards
Sorts objects and counts the number of objects in each category	
PK.MATH.11. Sorts objects and shapes into categories; counts the objects in each category. Note: Limit category counts to be less than or equal to 10	TG1: 17, 23, 62, 74, 75, 88, 89, 100 TG2: 9, 22 TG3: 61, 62, 69, 74, 75 TG4: 10, 11, 23, 49, 61, 74, 100, 101 TG7: 36 TG8: 63 TG9: 49
Geometry	
Identifies and describes shapes (squares, circles, triangles and rectangles)	
PK.MATH.12. Describes objects in the environment using names of shapes and describes the relative positions of these objects using terms such as top, bottom, up, down, above, below, in front of, behind, over, under, next to	TG1: 36, 48, 49 TG2: 23, 37, 61 TG3: 22, 23 TG4: 74, 75 TG5: 75 TG6: 48, 62, 74, 75 TG9: 49, 75
PK.MATH.13. Names shapes regardless of size	TG1: 101 TG2: 92 TG3: 75, 76 TG4: 10, 22, 23, 36, 48, 49, 101 TG5: 10, 15, 22, 23, 51, 62, 74, 75 TG7: 61 TG8: 37 TG9: 100
Explores and creates two and three-dimensional objects	
PK.MATH.14. Explores two-and three-dimensional objects and	TG1: 9, 21, 37, 40, 47, 61, 66, 73, 76, 92, 99, 100 TG2: 21, 66,

uses informal language to describe their similarities, differences, and other attributes	92 TG3: 21, 47, 99 TG4: 22, 23, 36, 48, 49, 101 TG5: 22, 23 TG8: 37 TG9: 100
PK.MATH.15. Creates and builds shapes from components (e.g., sticks, blocks, clay)	TG1: 23, 37, 99 TG2: 11 TG4: 10, 22, 23, 49 TG5: 9, 10, 22, 23, 62, 74, 75, 101 TG6: 77 TG8: 74 TG9: 88, 100 Resources: Strategy Card - Geometry
Science	
Physical Science	
PK.SCI.1. Asks questions and uses observations to test the claim that different kinds of matter exist as either solid or liquid	
PK.SCI.1a. Observes and describes similarities and differences between solids and liquids based on their physical properties	TG5: 89
PK.SCI.2 Compares and categorizes solids and liquids based on their physical properties	
PK.SCI.2. Uses tools and materials to design and build a device that causes an object to move faster with a push or a pull	
PK.SCI.2a. Explores forces (pushes and pulls) on objects, such as those caused by gravity, magnetism, and mechanical forces (e.g., a string attached to an object being pulled or a ramp to increase the speed of an object)	TG1: 36, 48, 49 TG2: 10-11, 16, 50, 61 TG3: 24, 25, 37 TG4: 36, 50-51, 96, 97 TG5: 102-103 TG6: 11, 19, 35, 37, 62, 74, 75, 78 TG7: 11, 35, 76, 77, 88 TG8: 88 TG9: 21, 37, 43, 76
PK.SCI.3. Plans and conducts investigations to provide evidence that sound is produced by vibrating materials	
PK.SCI.3a. Investigates vibrating materials such as percussion instruments (e.g., drum, triangle), string instruments (e.g., guitar, piano), wind instruments (e.g., recorder, whistle), and audio speakers	<i>Children engage in activities that investigate and explore the properties and characteristics of sound and light, including vibrating sounds.</i> TG1: 37, 52 TG5: 16 TG8: 11 TG9: 37
Life Sciences	
PK.SCI.4. Observes familiar plants and animals (including humans) and describes what they need to survive	
PK.SCI.4a. Explores what a variety of living organisms need to live and grow (e.g., water, nutrients, environment)	TG1: 36, 48, 49 TG2: 10-11, 16, 50, 61 TG3: 24, 25, 37 TG4: 36, 50-51, 96, 97 TG5: 102-103 TG6: 11, 19, 35, 37, 62, 74, 75, 78 TG7: 11, 35, 76, 77, 88 TG8: 88 TG9: 21, 37, 43, 76
PK.SCI.5. Plans and conducts investigations to determine how familiar plants and/or animals use their external parts to help them survive in the environment	
PK.SCI.5a. Observes the relationships between the physical and living environment (e.g., views habitats of plants and animals)	TG1: 45 TG2: 63 TG6: 45, 95 TG7: 9, 42, 43, 62, 63, 68, 69, 70, 71, 94, 95, 96, 97 TG8: 9, 10, 16, 17, 18, 19, 36, 42, 43, 45, 62, 63, 68, 69, 70, 71, 87, 89, 94, 95, 96, 97 TG9: 69
PK.SCI.5b. Recognizes the different structures of familiar plants	TG1: 35 TG4: 9, 19, 45 TG5: 69 TG6: 87, 94 TG7: 8, 9, 11, 17,

and animals (e.g., roots, stems, leaves for plants and eyes, ears, mouth, arms, legs for animals)	18, 20, 36, 42, 44, 50, 60, 63, 94, 96, 97, 98 TG8: 9, 10, 16, 17, 18, 19, 35, 36, 42, 43, 44, 45, 50, 62, 63, 68, 69, 70, 71, 89, 94, 95, 96, 97 TG9: 10
PK.SCI.6. Develops a model to describe that some young plants and animals are similar to, but not exactly like, their parents.	
