

Mississippi Early Learning Standards  
for Classrooms Serving Infants through  
Four-Year-Old Children  
(Three-Year-Old and Four-Year-Old Children)  
Correlation to Frog Street Pre-K



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(Three-Year-Old and Four-Year-Old Children)  
Correlation to Frog Street Pre-K**

<b>READING STANDARDS FOR LITERATURE</b>	
<b>ANCHOR STANDARD: Key Ideas and Details</b>	
<b>Performance Standards</b>	<b>Frog Street Pre-K Teacher Guide Page References</b>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 1 With guidance and support, ask and/or answer questions with details related to a variety of print materials (e.g., ask, “What is the duck doing?” or respond to, “Tell me about the duck.”).</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 1 With guidance and support, ask and/or answer questions with details related to a variety of print materials (e.g., ask, “What is the duck doing?” or respond to, “Tell me about the duck.”).</p>	<p><b>TG1:</b> 11, 17, 18, 21, 70, 71, 96-97 <b>TG2:</b> 18-19, 42-43, 44-45, 46, 70-71, 94-95, 96-97 <b>TG3:</b> 18-19, 42-43, 44-45, 70-71, 94-95, 96-97 <b>TG4:</b> 11, 16-17, 42-43, 44-45, 68-69, 70-71, 95 <b>TG5:</b> 17, 18-19, 42, 45, 68-69, 70-71, 94-95 <b>TG6:</b> 16-17, 18-19, 68-69 <b>TG7:</b> 17, 19, 44-45, 68-69, 73, 96-97, 99 <b>TG8:</b> 18-19, 44-45, 70-71, 94, 96-97 <b>TG9:</b> 16-17, 18-19, 21, 44-45, 70-71, 94-95, 96-97</p> <p><b>Resources:</b> Strategy Card, Read Aloud</p>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 2 With guidance and support, retell familiar stories (from books, oral presentations, songs, plays) using diverse media (e.g., conversation, drama, props throughout the classroom, creative movement, art and creative writing).</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 2 With prompting and support, retell familiar stories (from books, oral presentations, songs, plays) using diverse media (e.g., conversation, drama, props throughout the classroom, creative movement, art and creative writing).</p>	<p><b>TG1:</b> 97 <b>TG2:</b> 18, 43, 71 <b>TG3:</b> 45, 71, 99 <b>TG4:</b> 11, 17, 19, 41, 43, 44, 61, 69, 70-71, 97 <b>TG5:</b> 11, 45, 68 <b>TG6:</b> 69 <b>TG7:</b> 9, 21, 22-23, 48-49, 69, 74, 97, 100-101 <b>TG8:</b> 22-23, 36, 43 <b>TG9:</b> 70, 95</p>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 3 With guidance and support, identify common objects in the pictures of books.</p>	<p><b>TG1:</b> 43 <b>TG2:</b> 18, 19, 95, 96 <b>TG3:</b> 42 <b>TG5:</b> 17, 71, 94 <b>TG6:</b> 16, 19, 21 <b>TG7:</b> 45 <b>TG9:</b> 19, 46, 72</p>

<p><b>FOUR-YEAR-OLD CHILDREN:</b> 3 With prompting and support, identify some characters, settings and/or major events in a story.</p>	<p><b>TG1:</b> 18, 70, 71, 97 <b>TG2:</b> 18-19, 42-43, 70, 94, 96-97 <b>TG3:</b> 18-19, 42-43, 44-45, 70-71, 89, 94-95, 96-97 <b>TG4:</b> 16-17, 19-21, 42-43, 44-45, 60, 68-69, 70-71, 95, 97 <b>TG5:</b> 17, 18-19, 42, 45, 68-69, 70-71, 95 <b>TG6:</b> 18-19, 68-69, 96-97 <b>TG7:</b> 17, 19, 22-23, 44-45, 48-49, 73, 74, 96-97, 100-101 <b>TG8:</b> 18, 22-23, 43, 44-45, 70-71, 94, 96-97 <b>TG9:</b> 16-17, 18-19, 44-45, 94-95, 96-97</p>
<p><b>ANCHOR STANDARD: Craft and Structure</b></p>	
<p><b>THREE-YEAR-OLD CHILDREN:</b> 4 With guidance and support, exhibit curiosity and interest that print conveys meaning. <b>FOUR-YEAR-OLD CHILDREN:</b> 4 Exhibit curiosity and interest in learning words in print. .</p>	<p><i>Students actively exhibit curiosity and interest in learning words in printed materials in all parts of the daily routine, using resources such charts, graphs, story folders, books, and posters included in the curriculum.</i></p> <p><b>TG1:</b> 26, 43, 62, 96, 103 <b>TG2:</b> 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, 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</p>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 4a Increase vocabulary through conversations with adults and peers. <b>FOUR-YEAR-OLD CHILDREN:</b> 4a Develop new vocabulary from stories</p>	<p><i>Children develop new vocabulary from stories and conversations with adults and peers daily during <b>Literacy Small Groups, Day 1 (pages 20, 46, 72, 98 of each Teacher Guide)</b> and also during the <b>Closing Circle</b> routine (pages <b>26, 52, 78, 104 of each Teacher Guide</b>).</i></p> <p><b>TG1:</b> 19, 24, 41, 52, 61, 62, 71, 96-97 <b>TG2:</b> 15, 19, 47, 48, 60, 67, 70, 96-97, 99 <b>TG3:</b> 10, 15, 16-17, 18-19, 21, 42, 45, 50-51, 68-69 <b>TG4:</b> 16-17, 22-23, 42-43, 44-45, 47, 94-95, 96-97 <b>TG5:</b> 11, 16-17, 18-19, 20, 34, 63, 66, 68-69, 88, 94-95 <b>TG6:</b> 16-17, 18-19, 42-43, 44-45, 62, 68-69, 70-71, 94-95, 99 <b>TG7:</b> 10, 16-17, 18-19, 21, 44-45, 60, 68-69, 96-97, 98-99,</p>

	100-101 <b>TG8:</b> 9, 11, 19, 35, 42-43, 46, 70-71, 96-97, 98-99 <b>TG9:</b> 14, 16-17, 20, 42-43, 60, 68-69, 94-95
<b>THREE-YEAR-OLD CHILDREN:</b> 4b Identify real-world print (e.g., labels in the classroom, signs in the community). <b>FOUR-YEAR-OLD CHILDREN:</b> 4b Identify real world print (e.g., word wall, class dictation, labels in classroom and signs in the community).	<i>The daily Read-Aloud lessons invites children to interact with literature and informational text. Literacy Small Group lessons engage children with print from books and written expression.</i>  <b>TG1:</b> 34, 47, 60, 86 <b>TG2:</b> 8, 21, 34 <b>TG3:</b> 34 <b>TG4:</b> 8, 73 <b>TG5:</b> 8, 34, 47, 60, 73, 86, 99 <b>TG6:</b> 8, 21, 60, 99 <b>TG7:</b> 34, 47, 73, 99 <b>TG8:</b> 21, 47, 73, 99 <b>TG9:</b> 8, 21, 47, 99
<b>THREE-YEAR-OLD CHILDREN:</b> 5 With guidance and support, experience common types of books (e.g., fantasy; factual; animals; books about people that represent diversity in race, culture, age, gender and ability). <b>FOUR-YEAR-OLD CHILDREN:</b> 5 With prompting and support, interact with common types of texts (e.g., fantasy; factual; animals; books that represent diversity in race, culture, age, gender and ability).	<i>Children interact daily with common types of texts during the Read-Alouds #1 &amp; 2 routine (pages 16-19, 42-45, 68-71, 94-97 of each Teacher Guide).</i>  <b>TG3:</b> 35, 46 <b>TG4:</b> 60, 61, 94-95, 96-97 <b>TG5:</b> 47, 60, 73, 99 <b>TG6:</b> 21, 99 <b>TG7:</b> 34, 47, 73, 99 <b>TG8:</b> 24-25, 47, 50-51, 99 <b>TG9:</b> 21, 47
<b>THREE-YEAR-OLD CHILDREN:</b> 5a No developmentally appropriate standard. <b>FOUR-YEAR-OLD CHILDREN:</b> 5a Identify the front cover, back cover and title page of a book.	<b>TG1:</b> 44, 47, 96 <b>TG2:</b> 16, 68-69, 89 <b>TG3:</b> 16, 68, 89 <b>TG4:</b> 18, 42, 44, 69, 94, 96 <b>TG5:</b> 42-43, 96 <b>TG6:</b> 21, 94, 99 <b>TG7:</b> 16-17, 18-19, 42-43, 70, 94 <b>TG8:</b> 42, 47 <b>TG9:</b> 21, 46, 72  <b>Resources:</b> Strategy Card, Read Aloud
<b>THREE-YEAR-OLD CHILDREN:</b> 6 With guidance and support, identify the role of the “author” and “illustrator”. <b>FOUR-YEAR-OLD CHILDREN:</b> 6 With prompting and support, identify the role of the “author” and “illustrator”.	<b>TG1:</b> 16, 18, 97 <b>TG2:</b> 18, 71, 94, 96 <b>TG3:</b> 18, 42-43, 96 <b>TG4:</b> 16, 44 <b>TG5:</b> 68-69, 70-71, 94-95 <b>TG6:</b> 19 <b>TG8:</b> 18, 70-71, 96 <b>TG9:</b> 45

