

# California Common Core State Standards for Kindergarten Aligned to Frog Street Pre-K



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California Common Core State Standards for Kindergarten	Frog Street Pre-K Teacher Guide Page References
<b>English Language Arts &amp; Literacy in History/Social Studies, Science, and Technical Subjects</b>	
<b>Reading Standards for Literature</b>	
<b>Key Ideas and Details</b>	
1. With prompting and support, ask and answer questions about key details in a text.	<i>Two daily Read Aloud Lessons provide opportunities for children to engage in questioning activities about key details in the text before, during, and after reading in each of the nine Thematic Units (pages 16-17, 18-19, 42-43, 44-45, 68-69, 70-71, 94-94, 96-97 in each Teacher Guide). In addition, Small Group Literacy Lessons (pages 20-21, 46-47, 72-73, 98-99 in each Teacher Guide) extend this learning.</i>
2. With prompting and support, retell familiar stories, including key details.	<b>TG1:</b> 97 <b>TG2:</b> 18, 43, 71 <b>TG3:</b> 45, 71, 99 <b>TG4:</b> 17, 41, 43, 44, 61, 69 <b>TG5:</b> 11, 68 <b>TG7:</b> 9, 21 <b>TG8:</b> 36, 62 <b>TG9:</b> 95
3. With prompting and support, identify characters, settings, and major events in a story	<b>TG1:</b> 18, 71 <b>TG2:</b> 19, 42, 43, 70 <b>TG3:</b> 18, 19, 95, 97 <b>TG4:</b> 19, 21, 43, 45, 69 <b>TG5:</b> 69, 71, 95 <b>TG6:</b> 19, 42, 69, 95, 96 <b>TG7:</b> 17, 45 <b>TG9:</b> 16, 96
<b>Craft and Structure</b>	
4. Ask and answer questions about unknown words in a text	<b>TG1:</b> 17, 69, 94, 95 <b>TG2:</b> 19, 42, 72 <b>TG3:</b> 94 <b>TG4:</b> 42, 95 <b>TG5:</b> 71 <b>TG6:</b> 18 <b>TG8:</b> 42 <b>TG9:</b> 19, 45, 70, 71, 98
5. Recognize common types of texts (e.g., storybooks, poems, <b>fantasy, realistic text</b> ). <b>CA</b>	<b>TG1:</b> 69, 96 <b>TG2:</b> 44, 68, 94 <b>TG3:</b> 16, 17, 18, 70, 94 <b>TG4:</b> 16, 18, 42, 68, 70, 94, 95, 96 <b>TG5:</b> 16, 18, 19, 42, 44, 45, 68, 69, 94 <b>TG6:</b> 16, 42, 44, 45, 70, 71, 95, 96 <b>TG7:</b> 17, 19, 42, 44, 68, 69, 97 <b>TG8:</b> 16, 18, 19, 44, 45, 68, 69, 70, 71, 94, 95, 96 <b>TG9:</b> 16, 18, 42, 68, 70, 94, 95
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	<b>TG1:</b> 16, 18, 43 <b>TG2:</b> 18, 71 <b>TG3:</b> 96 <b>TG5:</b> 69, 71 <b>TG6:</b> 19
<b>Integration of Knowledge and Ideas</b>	
7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	<b>TG1:</b> 43, 96 <b>TG2:</b> 18, 19, 95, 96 <b>TG3:</b> 42 <b>TG4:</b> 68 <b>TG5:</b> 17, 71, 94 <b>TG6:</b> 16, 19, 21, 69 <b>TG7:</b> 45 <b>TG8:</b> 96 <b>TG9:</b> 19, 46, 72
8. (Not applicable to literature)	N/A
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories	<b>TG1:</b> 17, 71 <b>TG2:</b> 19, 43, 96 <b>TG3:</b> 19, 42, 95 <b>TG4:</b> 42, 43, 44, 45, 69, 97 <b>TG5:</b> 15, 19, 71 <b>TG7:</b> 45 <b>TG8:</b> 70