PK.SCI.6a. Observes and represents familiar plants and animals (e.g., draws pictures, builds and plays with toy or model animals in their habitats)	TG1: 36, 48, 49 TG2: 10-11, 16, 50, 61 TG3: 24, 25, 37 TG4: 36, 50-51, 96, 97 TG5: 102-103 TG6: 11, 19, 35, 37, 62, 74, 75, 78 TG7: 11, 35, 76, 77, 88 TG8: 88 TG9: 21, 37, 43, 76
PK.SCI.6b. Compares baby and adult animals and recognizes similarities (e.g., matches adult stuffed animals with their baby in a play setting)	TG2: 72 TG4: 9, 15, 18, 19 TG7: 19, 70, 71, 94, 96, 97 TG9: 10, 11, 18, 41, 67, 70, 90, 96
Earth and Space Sciences	
PK.SCI.7. Observes and describes the apparent motions of the sun, moon, and stars to recognize predictable patterns	
PK.SCI.7a. Explores characteristics and movements of the sun, moon, stars and clouds (e.g., the sun and moon appear to move across the sky in a predictable pathway, day and night follow predictable patterns, seasons change in a cyclical pattern, the moon's shape appears to change in a cyclical pattern, and stars other than our Sun can be visible at night depending on local weather conditions)	TG1: 11, 37 TG3: 76, 89 TG5: 63 TG8: 89 TG9: 35, 37, 38, 42, 43, 45, 68
PK.SCI.8. Asks questions, makes observations, and collects and records data using simple instruments to recognize patterns about how local weather conditions change daily and seasonally.	
PK.SCI.8a. Discusses daily weather conditions and the impact of weather (e.g., recorded over time and how those conditions impact student activities and what clothes they wear)	TG1: 44, 45, 71 TG3: 47 TG8: 97 TG9: 34, 37, 38, 40, 41, 42, 43, 44, 45
PK.SCI.8b. Uses vocabulary to describe weather conditions (e.g., cloud cover (sunny, partly cloudy, cloudy, foggy), precipitation (no precipitation, snow, hail, rain), wind (no wind, some wind, strong wind), and temperature (cold, cool, warm, hot))	TG1: 45, 62, 88 TG9: 40
PK.SCI.9. Plans and conducts an investigation to determine the effect of sunlight on Earth's surface.	
PK.SCI.9a. Discusses the effects of the sun (e.g., provides light, creates shadows, and the warming effect on living organisms and nonliving things.)	TG9: 42, 43, 45

Engineering and Design	
PK.SCI.10. Asks questions, makes observations, and gathers information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool	TG1: 103 TG2: 24, 76 TG3: 50, 102 TG4: 24, 76 TG5: 11, 24, 50, 76 TG6: 24, 50, 61, 76, 87 TG7: 24, 76, 102 TG8: 24, 50, 102 TG9: 24, 50, 102
PK.SCI.11. Develops a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem	<i>Children are encouraged to use creative and flexible thinking to solve problems such as making a model or design in the weekly STEAM lessons throughout each thematic unit.</i> TG1: 10, 24, 36, 77 TG3: 11, 36 TG4: 37, 87 TG5: 9, 17, 35, 37, 89 TG6: 95 TG7: 11, 63 TG8: 11, 37, 89, 100, 101 TG9: 9, 61, 63, 97
PK.SCI.12. Analyzes data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs	TG1: 103 TG3: 102 TG4: 37, 87 TG5: 35 TG6: 47 TG9: 11, 37, 63
SOCIAL STUDIES	
Individual Development and Cultural Identity	
PK.SOC.1. Develops a basic awareness of self as an individual, self within the context of group, and self within the context of community	
PK.SOC.1a. Identifies self by using characteristics such as eye color, hair color, age	TG1: 16, 19, 44, 55, 75, 78, 100 TG2: 17, 42, 96, 97 TG3: 19 TG4: 61 TG6: 71, 97 TG9: 10, 95
PK.SOC.1b. Describes how each person is unique and important	Resources: Photo Cards
PK.SOC.1c. Identifies as a member of a group	Conscious Discipline® specifically guides children in being successful in their social and emotional endeavors during each day. The UNITE portion of the Greeting Circle focuses on bringing children together as a group and developing a sense of belonging. Theme 1 focuses on being a member of a classroom community while Theme 2 focuses on being a member of a family. TG1: 12, 13, 38, 64, 89, 90 TG2: 12, 13, 38, 39, 64, 65, 90, 91 TG3: 12, 13, 37, 38, 39, 64, 65, 90, 91 TG4: 12, 13, 38, 64, 65, 90 TG5: 12, 38, 39, 64, 65, 90, 91 TG6: 12, 13, 38, 39, 64, 65, 90, 91 TG7: 13, 39, 65, 91 TG8: 13, 39, 65, 91 TG9: 13, 39, 65, 91