<b>ANCHOR STANDARD: Integration of Knowledge and Ideas</b>	
<p><b>THREE-YEAR-OLD CHILDREN:</b> 7 With guidance and support, make connections between self and real-life experiences as they relate to classroom books.</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 7 With prompting and support, make connections among self, illustrations and the story (e.g., picture walk, small group questions and answers, props in drama).</p>	<p><b>TG1:</b> 16, 18, 20, 70 <b>TG2:</b> 21, 42, 44, 45, 70, 71, 96 <b>TG3:</b> 18, 19, 42, 44, 63, 71, 94, 95, 96, 97 <b>TG4:</b> 17, 42, 43, 44, 68, 69, 71, 97 <b>TG5:</b> 17, 18, 19, 45, 68, 69, 70, 95 <b>TG6:</b> 17, 18, 19, 43, 68, 69, 94, 95, 97 <b>TG7:</b> 45, 68 <b>TG8:</b> 16, 44, 71, 94</p>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 8 No developmentally appropriate standard.</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 8 No developmentally appropriate standard.</p>	
<p><b>THREE-YEAR-OLD CHILDREN:</b> 9 No developmentally appropriate standard.</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 9 With prompting and support, compare and contrast adventures and experiences of characters in familiar stories (e.g., how are two stories similar and/or different).</p>	<p><b>TG1:</b> 17, 71 <b>TG2:</b> 19, 43, 44-45, 94-95, 96-97 <b>TG3:</b> 19, 42-43, 44-45, 70-71, 95 <b>TG4:</b> 16-17, 42-43, 44-45, 68-69, 70-71, 95, 97 <b>TG5:</b> 15, 68-69, 70-71 <b>TG6:</b> 19, 68, 96 <b>TG7:</b> 19, 45, 97 <b>TG8:</b> 43, 70-71, 96-97 <b>TG9:</b> 16-17, 18-19, 45, 94-95, 96-97</p>
<b>ANCHOR STANDARD: Range of Reading and Level of Text Complexity</b>	
<p><b>THREE-YEAR-OLD CHILDREN:</b> 10 Actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., art activities, dramatic play, creative writing and movement).</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 10 Actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., art activities, dramatic play, creative writing, movement).</p>	<p><i>Children actively engage in a variety of reading experiences daily during the <b>Read-Alouds #1 &amp; 2</b> routine (pages <b>16-19, 42-45, 68-71 94-97</b> of each Teacher Guide).</i></p> <p><b>TG2:</b> 46, 89 <b>TG3:</b> 46, 89 <b>TG4:</b> 11, 14, 35, 61 <b>TG6:</b> 99 <b>TG7:</b> 73, 99 <b>TG9:</b> 21, 99</p>

<b>READING STANDARDS FOR INFORMATIONAL TEXT</b>	
<b>ANCHOR STANDARD: Key Ideas and Details</b>	
<p><b>THREE-YEAR-OLD CHILDREN:</b> 1 With guidance and support, answer questions related to a variety of informational print materials (e.g., simple graphs, pictorial lists, maps and charts).</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 1 With prompting and support, ask and/or answer questions with details related to a variety of informational print materials (e.g., charts, graphs, maps, lists and other reference materials).</p>	<p><b>TG1:</b> 42, 43, 68, 94 <b>TG2:</b> 16, 68-69, 72 <b>TG3:</b> 16-17, 68-69  <b>TG4:</b> 11, 18-19, 94-95, 96-97 <b>TG5:</b> 16-17, 18, 42-43, 44-45, 96-97 <b>TG6:</b> 42-43, 44-45, 70-71, 94-95 <b>TG7:</b> 16-17, 18-19, 42-43, 68-69, 70-71, 94-95 <b>TG8:</b> 16-17, 18-19, 42-43, 46-47, 68-69 <b>TG9:</b> 42-43, 46, 68-69, 72</p>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 2 With guidance and support, demonstrate some details of the main idea through play (e.g., dramatic play, art, creative writing and conversation).</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 2 With prompting and support, identify the main topic/idea and retell some details using diverse media (e.g., drama, creative writing, art, conversation).</p>	<p><b>TG1:</b> 43, 44, 45, 68, 71, 94, 96 <b>TG2:</b> 16, 21, 68-69 <b>TG3:</b> 16-17, 68-69 <b>TG4:</b> 18-19, 94, 96 <b>TG5:</b> 16-17, 18, 42-43, 44-45, 96-97 <b>TG6:</b> 42-43, 44-45, 70-71, 94-95 <b>TG7:</b> 16-17, 18-19, 42-43, 68-69, 70-71, 94-95, 97 <b>TG8:</b> 16-17, 18-19, 20, 42-43, 68-69 <b>TG9:</b> 42-43, 68-69, 72</p>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 3 With guidance and support, identify the connections between self and information presented/represented in the text (e.g., comparing hats from different cultures with hats people wear in child's life).</p>	<p><b>TG1:</b> 16, 18, 20, 42, 43, 44, 68, 69, 70, 72, 94-95, 98 <b>TG2:</b> 16-17, 21, 60, 68-69, 72 <b>TG3:</b> 16-17, 18-19, 42-43, 45, 63, 68-69, 71, 94-95, 96-97 <b>TG4:</b> 16-17, 19, 42-43, 44-45, 68-69, 71, 94-95, 96 <b>TG5:</b> 16-17, 42-43, 44-45, 46, 47, 95, 96-97 <b>TG6:</b> 17, 18-19, 42-43, 45, 68-69, 94-95, 96-97 <b>TG7:</b> 19, 42, 45, 68, 70, 73, 94, 96 <b>TG8:</b> 16-17, 43, 44, 68, 71, 94, 97 <b>TG9:</b> 16-17, 18-19, 20, 42-43, 68-69, 70-71, 72-73, 94-95, 98</p> <p><b>Resources:</b> Strategy card – Read-Aloud</p>
<p><b>FOUR-YEAR-OLD CHILDREN:</b> 3 With prompting and support, demonstrate the connections among individuals, events, ideas, or pieces of information in a text (e.g., art, dramatic play, creative writing, conversation).</p>	<p><b>TG1:</b> 16, 18, 20, 42, 43, 44, 68, 69, 70, 72, 94-95, 98 <b>TG2:</b> 16-17, 21, 60, 68-69, 72 <b>TG3:</b> 16-17, 18-19, 42-43, 45, 63, 68-69, 71, 94-95, 96-97 <b>TG4:</b> 16-17, 19, 42-43, 44-45,</p>

	68-69, 71, 94-95, 96 <b>TG5:</b> 16-17, 42-43, 44-45, 46, 47, 95, 96-97 <b>TG6:</b> 17, 18-19, 42-43, 45, 68-69, 94-95, 96-97 <b>TG7:</b> 19, 42, 45, 68, 70, 73, 94, 96 <b>TG8:</b> 16-17, 43, 44, 68, 71, 94, 97 <b>TG9:</b> 16-17, 18-19, 20, 42-43, 68-69, 70-71, 72-73, 94-95, 98
<b>ANCHOR STANDARD: Craft and Structure</b>	
<b>THREE-YEAR-OLD CHILDREN:</b> 4 Exhibit curiosity about words in informational texts (e.g., magazines, books, classroom labels). <b>FOUR-YEAR-OLD CHILDREN:</b> 4 Exhibit curiosity and interest about words in a variety of informational texts.	<b>TG1:</b> 42, 69, 94, 96 <b>TG2:</b> 16, 72 <b>TG3:</b> 68-69 <b>TG4:</b> 18-19, 94, 96 <b>TG5:</b> 16-17, 42-43, 44, 96-97 <b>TG6:</b> 42-43, 44-45, 70-71, 94-95 <b>TG7:</b> 16-17, 18, 20, 42-43, 70-71, 95 <b>TG8:</b> 16-17, 18-19, 20-21, 42, 46-47, 68 <b>TG9:</b> 42-43, 46, 68-69, 72  <b>Resources:</b> Strategy Card, <b>Read Aloud</b>
<b>THREE-YEAR-OLD CHILDREN:</b> 5 With guidance and support, recognize how books are read and identify the front cover and back cover. <b>FOUR-YEAR-OLD CHILDREN:</b> 5 With prompting and support, identify the front cover, back cover and title page of a book.	<b>TG1:</b> 44, 47, 96 <b>TG2:</b> 16, 68-69, 89 <b>TG3:</b> 16, 68, 89 <b>TG4:</b> 18, 42, 44, 69, 94, 96 <b>TG5:</b> 42-43, 96 <b>TG6:</b> 21, 94, 99 <b>TG7:</b> 16-17, 18-19, 42-43, 70, 94 <b>TG8:</b> 42, 47 <b>TG9:</b> 21, 46, 72  <b>Resources:</b> Strategy Card, <b>Read Aloud</b>
<b>THREE-YEAR-OLD CHILDREN:</b> 6 With guidance and support, identify the role of the author and illustrator. <b>FOUR-YEAR-OLD CHILDREN:</b> 6 With prompting and support, identify the role of the “author” and “illustrator” in informational text.	<b>TG1:</b> 43, 96 <b>TG2:</b> 68-69 <b>TG4:</b> 42-43, 44-45, 94 <b>TG5:</b> 96-97 <b>TG6:</b> 94-95 <b>TG7:</b> 45 <b>TG8:</b> 18 <b>TG9:</b> 72  <b>Resources:</b> Strategy Card, <b>Read Aloud</b>
<b>ANCHOR STANDARD: Integration of Knowledge and Ideas</b>	
<b>THREE-YEAR-OLD CHILDREN:</b> 7 With guidance and support, make connections between self and real-life experiences as they relate to informational texts. <b>FOUR-YEAR-OLD CHILDREN:</b> 7 With prompting and support, make connections between self and text and/or information and text.	<b>TG1:</b> 42, 43, 44, 68, 69, 72, 94, 95, 98 <b>TG2:</b> 16, 17, 19, 44, 45, 60, 68, 69, 71, 72, 94, 95, 97 <b>TG3:</b> 16, 17, 18, 42, 43, 45, 68, 69, 71 <b>TG4:</b> 16, 18, 19, 45, 71, 94, 95, 96, 97 <b>TG5:</b> 17, 42, 43, 44, 45, 46, 96, 97 <b>TG6:</b> 42, 43, 45 <b>TG7:</b> 19, 42, 94 <b>TG8:</b> 17, 68, 72 <b>TG9:</b> 42, 68, 71, 73