<b>Range of Reading and Level of Text Complexity</b>	
10. Actively engage in group reading activities with purpose and understanding. <b>a. Activate prior knowledge related to the information and events in texts. CA</b>	<b>TG1:</b> 16, 18, 43, 68, 70 <b>TG2:</b> 18, 42, 68, 69, 70, 71, 94, 96 <b>TG3:</b> 16, 18, 44, 68, 70, 94, 96 <b>TG4:</b> 16, 18, 44, 68, 94, 95, 96 <b>TG5:</b> 16, 18, 42, 44, 68, 70, 71, 73, 94, 96 <b>TG6:</b> 16, 18, 42, 44, 68, 70, 94, 96 <b>TG7:</b> 16, 18, 42, 44, 68, 70, 96 <b>TG8:</b> 16, 18, 42, 43, 44, 68, 69, 70, 94, 94, 95, 96, 97 <b>TG9:</b> 16, 17, 18, 19, 44, 45, 70, 71, 94, 96, 97
10. Actively engage in group reading activities with purpose and understanding. <b>b. Use illustrations and context to make predictions about text. CA</b>	<b>TG1:</b> 21, 43, 44, 70, 96, 97 <b>TG2:</b> 18, 42, 44, 46, 70, 71, 94, 95, 96 <b>TG3:</b> 18, 42, 70, 71, 94, 96 <b>TG4:</b> 16, 42, 44, 68, 72 <b>TG5:</b> 17, 18, 42, 68, 70, 94 <b>TG6:</b> 18, 68, 69, 94 <b>TG7:</b> 17, 42, 96 <b>TG8:</b> 71 <b>TG9:</b> 18
<b>Reading Standards for Informational Text</b>	
<b>Key Ideas and Details</b>	
1. With prompting and support, ask and answer questions about key details in a text.	<b>TG1:</b> 42, 44, 45 <b>TG2:</b> 16, 17, 69 <b>TG3:</b> 16, 17, 43, 69 <b>TG4:</b> 18 <b>TG5:</b> 42 <b>TG6:</b> 42 <b>TG7:</b> 18 <b>TG8:</b> 16, 42, 43, 68, 69, 94, 95 <b>TG9:</b> 16, 42, 68
2. With prompting and support, identify the main topic and retell key details of a text.	<b>TG1:</b> 44, 45, 71, 97 <b>TG2:</b> 16, 17, 21, 68, 69, 94, 95 <b>TG3:</b> 16, 17, 43, 69 <b>TG4:</b> 17, 42, 69, 95 <b>TG5:</b> 19, 43 <b>TG6:</b> 19, 43, 70 <b>TG7:</b> 17, 42, 43, 69, 95 <b>TG8:</b> 16, 17, 21
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	<b>TG2:</b> 68 <b>TG4:</b> 17 <b>TG5:</b> 18, 45 <b>TG7:</b> 19
<b>Craft and Structure</b>	
4. With prompting and support, ask and answer questions about unknown words in a text. <b>(See grade K Language standards 4–6 additional expectations.) CA</b>	<b>TG1:</b> 17, 69, 94, 95 <b>TG2:</b> 19, 42, 72 <b>TG3:</b> 94 <b>TG4:</b> 42, 95 <b>TG5:</b> 71 <b>TG6:</b> 18 <b>TG8:</b> 42 <b>TG9:</b> 19, 45, 70, 71, 98
5. Identify the front cover, back cover, and title page of a book.	<b>TG1:</b> 16, 18, 43 <b>TG2:</b> 18 <b>TG3:</b> 96 <b>TG5:</b> 69, 71 <b>TG6:</b> 19
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	<b>TG1:</b> 16, 18, 43 <b>TG2:</b> 18, 71 <b>TG3:</b> 96 <b>TG5:</b> 69, 71 <b>TG6:</b> 19
<b>Integration of Knowledge and Ideas</b>	
7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	<b>TG1:</b> 43, 96 <b>TG2:</b> 18, 19, 95, 96 <b>TG3:</b> 42 <b>TG4:</b> 68 <b>TG5:</b> 17, 71, 94 <b>TG6:</b> 16, 19, 21, 69 <b>TG7:</b> 45 <b>TG8:</b> 96 <b>TG9:</b> 19, 46, 72
8. With prompting and support, identify the reasons an author gives to support points in a text.	<b>TG1:</b> 16, 18, 43, 96-97 <b>TG2:</b> 18, 68-69, 71, 94, 96 <b>TG3:</b> 18, 42-43, 96 <b>TG4:</b> 16, 42-43, 44-45, 94 <b>TG5:</b> 68-69, 70-71, 94-95, 96-97 <b>TG6:</b> 19, 96-97 <b>TG7:</b> 45 <b>TG8:</b> 18, 70-71, 96 <b>TG9:</b> 45, 92