PK.SOC.2. Demonstrates awareness and appreciation of their own culture and other cultures	
PK.SOC.2a. Talks about and/or shows items related to cultural traditions. [E.g. Describes some of the dances, foods, and special events related to culture	<p>Cultural Responsiveness reminders are embedded across all content areas of the curriculum. Opportunities to explore events, celebrations, and holidays of the local community and culture are encouraged in each theme. Frog Street Pre-K Welcome Guide: Foundations for Implementation Guide encourages teachers to be inclusive and culturally responsive as a habit of mind to all. (pages 94-95)</p> <p>TG1: 13 TG2: 11, 16, 17, 34, 35 TG3: 22, 34, 62, 69, 88 TG4: 9, 17, 71 TG5: 38, 75 TG6: 35 TG8: 44 TG9: 95</p>
PK.SOC.2b. Describes own community and/or cultural group	TG1: 19, 44 TG2: 16, 17, 48, 96, 97 TG3: 19 TG4: 61 TG6: 71, 97 TG9: 10
Civic Ideals and Practices	
PK.SOC.3. Demonstrates an understanding of roles, rights, and responsibilities	
PK.SOC.3a. Recognizes community workers and their roles and responsibilities (e.g., asks questions about and shows an interest in the community jobs	<p>Theme 1, Week 1 focuses on My School and Theme 2, Weeks 1 and 2 focuses on My Family. In each of these lessons, the roles and responsibilities of family, school, and community are discussed.</p> <p>TG1: 19 TG2: 17, 19, 21, 26, 68 TG3: 8, 11, 15, 16, 17, 19, 20, 21, 26, 50 TG5: 19 TG9: 89, 95</p> <p>Resources: Photo Cards</p>
PK.SOC.3b. Recognizes that people depend on community helpers to provide goods and services	<p>TG3: 8,10, 11, 16-17, 18-19, 21, 68-69 TG5: 11, 16-17, 18-19 TG9: 24-25, 102-103</p> <p>Resources: Photo Cards</p>
PK.SOC.3c. Identifies the tools and equipment that correspond to various roles and jobs	TG3: 8, 11, 16, 20, 21 TG5: 19
PK.SOC.3d. Recognizes that all children and adults have roles, rights, and responsibilities at home, school, and the community	<p>Theme 1, Week 1 focuses on My School and Theme 2, Weeks 1 and 2 focuses on My Family. In each of these lessons, the roles and responsibilities of family, school, and community are discussed.</p> <p>TG1: 19 TG2: 17, 19, 21, 26, 68 TG3: 8, 11, 15, 16, 17, 19, 20, 21, 26, 50 TG5: 19 TG9: 89, 95</p>

	Resources: Photo Cards
PK.SOC.4. Begins to learn basic civic and democratic principles	
PK.SOC.4a. Expresses that rules are for everyone	Conscious Discipline® specifically guides children in being successful in their social and emotional endeavors throughout the day. The COMMIT portion of the Greeting Circle (pages 13, 39, 65, 91 in each Teacher's Guide) focuses on challenging children to commit to make wise and independent choices as a responsible member of the class, understanding rules to protect and the consequences of their choices. TG1: 9, 50, 52 TG2: 9, 10, 36, 87, 88 TG3: 8 TG5: 24, 50, 76, 99, 101 TG6: 24, 73, 76 TG7: 9, 24, 76, 86, 102 TG8: 24, 63, 89 TG9: 24, 50, 102
PK.SOC.4b. Identifies rules that protect themselves and others	
PK.SOC.4c. Describes possible consequences when rules are not followed	
PK.SOC.4d. Participates in making group rules and/or rules for daily routines and transitions	TG1: 13, 39, 65, 104 TG2: 13, 39, 65, 91 TG3: 13, 39, 65, 91 TG4: 13, 39, 65, 91 TG5: 13, 39, 65, 91 TG6: 13, 39, 65, 91 TG7: 13, 39, 65, 91 TG8: 8, 13, 39, 65, 91 TG9: 13, 39, 65, 91
PK.SOC.4e. Follows rules and may remind others of the rules	