<p><b>THREE-YEAR-OLD CHILDREN:</b> 8 No developmentally appropriate standard.</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 8 With prompting and support, explore the purpose of the informational text as it relates to self.</p>	
<p><b>THREE-YEAR-OLD CHILDREN:</b> 9 No developmentally appropriate standard.</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 9 With prompting and support, identify similarities and differences in illustrations between two texts on the same topic.</p>	<p><b>TG2:</b> 68 <b>TG3:</b> 70, 89 <b>TG4:</b> 17, 44, 60, 70-71, 97 <b>TG5:</b> 18, 42, 71 <b>TG7:</b> 18</p>
<p><b>ANCHOR STANDARD: Range of Reading and Level of Text Complexity</b></p>	
<p><b>THREE-YEAR-OLD CHILDREN:</b> 10 Actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., art activities, dramatic play, creative writing and movement).</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 10 With prompting and support, actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., experiments, observations, topic studies, conversations, illustrated journals).</p>	<p><i>Children are actively engaged in a variety of shared reading experiences daily including <b>Step 2 (Write the Sentence)</b> of the <b>Morning Message Routine</b> (pages 14, 40, 66 and 92 of each Teacher Guide).</i></p> <p><b>TG1:</b> 42, 43, 44, 68, 70, 73, 95-96 <b>TG2:</b> 16-17, 68-69, 72, 89 <b>TG3:</b> 16-17, 68-69, 89 <b>TG4:</b> 16-17, 68-69, 72, 89 <b>TG5:</b> 16-17, 42-43, 44-45, 47, 50, 96-97 <b>TG6:</b> 42-43, 44-45, 47, 70-71, 94-95 <b>TG7:</b> 16-17, 18-19, 42-43, 47, 70-71, 94-95 <b>TG8:</b> 16-17, 18-19, 20-21, 42-43, 46-47, 68-69 <b>TG9:</b> 42-43, 46-47, 68-69, 72-73</p>
<p><b>READING STANDARDS FOR FOUNDATIONAL SKILLS</b></p>	
<p><b>ANCHOR STANDARD: Print Concepts</b></p>	
<p><b>THREE-YEAR-OLD CHILDREN:</b> 1 With guidance and support, demonstrate basic features of print.</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 1 With prompting and support, demonstrate understanding of conventions of print.</p>	<p><i>Frog Street Pre-K provides opportunities to demonstrate understanding of the organization and features of print during <b>Step 2 (Write the Sentence)</b> of the <b>Morning Message Routine</b> (pages 14, 40, 66 and 92 of each Teacher Guide, with the exception of Theme 1, Week 1.)</i></p>



	<b>TG1:</b> 9, 47, 73 <b>TG2:</b> 60, 89 <b>TG4:</b> 21 <b>TG5:</b> 47, 73, 99 <b>TG6:</b> 14, 21, 40, 47, 60, 66, 73, 99 <b>TG7:</b> 47, 73, 99 <b>TG8:</b> 21, 47, 68, 73, 99 <b>TG9:</b> 8, 14, 21, 40, 47, 66, 92, 99
<b>THREE-YEAR-OLD CHILDREN:</b> 1a Recognize that print moves from left to right, top to bottom and page by page. <b>FOUR-YEAR-OLD CHILDREN:</b> 1a Understand that print moves from left to right, top to bottom and page by page.	<i>Children gain understanding of the direction of print daily during <b>Step 2 (Write the Sentence)</b> of the Morning Message Routine (pages 14, 40, 66, 92 of each Teacher Guide).</i>  <b>TG1:</b> 9, 47, 73 <b>TG2:</b> 60, 89 <b>TG4:</b> 21 <b>TG5:</b> 47, 73, 99 <b>TG6:</b> 14, 21, 40, 47, 60, 66, 73, 99 <b>TG7:</b> 47, 73, 99 <b>TG8:</b> 21, 47, 68, 73, 99 <b>TG9:</b> 8, 14, 21, 40, 47, 66, 92, 99
<b>THREE-YEAR-OLD CHILDREN:</b> 1b Recognize that spoken words can be written and convey meaning. <b>FOUR-YEAR-OLD CHILDREN:</b> 1b Recognize an association between spoken and written words.	<i>Children are engaged in strategies to associate between spoken and written words daily during <b>Step 2 (Write the Sentence)</b> of the Morning Message Routine (pages 14, 40, 66, 92 of each Teacher Guide).</i>  <b>TG1:</b> 40, 43, 47, 73, 95 <b>TG2:</b> 8, 89 <b>TG3:</b> 73, 89 <b>TG4:</b> 45, 95 <b>TG5:</b> 8, 21, 47, 60, 70, 73, 96-97, 99 <b>TG6:</b> 8, 21, 34, 47, 60, 73, 86, 98, 99 <b>TG7:</b> 8, 20, 34, 47, 60, 73, 99 <b>TG8:</b> 21, 47, 60, 68, 73, 99 <b>TG9:</b> 8, 21, 44, 47, 86, 99
<b>THREE-YEAR-OLD CHILDREN:</b> 1c No developmentally appropriate standard. <b>FOUR-YEAR-OLD CHILDREN:</b> 1c Understand that words are separated by spaces in print.	<b>TG1:</b> 66, 73 <b>TG4:</b> 95, 21 <b>TG5:</b> 47, 73, 99 <b>TG6:</b> 21, 47, 99 <b>TG7:</b> 47, 73, 99 <b>TG8:</b> 14, 20-21, 47, 73, 99 <b>TG9:</b> 21, 47
<b>THREE-YEAR-OLD CHILDREN:</b> 1d Recognize and name some letters in their first name. <b>FOUR-YEAR-OLD CHILDREN:</b> 1d Recognize and name some upper- and lower-case letters of the alphabet, especially those in own name.	<i>Alphabet knowledge is addressed daily during <b>Step 3 (Identify Letters)</b> of the Morning Message Routine (pages 14, 40, 66 and 92 of each Teacher Guide).</i>  <b>TG1:</b> 21, 47, 61, 73, 99 <b>TG2:</b> 9, 21, 35, 47, 73 <b>TG3:</b> 21, 47, 73 <b>TG4:</b> 8, 21, 34, 45, 47, 95, 99, 100 <b>TG5:</b> 21, 47, 60, 73,

	<p>99 <b>TG6:</b> 21, 47, 66, 73, 98, 99 <b>TG7:</b> 17, 20, 21, 47, 73, 86, 99 <b>TG8:</b> 8, 21, 47, 99 <b>TG9:</b> 8, 21, 86, 96, 99</p>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 1e Recognize that letters can be grouped to form words.</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 1e Recognize words as a unit of print and understand that letters are grouped to form words.</p>	<p><i>Daily Morning Message guides children to understand words are formed with letters in <b>Step 2 - Concepts of Print</b>. This modeling begins in <b>Theme 1, Week 3</b> and continues throughout the curriculum.</i></p> <p><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> 14, 40, 66, 92 <b>TG8:</b> 14, 40, 66, 92 <b>TG9:</b> 14, 40, 66, 92</p>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 1f Recognize some numbers.</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 1f Differentiate letters from numbers.</p>	<p><i>Children are taught to identify and sort letters and numerals by shapes and formation. Instruction occurs in <b>Morning Message, Literacy Small Group, Math Small Group, and Learning Centers</b>.</i></p> <p><b>TG 1:</b> 14, 21, 40, 47, 66, 73, 92, 99 <b>TG 2:</b> 14, 21, 40, 47, 66, 73, 92, 99 <b>TG 3:</b> 10, 14, 21, 22, 23, 36, 40, 47, 49, 66, 73, 88, 92, 99 <b>TG 4:</b> 14, 21, 40, 47, 66, 73, 92, 99 <b>TG 5:</b> 14, 21, 40, 47, 66, 73, 92, 99 <b>TG 6:</b> 10, 14, 21, 22, 40, 47, 66, 73, 75, 92, 99 <b>TG 7:</b> 14, 21, 40, 47, 66, 73, 92, 99 <b>TG 8:</b> 14, 21, 40, 47, 66, 73, 76, 92, 99 <b>TG 9:</b> 14, 21, 23, 40, 47, 66, 73, 92, 99</p>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 1g No developmentally appropriate standard.</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 1g Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named.</p>	<p><i>Each alphabet knowledge skill is introduced daily in the <b>Morning Message</b> and revisited throughout the week.</i></p> <p><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, 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</p>

<b>ANCHOR STANDARD: Phonological Awareness</b>	
<p><b>THREE-YEAR-OLD CHILDREN:</b> 2 With guidance and support, demonstrate an emerging (developing) understanding of spoken words and sounds.</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 2 With prompting and support, demonstrate an emerging (developing) understanding of spoken words, syllables and sounds.</p>	<p><i>Children gain an emerging understanding of spoken words, syllables and sounds daily in the <b>Morning Message</b> (pages <b>14, 40, 66, 92</b> in each Teacher Guide).</i></p>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 2a Explore rhyming words (e.g., using songs, finger plays, nursery rhymes, imitation, poetry and conversation).</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 2a Explore and recognize rhyming words (e.g., using songs, finger plays, nursery rhymes, imitation, poetry and conversation).</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>TG7:</b> 42 <b>TG8:</b> 19, 78, 92, 98 <b>TG9:</b> 14, 20, 97</p> <p><b>Resources:</b> Strategy Card - Rhyming</p>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 2b Recognize sound patterns and repeat them (e.g., clapping, stomping, patting).</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 2b Demonstrate an understanding of syllables in words (units of sound) by clapping, stomping and finger tapping.</p>	<p><b>TG2:</b> 72 <b>TG3:</b> 14, 40, 46, 66, 72, 92, 98, 104 <b>TG5:</b> 3 <b>TG7:</b> 24 <b>TG8:</b> 40, 46, 66, 72, 98</p>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 2c. No developmentally appropriate standard.</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 2c. No developmentally appropriate standard.</p>	
<p><b>THREE-YEAR-OLD CHILDREN:</b> 2d Recognize initial sound in first name.</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 2d With prompting and support, isolate and pronounce the initial sounds and ending sounds in words.</p>	<p><b>TG6:</b> 14, 20, 40, 46, 66, 92, 98 <b>TG7:</b> 14, 20, 40, 46, 66, 72 <b>TG9:</b> 40, 46, 66, 72</p> <p><b>Resources:</b> Strategy Card - Onset-Rime</p>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 2e Engage in language/verbal play (e.g., sound patterns,</p>	<p><i>Children engage in language play daily during <b>Movement and Music</b> (pages <b>15, 41, 67, 93</b> in each Teacher Guide) as</i></p>