	<b>Resources:</b> Strategy Card - Read Aloud
9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<i>Children participate in two Read Aloud Lessons each day that engages them in activities that compare the two texts in various ways such as illustrations, characters, setting, procedures.</i>  <b>TG2:</b> 68 <b>TG4:</b> 17 <b>TG5:</b> 18, 45 <b>TG7:</b> 19
<b>Range of Reading and Level of Text Complexity</b>	
10. Actively engage in group reading activities with purpose and understanding. <b>a. Activate prior knowledge related to the information and events in texts. CA</b>	<b>TG1:</b> 16, 18, 43, 68, 70 <b>TG2:</b> 18, 42, 68, 69, 70, 71, 94, 96 <b>TG3:</b> 16, 18, 44, 68, 70, 94, 96 <b>TG4:</b> 16, 18, 44, 68, 94, 95, 96 <b>TG5:</b> 16, 18, 42, 44, 68, 70, 71, 73, 94, 96 <b>TG6:</b> 16, 18, 42, 44, 68, 70, 94, 96 <b>TG7:</b> 16, 18, 42, 44, 68, 70, 96 <b>TG8:</b> 16, 18, 42, 43, 44, 68, 69, 70, 94, 94, 95, 96, 97 <b>TG9:</b> 16, 17, 18, 19, 44, 45, 70, 71, 94, 96, 97
10. Actively engage in group reading activities with purpose and understanding. <b>b. Use illustrations and context to make predictions about text. CA</b>	<b>TG1:</b> 21, 43, 44, 70, 96, 97 <b>TG2:</b> 18, 42, 44, 46, 70, 71, 94, 95, 96 <b>TG3:</b> 18, 42, 70, 71, 94, 96 <b>TG4:</b> 16, 42, 44, 68, 72 <b>TG5:</b> 17, 18, 42, 68, 70, 94 <b>TG6:</b> 18, 68, 69, 94 <b>TG7:</b> 17, 42, 96 <b>TG8:</b> 71 <b>TG9:</b> 18
<b>Reading Standards for Foundational Skills</b>	
<b>Print Concepts</b>	
1. Demonstrate understanding of the organization and basic features of print. <b>a. Follow words from left to right, top to bottom, and page by page.</b>	<b>TG1:</b> 9, 40, 66, 92 <b>TG2:</b> 14, 66, 92 <b>TG5:</b> 14, 92 <b>TG6:</b> 14, 40 <b>TG7:</b> 14 <b>TG8:</b> 14, 47, 73, 92 <b>TG9:</b> 8, 14, 40, 66, 92
1. Demonstrate understanding of the organization and basic features of print. <b>b. Recognize that spoken words are represented in written language by specific sequences of letters.</b>	<b>TG1:</b> 9, 14, 21, 35, 40, 43, 52, 61, 66, 73, 87, 92, 95 <b>TG2:</b> 8, 14, 21, 34, 39, 40, 92 <b>TG3:</b> 14, 40, 47, 66, 73, 92 <b>TG4:</b> 89, 95 <b>TG5:</b> 14, 73, 89 <b>TG6:</b> 14, 34, 40, 47, 98 <b>TG7:</b> 20, 40, 47, 86 <b>TG8:</b> 21 <b>TG9:</b> 34, 44, 47, 66, 99  <b>Resources:</b> Strategy Cards: <b>Read-Aloud and Alphabet Knowledge</b>
1. Demonstrate understanding of the organization and basic features of print. <b>c. Understand that words are separated by spaces in print</b>	<b>TG1:</b> 66, 92 <b>TG2:</b> 14, 40, 66, 92 <b>TG3:</b> 14, 40, 66, 92 <b>TG4:</b> 14, 40, 66, 92 <b>TG5:</b> 14, 40, 66, 92 <b>TG6:</b> 14, 40, 66, 92 <b>TG7:</b> 92 <b>TG8:</b> 14, 20, 40, 66, 92 <b>TG9:</b> 14, 40
1. Demonstrate understanding of the organization and basic features of print.	<b>TG1:</b> 14, 21, 47, 61, 66, 73, 92, 99 <b>TG2:</b> 9, 14, 21, 35, 40, 47, 66, 73, 99 <b>TG3:</b> 14, 21, 40, 47, 66, 73, 92, 99 <b>TG4:</b> 8, 14, 21, 40, 47, 66, 73, 92, 99 <b>TG5:</b> 14, 21, 40, 47, 60, 66, 92 <b>TG6:</b> 14,

d. Recognize and name all upper- and lowercase letters of the alphabet.	21, 40, 47, 66, 73, 92, 99 <b>TG7:</b> 14, 20, 21, 40, 47, 66, 73, 86, 92, 99 <b>TG8:</b> 8, 14, 21, 40, 47, 66, 73, 92, 99 <b>TG9:</b> 8, 14, 21, 40, 47, 66, 73, 86, 92
<b>Phonological Awareness</b>	
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words.	<b>TG3:</b> 95 <b>TG4:</b> 14, 20, 40, 46, 66, 72, 92, 98 <b>TG5:</b> 98 <b>TG6:</b> 17, 43, 72 <b>TG8:</b> 71, 92 <b>TG9:</b> 14, 20, 97
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). b. Count, pronounce, blend, and segment syllables in spoken words.	<b>TG3:</b> 14, 35, 40, 46, 66, 72, 89, 92, 98 <b>TG8:</b> 40, 46, 66, 72
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). c. Blend and segment onsets and rimes of single-syllable spoken words.	<b>TG6:</b> 14, 20, 40, 46, 66, 92, 98 <b>TG7:</b> 14, 20 <b>TG9:</b> 40, 46
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)	<i>These foundational skills are taught to prepare children for the standards addressed in kindergarten:</i> <b>Recognize and produce letter sounds. TG4:</b> 14, 21, 40, 47, 66, 73, 92, 99 <b>TG5:</b> 14, 21, 40, 47, 66, 73, 92, 99 <b>TG6:</b> 20, 46, 98 <b>TG7:</b> 17, 20, 21 <b>TG8:</b> 14, 21, 47, 73, 86 <b>TG9:</b> 21, 40, 46, 47, 66, 92
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	<b>Blends spoken phonemes (one syllable words with picture support). TG7:</b> 40, 46, 66, 72, 92, 98 <b>TG9:</b> 66, 72
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). f. Blend two to three phonemes into recognizable words. CA	