PK.SOC.4f. Demonstrates preferences and choices by participating when the class votes to make simple decisions	TG2: 69 TG4: 18, 20, 26 TG5: 14, 71 TG6: 100-101
Geography, Humans and the Environment	
PK.SOC.5 Demonstrates knowledge of the relationship between people, places, and regions	
PK.SOC.5a. Identifies features of own home and familiar places	TG1: 63 TG2: 11 TG5: 11 TG6: 44, 63, 71 TG7: 89 TG8: 89
PK.SOC.5b. Names the street, neighborhood, city and/or town where they live	
PK.SOC.5c. Uses words that indicate direction, position and relative distance	TG1: 36, 48, 48, 49 TG2: 23, 37 TG3: 22, 23 TG4: 74, 75 TG5: 75 TG6: 48, 62, 74, 75 TG9: 49, 75
PK.SOC.5d. Creates representations of topographical features in art work, and/or while playing with blocks, sand or other materials	<i>The Sensory Center and Construction Center engage children to create representations of features in their own environments using art materials, blocks, and sand.</i> TG1: 51, 63, 77, 87 TG2: 9, 35, 61, 87, 102 TG3: 9, 89 TG4: 35, 36, 62, 88 TG5: 10, 36, 61, 87, 89 TG6: 10, 36, 62, 88 TG7: 10, 61, 87, 89 TG8: 9, 35, 61, 87, 102 TG9: 9, 35, 63

Time, Continuity and Change	
PK.SOC.6. Develops an understanding of how people and things change over time and how to relate past events to their present and future activities	
PK.SOC.6a. Identifies routines and common occurrences in own life	TG1: 16, 17, 19, 20, 24, 26, 44, 99 TG2: 17, 45, 96, 97 TG3: 11, 17, 21, 38 TG6: 96, 97, 102 TG9: 17, 22, 23, 90, 95
PK.SOC.6b. Identifies changes over time in themselves, their families, and in the wider community	TG1: 17, 19, 26 TG3: 11, 99 TG5: 11, 17 TG6: 69 TG9: 10, 22, 23, 24, 36
PK.SOC.6c. Retells important events in sequential order	TG1: 97 TG2: 18, 43, 71 TG3: 45, 71, 99 TG4: 17, 41, 43, 44, 61, 69 TG5: 11, 68 TG7: 9, 21 TG8: 36, 62 TG9: 95
PK.SOC.6d. Demonstrates interest in current events that relate to family, culture, and community	Cultural Responsiveness reminders are embedded across all content areas of the curriculum. Opportunities to explore events, celebrations, and holidays of the local community and various cultures are encouraged in each theme. Frog Street Pre-K Welcome Guide: Foundations for Implementation Guide encourages teachers to be inclusive and culturally responsive as a habit of mind to all. (pages 94-95) TG1: 13 TG2: 11, 16, 17, 34, 35 TG3: 22, 34, 62, 69, 88 TG4: 9, 17, 71 TG5: 38, 75 TG6: 35 TG8: 44 TG9: 95
PK.SOC.6e. Uses words and phrases that differentiate between events that happen in the past, present and future, e.g., uses phrases like “when I was a baby” or “before I moved to my new house”	<i>Opportunities to explore ways children and their families change over time are encouraged in Theme 9 Changes, Week 4: Then and Now. Frog Street Pre-K Welcome Guide: Foundations for Implementation Guide encourages teachers to be inclusive and culturally responsive as a habit of mind to all. (pages 94-95)</i> TG9: 86, 87, 88, 89, 90, 94, 96, 97, 98, 99, 104
Economic Systems	
PK.SOC.7. Develops a basic understanding of economic concepts within a community	
PK.SOC.7a. Recognizes that goods and services may be purchased using different forms of payment, (e.g., coins, paper money, checks, electronic payment, credit cards, vouchers, food assistance programs)	TG3: 8, 11, 16-17, 18-19, 21, 68-69 TG5: 11, 16-17, 18- 19 TG9: 24-25, 102-103
The Arts	
Dance	
PK.ARTS.1. Creates Dance	
PK.ARTS.1a. Expresses and engages using movement	Music and Movement engages children daily, using various

elements and skills (locomotor and non-locomotor) to a series of sensory stimuli (e.g., music, visual cues)	<p><i>types of music, movement and instruments. Additional activities are included in the Practice Centers so that children can repeat or create additional dance or movement to those learned in the Music and Movement portion of the day.</i></p> <p>TG1: 12, 14, 15, 22, 37, 41, 47, 48, 49, 67, 72, 90, 101, 102, 103 TG2: 15, 41, 64, 67, 75, 93 TG3: 12, 15, 38, 41, 64, 67, 90, 93 TG4: 12, 15, 38, 41, 64, 67, 93 TG5: 15, 21, 38, 41, 47, 64, 67, 89, 90, 93, 97 TG6: 12, 15, 38, 41, 64, 67, 90, 93, 99</p>