<p>rhyming patterns, songs).</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 2e Engage in language play (e.g., sound patterns, rhyming patterns, songs).</p>	<p><i>songs and fingerplays focus on sound patterns and rhyming patterns.</i></p> <p><b>TG3:</b> 95 <b>TG4:</b> 14, 20, 40, 46, 66, 72, 92, 98 <b>TG5:</b> 14, 20, 40, 46, 66, 72, 92, 98 <b>TG6:</b> 17, 43, 72 <b>TG8:</b> 71, 92 <b>TG9:</b> 14, 20, 92, 96, 97, 98</p>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 2f No developmentally appropriate standard.</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 2f Demonstrate awareness of the relationship between sounds and letters.</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><b>THREE-YEAR-OLD CHILDREN:</b> 3 With prompting and support, demonstrate emergent phonics and word analysis skills.</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 3 With prompting and support, demonstrate emergent phonics and word analysis skills.</p>	<p><i>Children develop emergent phonics and word analysis skills each day during the <b>Morning Message</b> (pages <b>14, 40, 66, 92</b> in each <b>Teacher Guide</b>).</i></p> <p><b>Separates sentences into words:</b> <b>TG1:</b> 20, 66, 92, 98 <b>TG2:</b> 14, 40, 46, 66, 92 <b>TG8:</b> 14, 20</p> <p><b>Combines words to make compound word:</b> <b>TG2:</b> 35, 66, 72, 92, 98 <b>TG3:</b> 20, 46, 72, 98 <b>TG7:</b> 21</p> <p><b>Deletes words from compound word:</b> <b>TG3:</b> 20, 98</p> <p><b>Segments, blends, and deletes syllables:</b> <b>TG3:</b> 14, 35, 40, 46, 66, 72, 89, 92, 98 <b>TG8:</b> 40, 46, 66, 72</p> <p><b>Recognizes and produces rhyming words:</b> <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><b>Recognizes and produces alliterative words:</b> <b>TG5:</b> 14, 20, 40, 46, 66, 72, 92, 98 <b>TG9:</b> 92, 96, 98</p>

	<p><b>Blends onset and rime: TG6:</b> 14, 20, 40, 46, 66, 92, 98 <b>TG7:</b> 14, 20 <b>TG9:</b> 40, 46</p> <p><b>Blends spoken phonemes (one syllable words with picture support): TG7:</b> 40, 46, 66, 72, 92, 98 <b>TG9:</b> 66, 72</p>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 3a Explore one-to-one letter-sound correspondence by producing the primary sound of some consonants.</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 3a Demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.</p>	<p><b>TG4:</b> 40 <b>TG5:</b> 73, 92, 99 <b>TG7:</b> 21 <b>TG8:</b> 14, 21, 40, 47, 66, 73, 92, 99 <b>TG9:</b> 8, 14, 21, 47, 73, 86</p>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 3b. No developmentally appropriate standard.</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 3b No developmentally appropriate standard.</p>	
<p><b>THREE-YEAR-OLD CHILDREN:</b> 3c Recognize own name and environmental print.</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 3c Recognize own name, environmental print and some common high-frequency sight words.</p>	<p><b>TG1:</b> 9, 14, 21, 47, 73 <b>TG2:</b> 15, 21, 46, 67 <b>TG3:</b> 15, 21 <b>TG4:</b> 17, 21, 47, 74, 99 <b>TG5:</b> 47, 60, 73, 99 <b>TG7:</b> 47, 73, 86, 99 <b>TG8:</b> 47, 99 <b>TG9:</b> 21, 47, 99</p>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 3d No developmentally appropriate standard.</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 3d No developmentally appropriate standard.</p>	
<b>ANCHOR STANDARD: Fluency</b>	
<p><b>THREE-YEAR-OLD CHILDREN:</b> 1 With guidance and support, display emergent (developing) reading behavior with purpose and understanding through pretend reading and picture reading.</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 1 Display emergent reading behavior with purpose and understanding (e.g., pretend reading, picture reading).</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>ANCHOR STANDARD: Text Types and Purposes</b>	
<p><b>THREE-YEAR-OLD CHILDREN:</b> 1 With guidance and support, recognize that writing is a way of communicating for a variety of purposes.</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 1 With prompting and support, recognize that writing is a way of communicating for a variety of purposes.</p>	<p><i>Children have numerous opportunities to communicate through writing throughout the day in shared writing experiences as well as independent practice. The <b>Literacy Small Group Lesson</b> on Day 3 is <b>Shared Writing</b> (pages <b>21, 47, 73, 99</b>) in each <b>Teacher’s Guide</b>) and <b>Writer’s Corner</b> is one of the weekly <b>Practice Centers</b>.</i></p> <p><b>TG1:</b> 8, 21, 34, 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> 21, 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> <p><b>Resources:</b> Strategy Card, <b>The Writing Process</b></p>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 1a Explore and experiment with a combination of written representations (e.g., scribbling or drawing) to express an opinion.</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 1a Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters and dictations) to express an opinion.</p>	<p><b>TG1:</b> 34, 73, 86, 99 <b>TG2:</b> 8, 21, 47, 60, 73, 96 <b>TG3:</b> 21, 34, 60, 73 <b>TG4:</b> 47, 60 <b>TG5:</b> 21, 47, 73, 86 <b>TG6:</b> 34, 47, 86</p> <p><b>Resources:</b> Strategy Card, <b>The Writing Process</b></p>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 1b Explore and experiment with a combination of written representations (e.g., scribbling or drawing) and describe their writing.</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 1b Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters) and describe their writing.</p>	<p><b>TG2:</b> 8 <b>TG3:</b> 51, 60, 73 <b>TG4:</b> 73 <b>TG6:</b> 47, 99, 100-101 <b>TG7:</b> 21, 34, 73 <b>TG8:</b> 21, 34, 86, 99 <b>TG9:</b> 92, 99</p> <p><b>Resources:</b> Strategy Card, <b>The Writing Process</b></p>

<p><b>THREE-YEAR-OLD CHILDREN:</b> 1c Explore and experiment with a combination of written representations (e.g., scribbling or drawing) to tell about events or stories.</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 1c Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters and dictations) to tell about events or stories.</p>	<p><b>TG1:</b> 8, 21, 86, 99 <b>TG2:</b> 21, 34 <b>TG3:</b> 86, 99 <b>TG4:</b> 21, 86 <b>TG5:</b> 8 <b>TG6:</b> 21, 34, 86 <b>TG7:</b> 23, 49 <b>TG8:</b> 34, 86</p> <p><b>Resources:</b> Strategy Card, <b>Expressive Writing</b></p>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 2 No developmentally appropriate standard.</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 2 No developmentally appropriate standard.</p>	
<p><b>THREE-YEAR-OLD CHILDREN:</b> 3 No developmentally appropriate standard.</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 3 No developmentally appropriate standard.</p>	
<b>ANCHOR STANDARD: Production and Distribution of Writing</b>	
<p><b>THREE-YEAR-OLD CHILDREN:</b> 4 No developmentally appropriate standard.</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 4 No developmentally appropriate standard.</p>	
<p><b>THREE-YEAR-OLD CHILDREN:</b> 5 No developmentally appropriate standard.</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 5 With prompting and support, focus on a topic and draw pictures or add details to an illustration that will clarify responses to questions or suggestions from adults and peers.</p>	<p><b>TG1:</b> 34, 73, 86, 99 <b>TG2:</b> 8, 21, 60, 73, 86 <b>TG3:</b> 8, 21, 38, 60, 73, 86, 99 <b>TG4:</b> 21, 47, 60, 73, 86 <b>TG5:</b> 8, 21, 34, 47, 73, 99 <b>TG6:</b> 8, 21, 47, 60, 73, 86, 99 <b>TG7:</b> 8, 21, 23, 34, 47, 49, 60, 73, 99 <b>TG8:</b> 21, 34, 47, 60, 73, 86, 99 <b>TG9:</b> 21, 34, 47, 60, 71, 73, 99</p> <p><b>Resources:</b> Strategy Card, <b>Expressive Writing</b></p>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 6 With guidance and support, begin to experiment with and hold age-appropriate writing tools (e.g., paint brushes,</p>	<p><b>TG1:</b> 8, 9, 34, 37, 63, 77, 87 <b>TG2:</b> 9, 11, 64, 89 <b>TG3:</b> 9, 35, 37, 61, 62, 63 <b>TG4:</b> 22, 35, 36, 63, 87, 89 <b>TG5:</b> 9, 35, 36, 37,</p>



markers, large crayons, large pencils) in order to facilitate the development of eye-hand coordination.	61, 89 <b>TG6:</b> 21, 35, 47, 61, 66, 87, 92 <b>TG7:</b> 11, 35, 61, 62, 63, 87, 88 <b>TG8:</b> 9, 61, 87 <b>TG9:</b> 9, 35, 61, 87
<b>FOUR-YEAR-OLD CHILDREN:</b> 6 With prompting and support, use a variety of tools (e.g., digital media, art materials) to share in the creation and publication of creative writing.	<b>TG2:</b> 73 <b>TG5:</b> 34, 102-103 <b>TG6:</b> 100
<b>ANCHOR STANDARD: Research to Build and Present Knowledge</b>	
<b>THREE-YEAR-OLD CHILDREN:</b> 7 No developmentally appropriate standard <b>FOUR-YEAR-OLD CHILDREN:</b> 7 With prompting and support, participate in and demonstrate understanding of written representation in collaborative research projects (e.g., explore a number of books by a favorite author on the same topic) and express opinions about them.	<b>TG1:</b> 16 <b>TG2:</b> 43, 45, 46, 47 <b>TG3:</b> 19, 43, 44 <b>TG4:</b> 16-17, 42-43, 45, 68, 70 <b>TG5:</b> 97, 99 <b>TG6:</b> 17, 73, 99, 100-101 <b>TG7:</b> 47, 73, 94, 99 <b>TG8:</b> 21, 47, 68, 73, 99 <b>TG9:</b> 45, 47, 73, 97
<b>THREE-YEAR-OLD CHILDREN:</b> 8 With prompting and support, recall information from experiences to answer questions. <b>FOUR-YEAR-OLD CHILDREN:</b> 8 With prompting and support, recall information from experiences to answer questions.	<b>TG1:</b> 16 <b>TG2:</b> 43, 45, 46, 47 <b>TG3:</b> 19, 43, 44 <b>TG4:</b> 16-17, 42-43, 45, 68, 70 <b>TG5:</b> 97, 99 <b>TG6:</b> 17, 73, 99, 100-101 <b>TG7:</b> 47, 73, 94, 99 <b>TG8:</b> 21, 47, 68, 73, 99 <b>TG9:</b> 45, 47, 73, 97
<b>THREE-YEAR-OLD CHILDREN:</b> 9 No developmentally appropriate standard. <b>FOUR-YEAR-OLD CHILDREN:</b> 9 No developmentally appropriate standard.	
<b>ANCHOR STANDARD: Range of Writing</b>	
<b>THREE-YEAR-OLD CHILDREN:</b> 10 No developmentally appropriate standard. <b>FOUR-YEAR-OLD CHILDREN:</b> 10 No developmentally appropriate standard.	
<b>SPEAKING AND LISTENING STANDARDS</b>	
<b>ANCHOR STANDARD: Comprehension and Collaboration</b>	