<b>Phonics and Word Recognition</b>	
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words <b>both in isolation and in text. CA</b></p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant.</p>	<p><b>TG4:</b> 14, 21, 40, 47, 66, 73, 92, 99 <b>TG5:</b> 14, 21, 40, 47, 66, 73, 92, 99 <b>TG6:</b> 20, 46, 98 <b>TG7:</b> 17, 20 <b>TG8:</b> 21, 47, 73 <b>TG9:</b> 21, 40, 46, 47, 66, 92</p>
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words <b>both in isolation and in text. CA</b></p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. <b>(Identify which letters represent the five major vowels [Aa, Ee, Ii, Oo, and Uu] and know the long and short sound of each vowel. More complex long vowel graphemes and spellings are targeted in the grade 1 phonics standards.) CA</b></p>	<p><i>These foundational skills are taught to prepare children for the standards addressed in kindergarten:</i></p> <p><b>Recognize and produce letter sounds. TG4:</b> 14, 21, 40, 47, 66, 73, 92, 99 <b>TG5:</b> 14, 21, 40, 47, 66, 73, 92, 99 <b>TG6:</b> 20, 46, 98 <b>TG7:</b> 17, 20, 21 <b>TG8:</b> 14, 21, 47, 73, 86 <b>TG9:</b> 21, 40, 46, 47, 66, 92</p>
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words <b>both in isolation and in text. CA</b></p> <p>c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p>	<p><b>TG1:</b> 47 <b>TG2:</b> 15, 67 <b>TG3:</b> 15 <b>TG5:</b> 47, 73, 99 <b>TG7:</b> 99 <b>TG8:</b> 47, 99 <b>TG9:</b> 21, 47, 99</p>
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words <b>both in isolation and in text. CA</b></p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ</p>	<p><i>Developmentally appropriate phonological awareness skills are taught in Frog Street Pre-K to prepare children for grade-level phonics and word analysis skills in decoding words in kindergarten such as:</i></p> <p>Separates sentences into words. <b>TG1:</b> 20, 66, 92, 98 <b>TG2:</b> 14, 40, 46, 66, 92 <b>TG8:</b> 14, 20</p> <p>Combines words to make compound word. <b>TG2:</b> 35, 66, 72, 92, 98 <b>TG3:</b> 20, 46, 72, 98 <b>TG7:</b> 21</p> <p>Deletes words from compound word. <b>TG3:</b> 20, 98</p> <p>Segments, blends, and deletes syllables. <b>TG3:</b> 14, 35, 40, 46, 66, 72, 89, 92, 98 <b>TG8:</b> 40, 46, 66, 72</p> <p>Recognizes and produces rhyming words.</p>

	<p><b>TG3:</b> 95 <b>TG4:</b> 14, 20, 40, 46, 66, 72, 92, 98 <b>TG5:</b> 98 <b>TG6:</b> 17, 43, 72 <b>TG8:</b> 71, 92 <b>TG9:</b> 14, 20, 97</p> <p>Recognizes and produces alliterative words. <b>TG5:</b> 14, 20, 40, 46, 66, 72, 92, 98 <b>TG9:</b> 92, 96, 98</p> <p>Blends onset and rime. <b>TG6:</b> 14, 20, 40, 46, 66, 92, 98 <b>TG7:</b> 14, 20 <b>TG9:</b> 40, 46</p> <p>Blends spoken phonemes (one syllable words with picture support). <b>TG7:</b> 40, 46, 66, 72, 92, 98 <b>TG9:</b> 66, 72</p>
<b>Fluency</b>	
4. Read emergent-reader texts with purpose and understanding.	<p><i>Children engage in pre-reading activities in each of the thematic units of <b>Frog Street Pre-K</b>. Pre-emergent readers are introduced in <b>Theme 4</b> to prepare children to read age-appropriate text with purpose and understanding.</i></p> <p><b>TG1:</b> 11, 42, 71, 73, 96, 99 <b>TG2:</b> 18, 42, 44, 45, 73 <b>TG3:</b> 16, 17, 42, 44, 45, 68, 71, 89, 94, 97 <b>TG4:</b> 14, 16, 19, 42, 44, 68, 71, 97 <b>TG5:</b> 17, 18, 21, 42, 44, 47, 68, 71, 94, 97 <b>TG6:</b> 17, 18, 42, 45, 68, 71, 94 <b>TG7:</b> 16, 42, 47, 68, 99 <b>TG8:</b> 16, 42, 47, 68, 94, 99 <b>TG9:</b> 21, 47, 73, 94, 99</p>
<b>Writing Standards</b>	
<b>Text Types and Purposes</b>	
1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).	<p><i>The daily <b>Morning Message</b> models writing purposes and types in <b>Frog Street Pre-K</b>. Children have opportunities to use writing to communicate ideas and verbally share the meaning of their own writing in the <b>Writer’s Corner Practice Center</b>.</i></p>
2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	<p><b>TG1:</b> 8, 21, 34, 47, 60, 86 <b>TG2:</b> 8, 21, 34, 46, 47, 73, 86 <b>TG3:</b> 8, 21, 34, 47, 60, 86 <b>TG4:</b> 21, 47, 60, 73, 86, 99 <b>TG5:</b> 8, 21, 34, 47, 73, 86, 99 <b>TG6:</b> 8, 21, 34, 47, 73, 86, 99 <b>TG7:</b> 8, 21, 34, 47, 60, 73, 99 <b>TG8:</b> 21, 34, 47, 60, 73, 86, 99 <b>TG9:</b> 21, 34, 47, 60, 73, 99</p>
3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the	