PK.ARTS.1b. Moves in spontaneous and imaginative ways to music, songs, rhythm, and silence	
PK.ARTS.2. Performs Dance	
PK.ARTS.2a. Demonstrates basic full-body locomotor movements (crawl, walk, run), non-locomotor movements (bend, twist, reach) and spatial relationships (over, under, around) while moving in general space	<p>Music and Movement engages children daily, using various types of music, movement and instruments. Additional activities are included in the Practice Centers so that children can repeat or create additional dance or movement to those learned in the Music and Movement portion of the day.</p> <p>TG1: 12, 14, 15, 22, 37, 41, 47, 48, 49, 67, 72, 90, 101, 102, 103 TG2: 15, 41, 64, 67, 75, 93 TG3: 12, 15, 38, 41, 64, 67, 90, 93 TG4: 12, 15, 38, 41, 64, 67, 93 TG5: 15, 21, 38, 41, 47, 64, 67, 89, 90, 93, 97 TG6: 12, 15, 38, 41, 64, 67, 90, 93, 99</p>
PK.ARTS.2b. Identifies the speed of a dance (for example fast vs. slow) and move to varied rhythmic sounds at different tempo	
PK.ARTS.2c. Moves with opposing qualities (loose/tight, light/heavy, shaky/smooth) and explores movement with simple props in response to verbal cues or expressive music	
PK.ARTS.3. Responds to Dance	
PK.ARTS.3a. Identifies a movement in a dance by repeating it	<p>Music and Movement engages children daily, using various types of music, movement and instruments. Additional activities are included in the Practice Centers so that children can repeat or create additional dance or movement to those learned in the Music and Movement portion of the day.</p> <p>TG1: 12, 14, 15, 22, 37, 41, 47, 48, 49, 67, 72, 90, 101, 102, 103 TG2: 15, 41, 64, 67, 75, 93 TG3: 12, 15, 38, 41, 64, 67, 90, 93 TG4: 12, 15, 38, 41, 64, 67, 93 TG5: 15, 21, 38, 41, 47, 64, 67, 89, 90, 93, 97 TG6: 12, 15, 38, 41, 64, 67, 90, 93, 99</p>
PK.ARTS.3b. Demonstrates observed or performed movements originating from diverse dance genres (e.g., tap, ballet, contemporary) and imitate those dance movements	
PK.ARTS.3c. Observes a movement and shares impressions	
PK.ARTS.4. Connects to Dance	
PK.ARTS.4a. Recognizes the expression of emotion while watching or performing a dance	<p>Music and Movement engages children daily, using various types of music, movement and instruments. Additional activities are included in the Practice Centers so that children can repeat or create additional dance or movement to those learned in the</p>
PK.ARTS.4b. Demonstrates a dance movement experienced at home or elsewhere	

PK.ARTS.4c. Observes a work of dance, replicates movements and asks questions about the choreography	<p>Music and Movement <i>portion of the day.</i></p> <p>TG1: 12, 14, 15, 22, 37, 41, 47, 48, 49, 67, 72, 90, 101, 102, 103 TG2: 15, 41, 64, 67, 75, 93 TG3: 12, 15, 38, 41, 64, 67, 90, 93 TG4: 12, 15, 38, 41, 64, 67, 93 TG5: 15, 21, 38, 41, 47, 64, 67, 89, 90, 93, 97 TG6: 12, 15, 38, 41, 64, 67, 90, 93, 99</p>
Media Arts	
PK.ARTS.5. Creates Media Arts	
PK.ARTS.5a. Discovers and explores media arts tools	<p>TG1: 50 TG2: 50-51, 60, 86 TG3: 8, 25, 60, 86 TG4: 8, 22, 24, 34, 50, 60, 74, 86 TG5: 8, 34, 60, 86, 102 TG6: 8, 34, 60, 86, 89 TG7: 8, 34, 50, 60, 86 TG8: 8, 34, 60, 76, 86 TG9: 8, 34, 60, 76, 86</p> <p>Resources: Photo Cards</p>
PK.ARTS.6. Produces Media Arts	
PK.ARTS.6a. Explores various ways to present media artwork	<p>TG1: 60, 86 TG2: 50, 51, 60, 86 TG3: 8, 24, 60, 86 TG4: 8, 34, 50, 60, 86 TG5: 8, 34, 60, 75, 86, 102 TG6: 8, 10, 34, 60, 86, 100 TG7: 8, 34, 60, 86 TG8: 8, 34, 60, 86 TG9: 8, 34, 60, 86</p>