<p><b>THREE-YEAR-OLD CHILDREN:</b> 1 With guidance and support, participate in conversations about pre-kindergarten topics with peers and adults.</p> <p>1a Engage in voluntary social conversations (e.g., taking turns exchanging information, listening attentively, awareness of others' feelings).</p> <p>1b. Engage in extended conversations.</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 1 With guidance and support, participate in small-group as well as large group shared conversations about pre-kindergarten topics and texts with peers and adults.</p> <p>1a Engage in voluntary conversations (e.g., taking turns, exchanging information, listening attentively, being aware of others' feelings).</p> <p>1b Engage in extended conversations.</p>	<p><i>Daily conversations occur during the Read-Alouds #1 &amp; 2 routine (pages 16-19, 42-45, 68-71, 94-97), the Closing Circle routine (pages 26, 52, 78, 104) and Days 1 and 5 of the STEAM routine (pages 24-25, 50-51, 76-77, 102-103) of each Teacher Guide.</i></p> <p><b>TG1:</b> 13, 20, 24, 46, 62, 67, 72, 98 <b>TG2:</b> 14, 20, 46, 99 <b>TG4:</b> 20, 37, 46, 72, 89, 98 <b>TG5:</b> 63, 72, 88, 98 <b>TG6:</b> 11, 20, 42, 46, 66, 89, 99, 100 <b>TG7:</b> 9, 64, 93 <b>TG8:</b> 14, 92, 98 <b>TG9:</b> 14, 20, 42-43, 46, 66</p>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 2 With guidance and support, demonstrate understanding of information by asking and answering questions, as well as, responding to directions.</p>	<p><b>TG1:</b> 24, 40, 46, 66, 72, 73, 92, 98 <b>TG2:</b> 14, 15, 40, 66, 67, 99 <b>TG3:</b> 15, 19, 46, 47, 47, 60, 72, 94 <b>TG4:</b> 16, 37, 46, 67, 76 <b>TG5:</b> 16-17, 72-73, 98 <b>TG6:</b> 11, 20, 34, 35, 38, 47, 61, 63, 70-71, 72-73, 75, 98, 99, 100-101 <b>TG7:</b> 9, 20-21, 46, 63, 72, 89, 99 <b>TG8:</b> 20-21, 46, 72-73, 98 <b>TG9:</b> 46-47, 72</p>
<p><b>FOUR-YEAR-OLD CHILDREN:</b> 2 With prompting and support, confirm understanding of information presented orally, from read-alouds or through other media by asking and answering questions about details.</p>	<p><b>TG2:</b> 73 <b>TG3:</b> 46, 60, 72 <b>TG4:</b> 60, 72 <b>TG5:</b> 16-17, 72-73, 98 <b>TG6:</b> 34, 47, 63, 70-71, 73, 98, 99, 100-101 <b>TG7:</b> 9, 20-21, 46, 72, 89, 99 <b>TG8:</b> 20-21, 72-73 <b>TG9:</b> 46-47, 72</p>
<p><b>THREE-YEAR-OLD CHILDREN:</b></p>	<p><b>TG1:</b> 36, 52, 68 <b>TG2:</b> 20, 96-97 <b>TG3:</b> 8, 43, 46, 68-69, 70, 72, 96-97, 98 <b>TG4:</b> 16-17, 20, 22-23, 45, 46, 68-69, 70-71, 72, 94-95, 96-97 <b>TG5:</b> 10, 11, 14, 22-23, 42-43, 44-45, 63,</p>

<p>3 With guidance and support, ask and answer questions in order to seek help, obtain information, or clarify something that is not understood.</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b></p> <p>3 With prompting and support, ask and answer questions in order to seek help, obtain information or clarify something that is not understood.</p>	<p>66, 70-71 <b>TG6:</b> 9, 11, 14, 18-19, 20, 40, 44, 47, 62, 70-71, 72, 92, 98, 100-101 <b>TG7:</b> 14, 16-17, 40, 50-51, 70-71, 72, 87, 89, 94-95, 96-97 <b>TG8:</b> 18-19, 42-43, 44-45, 60, 61, 62, 68-69, 94-95, 96-97 <b>TG9:</b> 14, 36, 42-43, 64, 68-69, 70-71, 72-73, 96</p>
<b>ANCHOR STANDARD: Presentation of Knowledge and Ideas</b>	
<p><b>THREE-YEAR-OLD CHILDREN:</b></p> <p>4 With guidance and support, describe familiar people, places, things and events.</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b></p> <p>4 With prompting and support, describe familiar people, places, things and events.</p>	<p><b>TG1:</b> 24, 62, 72, 73, 74, 86, 90, 99 <b>TG2:</b> 67, 72 <b>TG3:</b> 8, 46, 47, 60, 72, 98 <b>TG4:</b> 20, 22-23, 47, 60, 72, 73, 87, 89, 98-99 <b>TG5:</b> 10, 11, 20, 22-23, 46, 63, 72, 98-99 <b>TG6:</b> 11, 20, 34, 46, 47, 63, 72, 73, 86, 89, 98 <b>TG7:</b> 34, 72-73, 89, 98 <b>TG8:</b> 11, 20, 34, 35, 46, 72-73, 94, 98-99 <b>TG9:</b> 64, 72</p>
<p><b>THREE-YEAR-OLD CHILDREN:</b></p> <p>5 With prompting and support, add drawings or other visual displays to descriptions.</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b></p> <p>5 With prompting and support, add drawings or other visual displays to descriptions.</p>	<p><b>TG1:</b> 21, 47, 77, 86, 99 <b>TG2:</b> 21, 34, 73, 96-97 <b>TG3:</b> 8, 21, 44, 47, 51, 60, 99 <b>TG4:</b> 16-17, 21, 22-23, 42-43, 45, 47, 60, 70-71, 73, 86 <b>TG5:</b> 8, 10, 11, 19, 22-23, 63, 73, 86, 95, 99, 102-103 <b>TG6:</b> 8, 21, 34, 45, 47, 48-49, 60, 62, 69, 86, 100-101 <b>TG7:</b> 8, 10, 21, 22-23, 34, 37, 46, 49, 50-51, 60, 62, 89, 94, 102-103 <b>TG8:</b> 11, 21, 22-23, 34, 47, 60, 73, 86, 99, 101 <b>TG9:</b> 45, 71, 97</p>
<p><b>THREE-YEAR-OLD CHILDREN:</b></p> <p>6 With guidance and support, demonstrate an emergent (developing) ability to express thoughts, feelings and needs clearly.</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b></p> <p>6 With prompting and support, demonstrate an emergent (developing) ability to express thoughts, feelings and ideas clearly.</p>	<p><i>Children engage in activities on Days 1 and 5 of the <b>STEAM</b> routine (pages <b>24-25, 50-51, 76-77, 102-103</b> of each <b>Teacher Guide</b>) and during the <b>Closing Circle</b> routine (pages <b>26, 52, 78, 104</b> of each <b>Teacher Guide</b>) to gain an understanding of expressing thoughts, feelings and ideas clearly.</i></p> <p><b>TG1:</b> 40, 61 <b>TG4:</b> 73 <b>TG5:</b> 88 <b>TG6:</b> 9, 11, 14, 63, 72 <b>TG8:</b> 47, 99</p>
<b>LANGUAGE STANDARDS</b>	
<b>ANCHOR STANDARD: Conventions of Standard English</b>	

<p><b>THREE-YEAR-OLD CHILDREN:</b> 1 With prompting and support, demonstrate awareness of the conventions of standard English grammar and use when speaking.</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 1 With prompting and support, demonstrate awareness of the conventions of standard English grammar and usage when speaking.</p>	<p><b>TG1:</b> 21, 34, 47, 60, 99 <b>TG2:</b> 8, 21, 34, 47, 99 <b>TG3:</b> 21, 34, 47 <b>TG4:</b> 21, 47, 73, 99 <b>TG5:</b> 47, 60, 86, 95, 99 <b>TG6:</b> 47, 60, 86, 99 <b>TG7:</b> 21, 34, 47, 73 <b>TG8:</b> 21, 35, 47, 73, 99 <b>TG9:</b> 21, 47, 73</p>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 1a Use frequently occurring verbs and nouns.</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 1a Use frequently occurring nouns and verbs.</p>	<p><b>TG1:</b> 24, 46 <b>TG2:</b> 20, 47, 73, 98, 99 <b>TG3:</b> 20, 21, 46, 47, 60, 72, 98 <b>TG4:</b> 20, 22-23, 46, 48-49, 72, 74-75, 98 <b>TG5:</b> 11, 20, 22-23, 46, 47, 72, 73, 98-99 <b>TG6:</b> 8, 11, 20, 46, 60, 63, 72, 89, 98, 99 <b>TG7:</b> 8, 15, 20, 22-23, 34, 46, 48-49, 72-73, 98, 100-101 <b>TG8:</b> 9, 11, 2-, 35, 36, 46, 72, 99 <b>TG9:</b> 20, 46-47, 60, 98-99</p>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 1b No developmentally appropriate standard.</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 1b Form regular plural nouns by adding /s/ or /es/ (e.g., dog, dogs; dish, dishes).</p>	<p><b>TG1:</b> 47 <b>TG2:</b> 21 <b>TG4:</b> 21, 99 <b>TG5:</b> 47, 73 <b>TG6:</b> 21, 47, 99 <b>TG7:</b> 47, 73, 99</p>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 1c Ask and answer questions.</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 1c Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p>	<p><b>TG2:</b> 20, 24-25, 47, 98 <b>TG3:</b> 8, 10, 20, 46, 47, 60, 98 <b>TG4:</b> 22-23, 46, 48-49, 72, 74-75, 98 <b>TG5:</b> 11, 22-23, 46, 63, 72, 73, 74-75, 98 <b>TG6:</b> 11, 20, 46, 63, 72, 74-75, 89, 100-101 <b>TG7:</b> 34, 50-52, 72-73, 74-75, 87, 98, 100-101 <b>TG8:</b> 46, 72, 98 <b>TG9:</b> 20, 22-23, 36, 60, 98</p>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 1d Use simple prepositions (e.g., in, out, on, off).</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 1d Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, of, by, with).</p>	<p><b>TG1:</b> 36, 48 <b>TG2:</b> 23, 37, 50-51, 96-97 <b>TG3:</b> 10, 22-23, 47 <b>TG4:</b> 22-23, 48-49, 72, 74-75 <b>TG5:</b> 16-17, 18-19, 22-23, 42-43, 44-45, 72, 74-75, 96-97 <b>TG6:</b> 11, 16-17, 18-19, 20, 42-43, 44-45, 46, 48-49, 62, 68-69, 70-71, 74-75 <b>TG7:</b> 15, 50-51, 70-71 <b>TG8:</b> 68-69 <b>TG9:</b> 42-43, 44-45, 60, 70-71, 94-95</p>