events in the order in which they occurred, and provide a reaction to what happened.	
<b>Production and Distribution of Writing</b>	
4. (Begins in grade 2) CA	N/A
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	<p><i>As a precursor to this standard, Frog Street Pre-K engages children in class writing projects to strengthen writing.</i></p> <p><b>TG1:</b> 21, 47, 73, 99 <b>TG2:</b> 21, 43, 46, 47, 73, 99 <b>TG3:</b> 21, 47, 49, 73, 99 <b>TG4:</b> 21, 47, 73, 99 <b>TG5:</b> 21, 34, 73, 97, 99 <b>TG6:</b> 21, 47, 73, 99 <b>TG7:</b> 21, 47, 73, 99 <b>TG8:</b> 21, 47, 73, 99 <b>TG9:</b> 21, 47, 73, 86, 94, 99</p>
6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	<p><i>The Technology Center encourages children to create digital tools and use in age-appropriate activities.</i></p> <p><b>TG2:</b> 60, 86 <b>TG3:</b> 8, 60, 86 <b>TG4:</b> 8, 34, 60, 86 <b>TG5:</b> 8, 34, 60, 86, 102 <b>TG6:</b> 8, 34, 60, 86 <b>TG7:</b> 8, 34, 50, 60, 86 <b>TG8:</b> 8, 34, 60, 76, 86 <b>TG9:</b> 8, 34, 60, 76, 86</p>
<b>Research to Build and Present Knowledge</b>	
7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	<p><i>As a precursor to this standard, Frog Street Pre-K engages children in class writing projects to strengthen writing.</i></p> <p><b>TG1:</b> 21, 47, 73, 99 <b>TG2:</b> 21, 43, 46, 47, 73, 99 <b>TG3:</b> 21, 47, 49, 73, 99 <b>TG4:</b> 21, 47, 73, 99 <b>TG5:</b> 21, 34, 73, 97, 99 <b>TG6:</b> 21, 47, 73, 99 <b>TG7:</b> 21, 47, 73, 99 <b>TG8:</b> 21, 47, 73, 99 <b>TG9:</b> 21, 47, 73, 86, 94, 99</p>
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	
9. (Begins in grade 4)	N/A
10. (Begins in grade 2) CA	N/A
<b>Speaking and Listening Standards</b>	
<b>Comprehension and Collaboration</b>	
1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	<p><b>TG1:</b> 26, 43, 62, 96, 103 <b>TG2:</b> 20, 21, 26, 52, 78, 104 <b>TG3:</b> 26, 52, 78, 97, 104 <b>TG4:</b> 18, 26, 44, 45, 52, 70, 71, 78, 96, 97, 104 <b>TG5:</b> 16, 17, 26, 45, 52, 70, 71, 78, 88, 96, 97, 104 <b>TG6:</b> 17, 26, 44, 45, 52, 71, 78, 89, 96, 97, 104 <b>TG7:</b> 19, 26, 42, 43, 45, 52, 68, 69, 71, 78, 94, 95, 97, 104 <b>TG8:</b> 16, 17, 18, 19, 26, 42, 43,</p>



1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. b. Continue a conversation through multiple exchanges.	44, 45, 52, 68, 69, 71, 78, 94, 95, 96, 97, 104 <b>TG9:</b> 16, 17, 18, 19, 26, 43, 45, 52, 68, 69, 70, 71, 78, 94, 95, 96, 97, 104
2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. <b>a. Understand and follow one- and two-step oral directions.</b> <b>CA</b>	<b>TG1:</b> 24, 40, 46, 66, 72, 92, 98 <b>TG2:</b> 14, 15, 40, 66, 67, 99 <b>TG3:</b> 15, 19, 47, 47, 94 <b>TG4:</b> 16, 37, 46, 67, 76 <b>TG5:</b> 72 <b>TG6:</b> 11, 20, 35, 38, 61, 63, 72, 75 <b>TG7:</b> 63 <b>TG8:</b> 46, 72, 98 <b>TG9:</b> 72
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<b>TG1:</b> 17, 18, 42, 44, 45, 68, 69, 71, 94, 95, 96 <b>TG2:</b> 16, 17, 18, 19, 42, 44, 45, 68, 69, 70, 71, 72, 94, 96 <b>TG3:</b> 16, 17, 18, 42, 43, 44, 68, 69, 70, 94, 96 <b>TG4:</b> 16, 17, 18, 42, 44, 68, 71, 94, 95, 96, 97 <b>TG5:</b> 17, 18, 42, 44, 45, 68, 70, 71, 94, 96, 97 <b>TG6:</b> 16, 17, 18, 19, 42, 44, 68, 70, 94, 96 <b>TG7:</b> 18, 42, 44, 45, 68, 70, 94, 96 <b>TG8:</b> 16, 18, 19, 42, 43, 44, 45, 68, 69, 70, 71, 94, 95, 96, 97 <b>TG9:</b> 16, 13, 18, 19, 42, 45, 68, 70, 71, 95, 96, 97, 98
<b>Presentation of Knowledge and Ideas</b>	
4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	<b>TG1:</b> 17, 19, 24, 35, 42, 43, 44, 45, 69, 70, 71, 72, 73, 90, 97, 98, 99 <b>TG2:</b> 19, 20, 42, 46, 47, 60, 70, 95, 96, 98 <b>TG3:</b> 8, 18, 20, 45, 46, 71, 72, 95, 97, 98 <b>TG4:</b> 20, 46, 47, 60, 72, 73, 87, 89, 95, 96, 98, 99, 101 <b>TG5:</b> 10, 11, 20, 34, 46, 71 <b>TG6:</b> 11, 73, 95 <b>TG7:</b> 18, 20, 45, 60, 89, 94, 98 <b>TG8:</b> 9, 11, 20, 34, 46, 72, 73, 98, 99 <b>TG9:</b> 14, 17, 20, 43, 46, 60, 69, 72, 99
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	<b>TG1:</b> 51, 63, 77, 87 <b>TG2:</b> 9, 35, 61, 87, 102 <b>TG3:</b> 9, 89 <b>TG4:</b> 35, 36, 62, 88 <b>TG5:</b> 10, 36, 61, 87, 89 <b>TG6:</b> 10, 36, 62, 88 <b>TG7:</b> 10, 61, 87, 89 <b>TG8:</b> 9, 35, 61, 87, 102 <b>TG9:</b> 9, 35, 63
6. Speak audibly and express thoughts, feelings, and ideas clearly.	
<b>Language Standards</b>	
<b>Conventions of Standard English</b>	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters.	<i>As a precursor to these kindergarten standards, children are engaged in the daily <b>Morning Message</b> to detect, manipulate, and analyze the auditory parts of spoken language using the convention of academic English grammar and usage when writing or speaking. In addition, the weekly <b>Writer's Corner</b></i>
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Use frequently occurring nouns and verbs.	