PK.ARTS.7. Responds and Connects to Media Arts	
PK.ARTS.7a. Explores and discusses the components of a variety of media artwork (i.e., still and moving images, human-made images (like drawings, Claymation) or characters (puppets), real-life video, text, etc.)	<p>TG4: 50-51 TG5: 102-103 TG6: 86, 102, 103 TG7: 37, 50, 51 TG8: 76 TG9: 76, 77</p>
PK.ARTS.7b. Identifies personal experiences with media artwork (e.g., talks about where they have seen media artwork, such as tablets, TV, computers, museums, concerts, classroom	
Music	
PK.ARTS.8. Creates Music	
PK.ARTS.8a. Explores and experiences a variety of music and favorite musical ideas (e.g., experiments with musical instruments, makes up silly and rhyming verses, imitates rhythmic patterns, uses music to tell stories and express feelings)	<p>Music and Movement <i>engages children daily, using various types of music, movement and instruments. Additional activities are included in the Practice Centers so that children can repeat or create additional dance or movement to those learned in the Music and Movement portion of the day.</i></p>
PK.ARTS.8b. Shares musical ideas with peers	<p>TG1: 12, 14, 15, 22, 37, 41, 47, 48, 49, 67, 72, 90, 101, 102, 103 TG2: 15, 41, 64, 67, 75, 93 TG3: 12, 15, 38, 41, 64, 67, 90,</p>

	93 TG4: 12, 15, 38, 41, 64, 67, 93 TG5: 15, 21, 38, 41, 47, 64, 67, 89, 90, 93, 97 TG6: 12, 15, 38, 41, 64, 67, 90, 93, 99
PK.ARTS.9. Performs Music	
PK.ARTS.9a. Performs music with expression (e.g., keeping rhythm using instruments, performing through oral, or visual expression- singing songs, moving in time to the music with dance props or bodily movements)	Music and Movement engages children daily, using various types of music, movement and instruments. Additional activities are included in the Practice Centers so that children can repeat or create additional dance or movement to those learned in the Music and Movement portion of the day. TG1: 12, 14, 15, 22, 37, 41, 47, 48, 49, 67, 72, 90, 101, 102, 103 TG2: 15, 41, 64, 67, 75, 93 TG3: 12, 15, 38, 41, 64, 67, 90, 93 TG4: 12, 15, 38, 41, 64, 67, 93 TG5: 15, 21, 38, 41, 47, 64, 67, 89, 90, 93, 97 TG6: 12, 15, 38, 41, 64, 67, 90, 93, 99
PK.ARTS.9b. Practices and demonstrates what they like about their own performances	TG1: 15, 38, 41, 48, 64, 93 TG2: 15, 41, 67, 93 TG3: 12, 15, 38, 41, 67, 93 TG4: 15, 41, 67, 93 TG5: 15, 38, 41, 64, 67, 89, 93 TG6: 10, 12, 15, 37, 41, 64, 67, 90, 93 TG7: 41, 67, 93, 95 TG8: 15, 67, 93 TG9: 15, 41, 67, 93
PK.ARTS.10. Responds to Music	
PK.ARTS.10a. Demonstrates and states personal preference for varied musical selections provided by the teacher	Music and Movement engages children daily, using various types of music, movement and instruments. Additional activities are included in the Practice Centers so that children can repeat or create additional dance or movement to those learned in the Music and Movement portion of the day. TG1: 12, 14, 15, 22, 37, 41, 47, 48, 49, 67, 72, 90, 101, 102, 103 TG2: 15, 41, 64, 67, 75, 93 TG3: 12, 15, 38, 41, 64, 67, 90, 93 TG4: 12, 15, 38, 41, 64, 67, 93 TG5: 15, 21, 38, 41, 47, 64, 67, 89, 90, 93, 97 TG6: 12, 15, 38, 41, 64, 67, 90, 93, 99
PK.ARTS.10b. Explores and demonstrates awareness of the contrasts and expressive of music (i.e., voice/sound quality, tone, dynamics, pitch, and tempo)	
PK.ARTS.10c. Responds appropriately to aural and visual cues	
PK.ARTS.11. Connects to Music	
PK.ARTS.11a. Explores and imitates sounds found in the environment	Music and Movement engages children daily, using various types of music, movement and instruments. Additional activities are included in the Practice Centers and Outdoor Activities so that children can repeat or create additional dance or movement to those learned in the Music and Movement portion of the day.