<p><b>THREE-YEAR-OLD CHILDREN:</b> 1e Use standard words instead of slang or baby talk.</p>	<p><b>TG1:</b> 21, 26, 46, 52, 71, 75, 78, 97, 104 <b>TG2:</b> 21, 26, 47, 52, 78, 98, 99, 104 <b>TG3:</b> 20, 26, 46, 52, 72, 73, 78, 99, 104 <b>TG4:</b> 20, 26, 46, 52, 68, 78, 104 <b>TG5:</b> 20, 26, 46, 47, 52, 78, 104 <b>TG6:</b> 19, 26, 42, 43, 45, 52, 78, 94, 104 <b>TG7:</b> 22-23, 26, 52, 78, 100-101, 104 <b>TG8:</b> 26, 47, 52, 78, 98-99, 104 <b>TG9:</b> 17, 26, 52, 78, 104</p>
<p><b>FOUR-YEAR-OLD CHILDREN:</b> 1e Produce and expand complete sentences in shared language activities.</p>	<p><b>TG1:</b> 21, 46, 71, 75, 97 <b>TG2:</b> 21, 47, 98, 99 <b>TG3:</b> 20, 46, 72, 73, 99 <b>TG4:</b> 20, 46, 68 <b>TG5:</b> 20, 46, 47 <b>TG6:</b> 19, 42, 43, 45, 94 <b>TG7:</b> 22-23, 100-101 <b>TG8:</b> 47, 98-99 <b>TG9:</b> 17</p>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 2 No developmentally appropriate standard. <b>FOUR-YEAR-OLD CHILDREN:</b> 2 With prompting and support, demonstrate awareness of the conventions of standard English.</p>	<p><i>Daily conversations occur during the <b>Read-Alouds #1 &amp; 2</b> routine (pages <b>16-19, 42-45, 68-71, 94-97</b>), the <b>Closing Circle</b> routine (pages <b>26, 52, 78, 104</b>) and Days 1 and 5 of the <b>STEAM</b> routine (pages <b>24-25, 50-51, 76-77, 102-103</b>) of each <b>Teacher Guide</b> and provide opportunities for children to demonstrate awareness of the convention of standard English.</i></p> <p><b>TG1:</b> 13, 20, 24, 46, 62, 67, 72, 98 <b>TG2:</b> 14, 20, 46, 99 <b>TG4:</b> 20, 37, 46, 72, 89, 98 <b>TG5:</b> 63, 72, 88, 98 <b>TG6:</b> 11, 20, 42, 46, 66, 89, 99, 100 <b>TG7:</b> 9, 64, 93 <b>TG8:</b> 14, 92, 98 <b>TG9:</b> 14, 20, 42-43, 46, 66</p>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 2a No developmentally appropriate standard. <b>FOUR-YEAR-OLD CHILDREN:</b> 2a Write first name, capitalizing the first letter.</p>	<p><b>TG1:</b> 21, 34, 60 <b>TG2:</b> 8, 21, 34, 47 <b>TG3:</b> 21, 47, 86 <b>TG5:</b> 86, 99 <b>TG6:</b> 60, 86 <b>TG7:</b> 34 <b>TG9:</b> 21, 73</p>

<b>THREE-YEAR-OLD CHILDREN:</b> 2b No developmentally appropriate standard. <b>FOUR-YEAR-OLD CHILDREN:</b> 2b Develop an awareness of symbols for end punctuation.	<b>TG1:</b> 14, 99 <b>TG2:</b> 8, 73 <b>TG3:</b> 21, 47, 73, 99 <b>TG4:</b> 34, 47, 73, 99 <b>TG5:</b> 21, 47, 73, 96-97, 99 <b>TG7:</b> 47, 73, 99 <b>TG8:</b> 47, 73, 99 <b>TG9:</b> 21, 47, 73
<b>THREE-YEAR-OLD CHILDREN:</b> 2c No developmentally appropriate standard. <b>FOUR-YEAR-OLD CHILDREN:</b> 2c Attempt to write a letter or letters to represent a word.	<b>TG2:</b> 47, 86, 99 <b>TG3:</b> 60, 73, 99 <b>TG4:</b> 21, 34, 47, 86, 99 <b>TG5:</b> 8, 21, 60, 86, 99 <b>TG6:</b> 8, 21, 34, 60, 73, 99 <b>TG7:</b> 8, 34, 47, 60, 73 <b>TG8:</b> 47, 60, 73, 86, 99 <b>TG9:</b> 21, 34, 47, 60, 73, 86, 99
<b>THREE-YEAR-OLD CHILDREN:</b> 2d No developmentally appropriate standard. <b>FOUR-YEAR-OLD CHILDREN:</b> 2d Experiment with written representations of words, using emergent (developing) knowledge of letter-sound relationships.	<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
<b>ANCHOR STANDARD: Knowledge of Language</b>	
<b>THREE-YEAR-OLD CHILDREN:</b> 3 No developmentally appropriate standard. <b>FOUR-YEAR-OLD CHILDREN:</b> 3 No developmentally appropriate standard	
<b>ANCHOR STANDARD: Vocabulary Acquisition and Use</b>	
<b>THREE-YEAR-OLD CHILDREN:</b> 4 No developmentally appropriate standard. <b>FOUR-YEAR-OLD CHILDREN:</b> 4 With prompting and support, explore unknown and multiple-meaning words based on pre-kindergarten reading and content.	<i>Children will grow their vocabularies as they engage in conversations with peers and adults across all subject areas.</i>  <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
<b>THREE-YEAR-OLD CHILDREN:</b> 4a No developmentally appropriate standard. <b>FOUR-YEAR-OLD CHILDREN:</b> 4a Apply new meaning for familiar words accurately (e.g., recognizing that a car is also a vehicle).	<i>Children will grow their vocabularies as they engage in conversations with peers and adults across all subject areas.</i>  <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
<b>THREE-YEAR-OLD CHILDREN:</b> 5 With guidance and support, explore word relationships and word meanings. <b>FOUR-YEAR-OLD CHILDREN:</b> 5 With guidance and support, explore word relationships and word meanings.  <b>THREE-YEAR-OLD CHILDREN:</b> 5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. <b>FOUR-YEAR-OLD CHILDREN:</b> 5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	<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
<b>THREE-YEAR-OLD CHILDREN:</b>	<b>TG1:</b> 21, 26, 46, 52, 71, 75, 78, 97, 104 <b>TG2:</b> 21, 26, 47, 52, 78, 98, 99, 104 <b>TG3:</b> 20, 26, 46, 52, 72, 73, 78, 99, 104 <b>TG4:</b>



5b With guidance and support, demonstrate developing vocabulary in which the majority of words spoken are understood by adults and peers.	20, 26, 46, 52, 68, 78, 104 <b>TG5:</b> 20, 26, 46, 47, 52, 78, 104 <b>TG6:</b> 19, 26, 42, 43, 45, 52, 78, 94, 104 <b>TG7:</b> 22-23, 26, 52, 78, 100-101, 104 <b>TG8:</b> 26, 47, 52, 78, 98-99, 104 <b>TG9:</b> 17, 26, 52, 78, 104
<b>FOUR-YEAR-OLD CHILDREN:</b> 5b Experiment with frequently occurring verbs and adjectives by relating them to their opposites (antonyms) (e.g., run, walk; fast, slow; soft, hard).	<b>TG4:</b> 86, 87, 88, 89, 90-91, 94-95, 96-97, 98, 100-101, 102
<b>THREE-YEAR-OLD CHILDREN:</b> 5c No developmentally appropriate standard. <b>FOUR-YEAR-OLD CHILDREN:</b> 5c Identify real-life connections between words and their use (e.g., find examples of things that are smooth, rough).	<b>TG1:</b> 69, 74, 75 <b>TG2:</b> 35, 66, 72, 86 <b>TG3:</b> 97 <b>TG4:</b> 86, 98 <b>TG6:</b> 42 <b>TG7:</b> 96, 98 <b>TG9:</b> 34, 96
<b>THREE-YEAR-OLD CHILDREN:</b> 5d No developmentally appropriate standard. <b>FOUR-YEAR-OLD CHILDREN:</b> 5d Recognize and demonstrate knowledge of verbs (e.g., acting out sweeping, describing how to brush teeth).	<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
<b>THREE-YEAR-OLD CHILDREN:</b> 6 With guidance and support, use words and phrases appropriately that have been acquired through responses to text or stories, experiences, conversations and/or from hearing a story. <b>FOUR-YEAR-OLD CHILDREN:</b>	<i>Children use words and phrases appropriately through daily conversations during the <b>Read-Alouds #1 &amp; 2</b> routine (pages <b>16-19, 42-45, 68-71, 94-97</b>), the <b>Closing Circle</b> routine (pages <b>26, 52, 78, 104</b>) and Days 1 and 5 of the <b>STEAM</b> routine (pages <b>24-25, 50-51, 76-77, 102-103</b>) of each Teacher Guide.</i>