<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p>	<p><b>Practice Center</b> provides opportunities for children to use these skills independently.</p>
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p>	<p><b>TG1:</b> 40, 45, 52, 71 <b>TG4:</b> 88 <b>TG5:</b> 73 <b>TG6:</b> 21, 43, 71 <b>TG7:</b> 21, 47, 99 <b>TG8:</b> 47, 51, 73, 86 <b>TG9:</b> 94, 99</p>
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p>	<p><b>Resources:</b> Photo Cards, Letter Cards, Strategy Cards, Vocabulary Cards</p>
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. f. Produce and expand complete sentences in shared language activities.</p>	
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun <i>I</i>.</p>	
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Recognize and name end punctuation.</p>	
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p>	
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	
<b>Knowledge of Language</b>	
<p>3. (Begins in grade 2)</p>	<p>N/A</p>
<b>Vocabulary Acquisition and Use</b>	
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p>	<p><b>A Word of the Week</b> is introduced in the <b>Greeting Circle</b>. <i>Theme and concept vocabulary are introduced in two daily Read-Alouds and Literacy Small Groups. Math and content</i></p>

<p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p>	<p><i>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. Frog Street Pre-K encourages children to ask for clarification when needed to determine the meanings of unknown words or concepts.</i></p> <p><b>TG1:</b> 17, 42, 68-69, 94, 96-97 <b>TG2:</b> 16, 19, 42, 44-45, 72, 94-95  <b>TG3:</b> 18, 42, 44, 68-69, 70, 94, 96-97 <b>TG4:</b> 16, 18-19, 42, 44-45, 68-69, 70, 94, 96 <b>TG5:</b> 16-17, 18-19, 42-43, 44-45, 68, 70-71, 94-95 <b>TG6:</b> 16-17, 18-19, 68, 96-97 <b>TG7:</b> 16-17, 18-19, 20, 42-43, 44-45, 68-69, 70-71, 95, 96-97 <b>TG8:</b> 16-17, 18-19, 20-21, 42, 44, 46-47, 68, 70-71, 94-95, 96-97 <b>TG9:</b> 16-17, 18-19, 42-43, 44-45, 46, 68-69, 70-71, 72, 94-95, 96</p>
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</p>	<p><b>TG1:</b> 18, 19, 20, 26, 42, 43, 44, 46, 52, 68, 69, 72, 78, 94, 96, 97, 98, 104 <b>TG2:</b> 16, 18, 19, 20, 26, 42, 44, 45, 52, 68, 71, 78, 94, 95, 104 <b>TG3:</b> 17, 18, 19, 26, 42, 44, 52, 68, 70, 78, 104  <b>TG4:</b> 16, 18, 26, 42, 44, 52, 68, 70, 78, 89, 94, 96, 104 <b>TG5:</b> 16, 18, 26, 42, 43, 44, 52, 68, 70, 78, 94, 96, 98, 104 <b>TG6:</b> 16, 18, 20, 26, 42, 44, 45, 52, 68, 71, 72, 78, 94, 96, 97, 98, 104  <b>TG7:</b> 16, 17, 18, 26, 42, 44, 46, 52, 68, 70, 72, 78, 96, 104  <b>TG8:</b> 16, 18, 26, 42, 44, 52, 68, 70, 78, 94, 96, 97, 104 <b>TG9:</b> 16, 17, 18, 22, 26, 42, 44, 52, 68, 70, 78, 94, 96, 104</p>
<p>5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>	<p><b>TG1:</b> 17, 21, 23, 62, 74, 75, 88, 89, 100 <b>TG2:</b> 9, 22 <b>TG3:</b> 61, 62, 69, 74, 75 <b>TG4:</b> 10, 11, 23, 36, 48, 49, 61, 74, 100, 101  <b>TG7:</b> 36 <b>TG8:</b> 63 <b>TG9:</b> 49</p> <p><b>Resources:</b> Strategy Card – <b>Classification</b></p>
<p>5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p>	<p><b>TG4:</b> 81, 86, 87, 89, 90, 91, 93, 94-5, 96, 98, 102, 104</p>
<p>5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p>	<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,</i></p>