PK.ARTS.11b. Imagines and describes places, times, and reasons for making and listening to music	
PK.ARTS.11c. Performs/explores folk music from a variety of cultures	
PK.ARTS.11d. Performs/explores music that tells a story,	

adding physical movements and/or experimenting with loudness and softness (dynamics) and tempo to add expressivity and enhance story	TG1: 12, 14, 15, 22, 37, 41, 47, 48, 49, 67, 72, 90, 101, 102, 103 TG2: 15, 41, 64, 67, 75, 93 TG3: 12, 15, 38, 41, 64, 67, 90, 93 TG4: 12, 15, 38, 41, 64, 67, 93 TG5: 15, 21, 38, 41, 47, 64, 67, 89, 90, 93, 97 TG6: 12, 15, 38, 41, 64, 67, 90, 93, 99
Theater	
PK.ARTS.12. Creates Theatrical Arts	
PK.ARTS.12a. Transitions between imagination and reality in dramatic play	<i>Children are invited to engage in retelling or reenacting imaginary tales and recreating real life scenarios through dramatic play in the Read Aloud lessons and in the Pretend and Learn Center.</i> TG1: 11, 46, 89 TG2: 41, 61, 87, 88, 89 TG3: 22, 37 TG4: 63, 89, 102 TG5: 11, 19 TG6: 11, 35, 37, 67, 87, 89 TG7: 8, 11, 61, 67, 88, 93 TG8: 63 TG9: 89
PK.ARTS.12b. Uses non-representational materials to create props, puppets, and costume pieces for dramatic play	<i>The daily Music and Movement activities allow children to demonstrate creativity, imagination, and inventiveness. Pretend and Learn and Gross Motor Practice Centers invite children to use their own creativity and imagination to recreate experiences/ideas.</i> TG1: 35, 89, 91 TG2: 10, 36, 37, 62, 63, 74 TG3: 9, 10, 22, 48, 61, 67, 87 TG4: 9, 35, 61, 97 TG5: 67, 69, 87, 88 TG6: 11, 63, 89 TG7: 71, 89 TG8: 93 TG9: 15, 36
PK.ARTS.12c. Uses gestures, words, sounds, and movements in dramatic play	
PK.ARTS.13. Performs Theatrical Arts	
PK.ARTS.13a. Identifies characters and setting in dramatic play or guided drama	<i>Children are invited to engage in retelling or reenacting imaginary tales and recreating real life scenarios through dramatic play in the Read Aloud lessons and in the Pretend and Learn Center.</i> TG1: 11, 46, 89 TG2: 41, 61, 87, 88, 89 TG3: 22, 37 TG4: 63, 89, 102 TG5: 11, 19 TG6: 11, 35, 37, 67, 87, 89 TG7: 8, 11, 61, 67, 88, 93 TG8: 63 TG9: 89
PK.ARTS.13b. Engages in dramatic play to tell known stories and newly imagined stories (i.e., re-enacts a story or creates their own story to act out)	
PK.ARTS.13c. Uses body and voice to communicate emotions in dramatic play	
PK.ARTS.14. Responds to Theatrical Arts	
PK.ARTS.14a. Identifies preferences in dramatic play (i.e., express their own feelings, roles, and use of materials)	TG1: 35, 89, 91 TG2: 10, 36, 37, 62, 63, 74 TG3: 9, 10, 22, 48, 61, 67, 87 TG4: 9, 35, 61, 97 TG5: 67, 69, 87, 88 TG6: 11, 63, 89 TG7: 71, 89 TG8: 93 TG9: 15, 36
PK.ARTS.14b. Discusses the experiences of characters in dramatic play	TG1: 89, 91 TG2: 10, 36, 37, 62, 63, 74 TG3: 9, 10, 22, 48, 61, 67, 87 TG4: 9, 35, 61, 97 TG5: 67, 69, 87, 88 TG6: 11, 63, 89 TG7: 71, 89 TG8: 93 TG9: 15, 36

PK.ARTS.14c. Makes connections between themselves and a character	TG1: 16, 18, 20, 70 TG2: 21, 42, 44, 45, 70, 71, 96 TG3: 18, 19, 42, 44, 63, 71, 94, 95, 96, 97 TG4: 17, 42, 43, 44, 68, 69, 71, 97 TG5: 17, 18, 19, 45, 68, 69, 70, 95 TG6: 17, 18, 19, 43, 68, 69, 94, 95, 97 TG7: 45, 68 TG8: 16, 44, 71, 94