6 With prompting and support, use words and phrases appropriately that have been acquired through responses to text or stories, experiences, conversations and/or from hearing a story.	<b>TG1:</b> 13, 20, 24, 46, 62, 67, 72, 98 <b>TG2:</b> 14, 20, 46, 99 <b>TG4:</b> 20, 37, 46, 72, 89, 98 <b>TG5:</b> 63, 72, 88, 98 <b>TG6:</b> 11, 20, 42, 46, 66, 89, 99, 100 <b>TG7:</b> 9, 64, 93 <b>TG8:</b> 14, 92, 98 <b>TG9:</b> 14, 20, 42-43, 46, 66
<b>MATHEMATICS STANDARDS</b>	
<b>Counting and Cardinality</b>	
<b>ANCHOR STANDARD: Know number names and the count sequence.</b>	
<b>THREE-YEAR-OLD CHILDREN:</b> 1 With guidance and support, recite numbers 1 to 5 or beyond from memory. <b>FOUR-YEAR-OLD CHILDREN:</b> 1 With prompting and support, recite numbers 1 to 30 in the correct order.	<b>TG1:</b> 23 <b>TG2:</b> 74-75, 100 <b>TG5:</b> 49, 101, 102-103 <b>TG6:</b> 10, 22-23, 36, 49, 100-101, 102-103 <b>TG8:</b> 48-49, 74-75 <b>TG9:</b> 23, 48, 62, 76-77  <b>Resources:</b> Strategy Card, <b>Counting</b> ; Strategy Card, <b>Math</b>
<b>THREE-YEAR-OLD CHILDREN:</b> 2 No developmentally appropriate standard. <b>FOUR-YEAR-OLD CHILDREN:</b> 2 With prompting and support, recognize, name, and attempt writing numerals 0 – 20.	<b>TG2:</b> 75, 100 <b>TG3:</b> 10, 22-23 <b>TG5:</b> 49, 100-101, 102-103 <b>TG6:</b> 10, 22-23, 36, 48-49 <b>TG7:</b> 36, 48, 50-51, 75, 100-101 <b>TG8:</b> 22-23, 36, 48-49, 76-77 <b>TG9:</b> 23, 48, 77  <b>Resources:</b> Strategy Card, <b>Number Operations</b>
<b>ANCHOR STANDARD: Count to tell the number of objects.</b>	
<b>THREE-YEAR-OLD CHILDREN:</b> 3 With guidance and support, attempt to count concrete objects and actions up to 3.  3a No developmentally appropriate standard. 3b No developmentally appropriate standard.	<b>TG1:</b> 73 <b>TG3:</b> 10, 36, 48-49 <b>TG5:</b> 36, 48-49, 88, 100-101 <b>TG6:</b> 36, 75, 88, 100-101 <b>TG7:</b> 22-23, 48-49, 50-51, 62, 74-75 <b>TG8:</b> 10, 22-23, 48-49, 74-75, 88, 100-101 <b>TG9:</b> 74-75, 88, 100-101
<b>FOUR-YEAR-OLD CHILDREN:</b> 3 With guidance and support, attempt to compare quantities of numbers using concrete manipulatives to determine more than, less than, same and different.	<b>TG1:</b> 18, 18, 22-23, 62, 73, 92 <b>TG2:</b> 14, 40, 48, 74-75, 88, 100-101 <b>TG3:</b> 9, 36, 48-49, 74 <b>TG4:</b> 50-51, 88 <b>TG5:</b> 36, 48-49, 88, 100-101, 102-103 <b>TG6:</b> 23, 36, 45, 50-51, 63, 87, 88, 100-101, 102-103 <b>TG7:</b> 10, 22-23, 48-49, 50-51, 62,

	<p>74-75, 87, 88, 94-95, 97, 100-101 102-103 <b>TG8:</b> 10, 22-23, 36, 48-49, 62, 74-75, 76-77, 86, 88, 100-101, 102-103 <b>TG9:</b> 10, 48, 62, 74-75, 77, 87, 88, 100-101</p> <p><b>Resources:</b> Strategy Card, <b>Counting</b>; Strategy Card, <b>Math Routines</b></p>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 4 No developmentally appropriate standard.</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 4 With guidance and support, understand the relationship between numerals and quantities.</p> <p>4a Recognize that a numeral is a symbol that represents a number of objects, using developmentally appropriate pre-kindergarten materials.</p>	<p><b>TG1:</b> 18, 18, 22-23, 62, 73, 92 <b>TG2:</b> 14, 40, 48, 74-75, 88, 100-101 <b>TG3:</b> 9, 36, 48-49, 74 <b>TG4:</b> 50-51, 88 <b>TG5:</b> 36, 48-49, 88, 100-101, 102-103 <b>TG6:</b> 23, 36, 45, 50-51, 63, 87, 88, 100-101, 102-103 <b>TG7:</b> 10, 22-23, 48-49, 50-51, 62, 74-75, 87, 88, 94-95, 97, 100-101 102-103 <b>TG8:</b> 10, 22-23, 36, 48-49, 62, 74-75, 76-77, 86, 88, 100-101, 102-103 <b>TG9:</b> 10, 48, 62, 74-75, 77, 87, 88, 100-101</p> <p><b>Resources:</b> Strategy Card, <b>Counting</b>; Strategy Card, <b>Math Routines</b></p>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 4b No developmentally appropriate standard.</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 4b Match quantities and numerals 0 – 10.</p>	<p><b>TG1:</b> 73 <b>TG3:</b> 10, 36, 48, 49 <b>TG5:</b> 36, 48, 49, 88, 100, 101 <b>TG6:</b> 75, 101 <b>TG7:</b> 23, 49, 50, 62, 74 <b>TG8:</b> 23, 48, 49, 62, 88, 101 <b>TG9:</b> 100</p>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 5 With guidance and support, attempt to compare quantities of numbers using concrete manipulatives to determine more than, less than, same and different.</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><b>FOUR-YEAR-OLD CHILDREN:</b></p>	<p><b>TG1:</b> 73 <b>TG3:</b> 10, 36, 48-49 <b>TG5:</b> 36, 48-49, 88, 100-101 <b>TG6:</b> 36, 75, 88, 100-101 <b>TG7:</b> 22-23, 48-49, 50-51, 62,</p>

5 Count many kinds of concrete objects and actions up to 10, using one-to-one correspondence; and, with guidance and support, count up to 10 things in a scattered design.	74-75 <b>TG8:</b> 10, 22-23, 48-49, 74-75, 88, 100-101 <b>TG9:</b> 74-75, 88, 100-101
<b>THREE-YEAR-OLD CHILDREN:</b> 5a No developmentally appropriate standard. <b>FOUR-YEAR-OLD CHILDREN:</b> 5a Use the number name to represent the number of objects in a set, using developmentally appropriate pre-kindergarten materials.	<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
<b>ANCHOR STANDARD: Compare numbers.</b>	
<b>THREE-YEAR-OLD CHILDREN:</b> 5 With guidance and support, attempt to compare quantities of numbers using concrete manipulatives to determine more than, less than, same and different.	<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
<b>THREE-YEAR-OLD CHILDREN:</b> 6 No developmentally appropriate standard. <b>FOUR-YEAR-OLD CHILDREN:</b> 6 Use comparative language (e.g., more than, less than, equal to, same and different) to compare objects, using developmentally appropriate pre-kindergarten materials.	<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
<b>OPERATIONS AND ALGEBRAIC THINKING</b>	
<b>ANCHOR STANDARD:</b> Understand addition as putting together and adding to and understand subtraction as taking apart and taking from.	
<b>THREE-YEAR-OLD CHILDREN:</b> 1 With guidance and support, experiment with the concepts of putting together and taking from using concrete objects. <b>FOUR-YEAR-OLD CHILDREN:</b> 1 With guidance and support, experiment with adding and subtracting by using developmentally appropriate pre-kindergarten materials.	<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><b>THREE-YEAR-OLD CHILDREN:</b> 2 No developmentally appropriate standard.</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 2 With guidance and support, model real-world addition and subtraction problems up to 5 using developmentally appropriate pre-kindergarten materials.</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>THREE-YEAR-OLD CHILDREN:</b> 3 No developmentally appropriate standard.</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 3 With guidance and support, decompose numbers less than or equal to 10 in more than one way using developmentally appropriate prekindergarten materials.</p>	<p><b>TG8:</b> 48 <b>TG9:</b> 62, 74, 75</p>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 4 With guidance and support, experiment with patterns that are developmentally appropriate (e.g., duplicate simple patterns using concrete objects and actions such as counting bears and attribute blocks, clapping, stomping and patting.)</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 4 With guidance and support, demonstrate an understanding of patterns using developmentally appropriate pre-kindergarten materials (e.g., duplicate and extend simple patterns using concrete objects.</p>	<p><b>TG1:</b> 72 <b>TG2:</b> 87 <b>TG3:</b> 88, 100, 101 <b>TG4:</b> 10 <b>TG5:</b> 50 <b>TG6:</b> 22, 23, 36, 48, 49, 62 <b>TG8:</b> 22, 23, 36, 49 <b>TG9:</b> 36, 48, 49, 62</p>
<b>MEASUREMENT AND DATA</b>	
<b>ANCHOR STANDARD:</b> Describe and compare measurable attributes.	
<p><b>THREE-YEAR-OLD CHILDREN:</b> 1 With guidance and support, experiment with measurable attributes of everyday objects (e.g., big, little, tall, short, full, empty, heavy, light).</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 1 With guidance and support, recognize measurable attributes of everyday objects such as length, weight and size, using appropriate vocabulary (e.g., small, big, short, tall, empty, full, heavy, light).</p>	<p><b>TG1:</b> 23 <b>TG2:</b> 10, 11, 22-23, 24-25, 48, 62, 76-77, 101, 102-103 <b>TG4:</b> 62, 63, 74-75, 88, 102-103 <b>TG5:</b> 9, 24-25, 36, 48-49, 62, 76, 77 <b>TG6:</b> 24-25, 45, 50-51, 76-77 <b>TG7:</b> 24-25, 37, 42, 76-77, 87 <b>TG8:</b> 17, 24-25, 42, 101 <b>TG9:</b> 11, 19, 22, 50-51, 88, 102, 103</p>

<p><b>THREE-YEAR-OLD CHILDREN:</b> 2 With guidance and support, experiment with ordering two objects using attributes of length, height and weight (e.g., big, bigger, long, longer, tall, taller, short, shorter).</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 2 With guidance and support, compare two objects using attributes of length, weight and size (e.g., bigger, longer, taller, heavier, same weight, same amount).</p>	Continued
<p><b>FOUR-YEAR-OLD CHILDREN:</b> 2a Use nonstandard units of measurement.</p> <p>2b Explore standard tools of measurement</p>	<p><b>TG2:</b> 10, 11, 22, 23, 24, 48, 76, 101 <b>TG4:</b> 62, 74, 75, 88  <b>TG5:</b> 24, 36, 48, 49, 76 <b>TG6:</b> 24, 45, 50, 76 <b>TG7:</b> 24, 37, 76, 87 <b>TG8:</b> 24, 101 <b>TG9:</b> 19, 22, 50, 102</p>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 3 Explore nonstandard units of measurement. 4 Explore standard tools of measurement.</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> No standards.</p>	<p><b>TG2:</b> 10, 11, 22, 23, 24, 48, 76, 101 <b>TG4:</b> 62, 74, 75, 88  <b>TG5:</b> 24, 36, 48, 49, 76 <b>TG6:</b> 24, 45, 50, 76 <b>TG7:</b> 24, 37, 76, 87 <b>TG8:</b> 24, 101 <b>TG9:</b> 19, 22, 50, 102</p>
<b>ANCHOR STANDARD:</b> Classify objects and count the number of objects in each category.	
<p><b>THREE-YEAR-OLD CHILDREN:</b> 1 With guidance and support, sort, categorize, match, or classify objects (e.g., size, shape, primary colors).</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 3 With guidance and support, sort, categorize, or classify objects (e.g., color, size, length, height, weight, area, temperature).</p>	<p><b>TG1:</b> 101 <b>TG2:</b> 24-25, 76-77 <b>TG3:</b> 76-77 <b>TG4:</b> 36, 48-49, 52, 62, 102-103 <b>TG5:</b> 9, 25, 62 <b>TG6:</b> 50-51, 76-77</p>
<b>GEOMETRY</b>	
<b>ANCHOR STANDARD:</b> Explore, identify, and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres).	