<p>5. With guidance and support from adults, explore word relationships and nuances in word meanings. d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings</p>	<p><i>including verbs describing the same actions and those words and phrases acquired throughout the day. All vocabulary is extended into <b>Practice Centers</b> to give children opportunities to use new words and phrases during interactions with their peers, connecting them to real-life situations.</i></p>
<p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p><b>TG1:</b> 17, 19, 24, 35, 42, 43, 44, 45, 47, 48, 49, 61, 69, 70, 71, 72, 73, 90, 95, 97, 98, 99 <b>TG2:</b> 9, 19, 20, 22, 42, 43, 45, 46, 47, 60, 70, 95, 96, 98 <b>TG3:</b> 8, 10, 17, 18, 19, 20, 45, 46, 60, 68, 69, 71, 72, 74, 95, 97, 98 <b>TG4:</b> 20, 23, 46, 47, 48, 49, 60, 72, 73, 87, 89, 95, 96, 98, 99, 101 <b>TG5:</b> 8, 10, 11, 16, 18, 19, 20, 34, 46, 47, 71, 74, 89 <b>TG6:</b> 8, 9, 11, 17, 24, 42, 70, 71, 72, 73, 95, 98 <b>TG7:</b> 18, 20, 34, 38, 45, 60, 89, 94, 98 <b>TG8:</b> 9, 11, 20, 34, 46, 72, 73, 98, 99 <b>TG9:</b> 14, 17, 20, 40, 43, 46, 47, 60, 69, 72, 99</p> <p><b>Resources:</b> Vocabulary Cards, Photo Cards</p>
<b>Mathematics</b>	
<b>Counting and Cardinality</b>	
<b>Know number names and the count sequence.</b>	
<p>1. Count to 100 by ones and by tens</p>	<p><i>As a precursor to kindergarten, children in <b>Frog Street Pre-K</b> learn to count to 30.</i></p>
<p>2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1)</p>	<p><b>TG5:</b> 101 <b>TG6:</b> 10, 22, 23, 36, 49 <b>TG9:</b> 23</p>
<p>3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).</p>	<p><i><b>Frog Street Pre-K</b> encourages children to begin to write numerals and connect numbers with quantities.</i></p> <p><b>TG1:</b> 73 <b>TG3:</b> 10, 22, 36, 48, 49, 73 <b>TG5:</b> 36, 48, 49, 88, 100, 101 <b>TG6:</b> 8, 10, 75, 101 <b>TG7:</b> 23, 49, 50, 62, 74 <b>TG8:</b> 23, 48, 49, 62, 88, 101 <b>TG9:</b> 87, 100, 101</p>
<b>Count to tell the number of objects.</b>	
<p>4. Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say 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.</p>	<p><b>TG1:</b> 18, 19, 22, 62, 92 <b>TG2:</b> 14, 40, 48, 62, 74, 75, 88, 101 <b>TG3:</b> 9, 36, 48, 74 <b>TG4:</b> 50 <b>TG5:</b> 102 <b>TG7:</b> 102 <b>TG8:</b> 62, 100, 102 <b>TG9:</b> 10, 101</p>

<p>4. Understand the relationship between numbers and quantities; connect counting to cardinality. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p>	<p><b>TG1:</b> 22, 23 <b>TG2:</b> 74, 75, 101 <b>TG3:</b> 48, 49, 74 <b>TG5:</b> 48, 49, 88, 100, 101 <b>TG6:</b> 23, 62, 100 <b>TG7:</b> 22, 48, 74 <b>TG8:</b> 48, 49, 74, 75, 88 <b>TG9:</b> 75, 87</p>
<p>4. Understand the relationship between numbers and quantities; connect counting to cardinality. c. Understand that each successive number name refers to a quantity that is one larger.</p>	<p><b>TG1:</b> 22 <b>TG2:</b> 48, 74, 75, 101 <b>TG3:</b> 9 <b>TG5:</b> 101 <b>TG6:</b> 87 <b>TG7:</b> 88 <b>TG8:</b> 74, 75 <b>TG9:</b> 48, 74, 75</p>
<p>5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.</p>	
<b>Compare numbers.</b>	
<p>6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.</p>	<p><b>TG1:</b> 66 <b>TG2:</b> 36, 40, 48, 49, 62, 75, 88, 100, 101 <b>TG3:</b> 48, 49, 74, 75 <b>TG5:</b> 9, 48 <b>TG6:</b> 88, 101 <b>TG7:</b> 10, 23, 36, 49, 88, 100, 101 <b>TG8:</b> 10, 23, 36, 48, 49, 62, 74, 76, 88, 100, 101 <b>TG9:</b> 10, 36, 62, 100, 101</p>
<p>7. Compare two numbers between 1 and 10 presented as written numerals.</p>	
<b>Operations and Algebraic Thinking</b>	
<b>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</b>	
<p>1. Represent addition and subtraction with objects, fingers, mental images, drawings, 2 sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p>	<p><i>Children are engaged in <b>Math</b> lessons that help them understand addition and subtraction with 5.</i></p>
<p>2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p>	<p><b>TG7:</b> 10, 22, 23, 36, 48, 49, 50, 62, 74, 75, 100, 101 <b>TG8:</b> 10, 22, 23, 36 <b>TG9:</b> 88</p> <p><b>Resources:</b> Strategy Card – <b>Number Operations</b></p>
<p>3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., <math>5 = 2 + 3</math> and <math>5 = 4 + 1</math>).</p>	<p><i>Children will separate items up to 10 into equal groups as a precursor to these kindergarten standards.</i></p> <p><b>TG8:</b> 48 <b>TG9:</b> 62, 74, 75</p>
<p>4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.</p>	