PK.ARTS.15. Connects to Theatrical Arts	
PK.ARTS.15a. Identifies the similarities between a story and personal experiences in dramatic play	TG1: 16, 18, 20, 70 TG2: 21, 42, 44, 45, 70, 71, 96 TG3: 18, 19, 42, 44, 63, 71, 94, 95, 96, 97 TG4: 17, 42, 43, 44, 68, 69, 71, 97 TG5: 17, 18, 19, 45, 68, 69, 70, 95 TG6: 17, 18, 19, 43, 68, 69, 94, 95, 97 TG7: 45, 68 TG8: 16, 44, 71, 94
PK.ARTS.15b. Identifies stories that are similar to one another in dramatic play	<i>Children engage in dramatic play in the Pretend and Learn Center with stories from the two daily Read Aloud lessons. Often times the thematic focus will encourage them to make comparisons of stories or tell/reenact a story through dramatic play.</i> TG1: 17, 71 TG2: 19, 43, 96 TG3: 19, 42, 95 TG4: 42, 43, 44, 45, 69, 97 TG5: 15, 19, 71 TG7: 45 TG8: 70
PK.ARTS.15c. Tells a short story in dramatic play	
Visual Arts	
PK.ARTS.16. Creates Visual Arts	
PK.ARTS.16a. Engages in self-directed imaginative play with a variety of materials and/or art-making tools	TG1: 51, 63, 77, 87 TG2: 9, 35, 61, 87, 102 TG3: 9, 89 TG4: 35, 36, 62, 88 TG5: 10, 36, 61, 87, 89 TG6: 10, 36, 62, 88 TG7: 10, 61, 87, 89 TG8: 9, 35, 61, 87, 102 TG9: 9, 35, 63
PK.ARTS.16b. Creates, shares and/or talks about art that communicates a familiar place or object (e.g., using blocks to build a castle or clay to create a snake)	TG1: 51, 63, 77, 87 TG2: 9, 35, 61, 87, 102 TG3: 9, 89 TG4: 35, 36, 62, 88 TG5: 10, 36, 61, 87, 89 TG6: 10, 36, 62, 88 TG7: 10, 61, 87, 89 TG8: 9, 35, 61, 87, 102 TG9: 9, 35, 63
PK.ARTS.16c. Shares and talks about personal artwork	
PK.ARTS.17. Presents Visual Arts	
PK.ARTS.17a. Selects art objects for saving or display, explaining why they are chosen	TG1: 37, 50, 62, 87 TG2: 9, 35, 61, 69, 87, 103 TG3: 9, 63, 77 TG4: 35, 36, 62, 88 TG5: 10, 36, 45, 50-51, 61, 86, 87, 89, 95, 96, 98 TG6: 10, 36, 62, 76-77 TG7: 8, 10, 61, 87 TG8: 9, 61, 63, 87, 102-103 TG9: 9, 24-25, 34, 63, 89, 102-103
PK.ARTS.17b. Identifies places, both inside and outside of school, where art can be displayed or saved	
PK.ARTS.18. Responds to Visual Arts	
PK.ARTS.18a. Recognizes and shares preferences and/or reactions to art in one's environment	TG1: 37, 50, 62, 87 TG2: 9, 35, 61, 69, 87, 103 TG3: 9, 63, 77 TG4: 35, 36, 62, 88 TG5: 10, 36, 45, 50-51, 61, 86, 87, 89, 95, 96, 98 TG6: 10, 36, 62, 76-77 TG7: 8, 10, 61, 87 TG8: 9, 61, 63, 87, 102-103 TG9: 9, 24-25, 34, 63, 89, 102-103
PK.ARTS.18b. Distinguishes between images and real object	
PK.ARTS.18c. Selects a preferred artwork	

PK.ARTS.19. Connects to Visual Arts	
PK.ARTS.19a. Imagines, invents, and creates art that tells a story about life	<p><i>The Creativity Center, Construction Center, and Writer's Corner engage children in activities to create and share their artwork.</i></p> <p>TG1: 51, 87, 99 TG2: 9, 34, 35, 61, 87 TG3: 63, 76 TG4: 36, 62, 88 TG5: 10, 50, 61, 87, 89, 95 TG6: 10, 36, 62, 88 TG7: 8, 61 TG8: 9, 35, 61, 87 TG9: 9, 35, 63, 89</p>
PK.ARTS.19b. Recognizes that people make works of art and design	TG1: 51, 87 TG2: 102 TG5: 61, 86 TG7: 61 TG8: 63
TECHNOLOGY, COMPUTER SCIENCE, AND DIGITAL LITERACY	
Computer Science and Digital Literacy Standards are currently under development at the New York State Education Department.	