5. Fluently add and subtract within 5.	<b>TG7:</b> 10, 22, 23, 36, 48, 49, 50, 62, 74, 75, 100, 101 <b>TG8:</b> 10, 22, 23, 36 <b>TG9:</b> 88  <b>Resources:</b> Strategy Card – <b>Number Operations</b>
<b>Number and Operations in Base Ten</b>	
<b>Work with numbers 11–19 to gain foundations for place value.</b>	
1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	<i>As a precursor to kindergarten, children gain understanding of addition as putting together and adding to and separating items into groups as well as using objects and picture to subtract objects from a set 0-5.</i>  <b>TG1:</b> 22 <b>TG7:</b> 10, 22, 23, 36, 48, 49, 50, 62, 74, 75, 100, 101 <b>TG8:</b> 10, 22, 48, 64 <b>TG9:</b> 62, 74, 75, 88
<b>Measurement and Data</b>	
<b>Describe and compare measurable attributes.</b>	
1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	<b>TG2:</b> 10, 11, 22, 23, 24, 48, 76, 101 <b>TG4:</b> 62, 63, 74, 75, 87, 88 <b>TG5:</b> 24, 35, 36, 48, 49, 76 <b>TG6:</b> 19, 24, 45, 50, 76, 95, 101
2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.	<b>TG7:</b> 24, 37, 76, 87, 101 <b>TG8:</b> 16, 24, 89, 101, 104 <b>TG9:</b> 11, 19, 22, 36, 50, 102  <b>Resources:</b> Strategy Card – <b>Measurement</b> , Photo Cards
<b>Classify objects and count the number of objects in each category.</b>	
3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	<b>TG1:</b> 17, 23, 62, 74, 75, 88, 89, 100 <b>TG2:</b> 9, 22 <b>TG3:</b> 61, 62, 69, 74, 75 <b>TG4:</b> 10, 11, 23, 49, 61, 74, 100, 101 <b>TG7:</b> 36 <b>TG8:</b> 63 <b>TG9:</b> 49
<b>Geometry</b>	
<b>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</b>	
1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.	<b>TG1:</b> 36, 48, 49 <b>TG2:</b> 23, 37, 61 <b>TG3:</b> 22, 23 <b>TG4:</b> 74, 75 <b>TG5:</b> 75 <b>TG6:</b> 48, 62, 74, 75 <b>TG9:</b> 49, 75
2. Correctly name shapes regardless of their orientations or overall size.	<b>TG1:</b> 101 <b>TG2:</b> 92 <b>TG3:</b> 75, 76 <b>TG4:</b> 10, 22, 23, 36, 48, 49, 101 <b>TG5:</b> 10, 15, 22, 23, 51, 62, 74, 75 <b>TG7:</b> 61 <b>TG8:</b> 37 <b>TG9:</b> 100
3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).	<b>TG1:</b> 9, 21, 37, 40, 47, 61, 66, 73, 76, 92, 99, 100 <b>TG2:</b> 21, 66, 92 <b>TG3:</b> 21, 47, 99 <b>TG4:</b> 22, 23, 36, 48, 49, 101 <b>TG5:</b> 22, 23 <b>TG8:</b> 37 <b>TG9:</b> 100

<b>Analyze, compare, create, and compose shapes.</b>	
4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).	<b>TG1:</b> 9, 21, 37, 40, 47, 61, 66, 73, 76, 92, 99, 100 <b>TG2:</b> 21, 66, 92 <b>TG3:</b> 21, 47, 99 <b>TG4:</b> 22, 23, 36, 48, 49, 101 <b>TG5:</b> 22, 23 <b>TG8:</b> 37 <b>TG9:</b> 100
5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	<b>TG1:</b> 23, 37, 99 <b>TG2:</b> 11 <b>TG4:</b> 10, 22, 23, 49 <b>TG5:</b> 9, 10, 22, 23, 62, 74, 75, 101 <b>TG6:</b> 77 <b>TG8:</b> 74 <b>TG9:</b> 88, 100
6. Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"	<b>Resources:</b> Strategy Card - <b>Geometry</b>