<p><b>THREE-YEAR-OLD CHILDREN:</b> 1 With guidance and support, correctly name circles, squares and triangles.</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 1 With guidance and support, correctly name shapes.</p>	<p><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, 62, 74, 75 <b>TG7:</b> 61 <b>TG8:</b> 37 <b>TG9:</b> 100</p>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 2 With guidance and support, recognize circles, squares and triangles in the environment (e.g., clock is a circle, cracker is a square, musical instrument triangle is a triangle).</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 2 With guidance and support correctly name shapes in the environment, regardless of their orientation or overall size, recognizing differences among shapes.</p>	<p><b>TG1:</b> 88, 100, 101 <b>TG4:</b> 22, 48 <b>TG5:</b> 10, 22, 23, 62, 74, 75 <b>TG8:</b> 11</p>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 3 No developmentally appropriate standard.</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 3 With guidance and support, explore the differences between two-dimensional and three-dimensional shapes.</p>	<p><b>TG1:</b> 9, 21, 47, 60, 76-77 <b>TG2:</b> 24-25, 76-77 <b>TG3:</b> 22-23, 52, 75, 76-77, 100-101 <b>TG4:</b> 36, 48-49, 52, 62, 102-103 <b>TG5:</b> 9, 10, 15, 22-23, 24-25, 62, 102-103 <b>TG6:</b> 50-51, 76-77 <b>TG7:</b> 76-77, 102-103 <b>TG8:</b> 100-101 <b>TG9:</b> 88, 101</p> <p><b>Resources:</b> Strategy Card, <b>Geometry</b></p>
<p><b>ANCHOR STANDARD:</b> Analyze, compare, create and compose shapes.</p>	
<p><b>THREE-YEAR-OLD CHILDREN:</b> 4 With guidance and support, create shapes using developmentally appropriate materials (e.g., popsicle sticks, play dough, building blocks, pipe cleaners, pattern blocks).</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 4 With guidance and support, create and represent shapes using developmentally appropriate pre-kindergarten materials (e.g., popsicle sticks, play dough, blocks, pipe cleaners, pattern blocks).</p>	<p><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>TG8:</b> 74 <b>TG9:</b> 88, 100</p>



<p><b>THREE-YEAR-OLD CHILDREN:</b> 5 No developmentally appropriate standard.</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 5 With guidance and support, explore using shapes to create representation of common objects (e.g., use a square and a triangle to make a house).</p>	<p><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>TG8:</b> 74 <b>TG9:</b> 88, 100</p>
<p><b>APPROACHES TO LEARNING Standards</b></p>	
<p><b>PLAY</b></p>	
<p><b>ANCHOR STANDARD:</b> Engage in play.</p>	
<p><b>THREE-YEAR-OLD CHILDREN:</b> 1 With guidance and support, cooperate with peers during play by taking turns, sharing materials and inviting others to play.</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 1 Cooperate with peers during play by taking turns, sharing materials and inviting others to play.</p>	<p><b>Conscious Discipline™ strategies are addressed daily during the <b>UNITE</b> portion of the <b>Greeting Circle</b> (pages 12, 38, 64, 90 in each Teacher's Guide) as well as the <b>CONNECT</b> portion of the <b>Greeting Circle</b> (pages 13, 39, 65, 91 in each Teacher's Guide) to provide guidance to children to develop healthy relationships and interactions with peers and adults.</b></p> <p><b>TG1:</b> 11, 12, 36, 38, 39, 46, 89 <b>TG2:</b> 10, 11, 15, 25, 36, 37, 41, 50-51, 61, 62, 63, 67, 77, 87, 88, 89, 93, 103 <b>TG3:</b> 10, 15, 22-23, 34, 35, 37, 43, 50-51, 62, 77, 87 89, 103 <b>TG4:</b> 25, 35, 37, 41, 61, 63, 76-77, 102, 103 <b>TG5:</b> 9, 11, 19, 25, 35, 51, 62, 63, 77, 88, 102-103 <b>TG6:</b> 9, 11, 25, 35, 37, 41, 61, 63, 67, 77, 87, 89, 103 <b>TG7:</b> 8, 11, 12, 25, 51, 61, 65, 67, 68-69, 76-77, 88, 93, 103 <b>TG8:</b> 9, 10, 11, 23, 25, 41, 51, 62, 63, 67, 76-77, 87, 103 <b>TG9:</b> 11, 25, 36, 51, 61, 77, 89, 93, 101, 103</p>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 2 With guidance and support, initiate and make decisions regarding play and learning activities (e.g., choose learning centers and materials).</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 2 Initiate and make decisions regarding play and learning activities (e.g., choose learning centers and materials).</p>	<p><i>Decision making is addressed daily during the <b>COMMIT</b> portion of the <b>Greeting Circle</b> (pages 13, 39, 65, 91 in each Teacher's Guide).</i></p> <p><b>TG1:</b> 10, 11, 51, 77, 87, 103 <b>TG2:</b> 10, 11, 25, 37, 50-51, 62, 63, 77, 89, 103 <b>TG3:</b> 10, 11, 24-25, 35, 36, 37, 51, 61, 77, 87, 103 <b>TG4:</b> 25, 35, 37, 61, 77, 103 <b>TG5:</b> 9, 25, 51, 61, 77, 102-</p>

	103 <b>TG6:</b> 11, 25, 35, 37, 51, 61, 63, 77, 87, 89, 102-103 <b>TG7:</b> 25, 35, 50-51, 61, 77, 88, 103 <b>TG8:</b> 9, 25, 51, 63, 76-77, 103 <b>TG9:</b> 25, 36, 51, 61, 77, 89, 103
<b>THREE-YEAR-OLD CHILDREN:</b> 3 With guidance and support, begin to exhibit creativity and imagination in a variety of forms. <b>FOUR-YEAR-OLD CHILDREN:</b> 3 Exhibit creativity and imagination in a variety of forms (e.g., roles, props and language).	<b>TG1:</b> 70 <b>TG2:</b> 10, 36, 37, 50, 62, 89 <b>TG3:</b> 9, 10, 11, 22, 24, 41, 45, 62, 63 <b>TG4:</b> 9, 35, 50, 63 <b>TG5:</b> 63, 75, 97 <b>TG6:</b> 35, 37, 61, 63, 89 <b>TG9:</b> 87, 89
<b>THREE-YEAR-OLD CHILDREN:</b> 4 With guidance and support, demonstrate engagement in various stages of play (e.g., solitary, parallel, collaborative). <b>FOUR-YEAR-OLD CHILDREN:</b> 4 Demonstrate active engagement in play.	<b>TG1:</b> 11, 12, 36, 38, 39, 46, 89 <b>TG2:</b> 10, 11, 15, 25, 36, 37, 41, 50-51, 61, 62, 63, 67, 77, 87, 88, 89, 93, 103 <b>TG3:</b> 10, 15, 22-23, 34, 35, 37, 43, 50-51, 62, 77, 87 89, 103 <b>TG4:</b> 25, 35, 37, 41, 61, 63, 76-77, 102, 103 <b>TG5:</b> 9, 11, 19, 25, 35, 51, 62, 63, 77, 88, 102-103 <b>TG6:</b> 9, 11, 25, 35, 37, 41, 61, 63, 67, 77, 87, 89, 103 <b>TG7:</b> 8, 11, 12, 25, 51, 61, 65, 67, 68-69, 76-77, 88, 93, 103 <b>TG8:</b> 9, 10, 11, 23, 25, 41, 51, 62, 63, 67, 76-77, 87, 103 <b>TG9:</b> 11, 25, 36, 51, 61, 77, 89, 93, 101, 103
<b>CURIOSITY AND INITIATIVE</b>	
<b>ANCHOR STANDARD:</b> Demonstrate curiosity and initiative.	
<b>THREE-YEAR-OLD CHILDREN:</b> 1 Demonstrate a developing interest in new experiences by interacting with peers, using familiar materials in creative ways and investigating new environments. <b>FOUR-YEAR-OLD CHILDREN:</b> 1 Demonstrate interest in new experiences by interacting with peers, using familiar materials in creative ways and investigating new environments.	<b>TG1:</b> 11, 23, 36, 51, 77, 87, 103 <b>TG2:</b> 10, 11, 25, 35, 37, 63, 77, 89, 103 <b>TG3:</b> 10, 11, 25, 35, 37, 63, 77, 89, 103 <b>TG4:</b> 24, 25, 35, 50-51, 61, 62, 63, 77, 89, 102-103 <b>TG5:</b> 9, 11, 25, 35, 49, 50-51, 62, 63, 76-77, 87, 89 <b>TG6:</b> 25, 35, 37, 50-51, 61, 76-77, 87, 89 <b>TG7:</b> 11, 24-25, 50-51, 76-77, 89, 91, 103 <b>TG8:</b> 9, 24-25, 50-51, 63, 102-103 <b>TG9:</b> 11, 24-25, 50-51, 61, 63, 76-77, 89, 102-103
<b>THREE-YEAR-OLD CHILDREN:</b> 2 Begin to ask questions to seek new information. <b>FOUR-YEAR-OLD CHILDREN:</b> 2 Ask questions to seek new information.	<b>TG1:</b> 10, 41, 50, 76, 102 <b>TG2:</b> 9, 11, 24, 47, 50-51, 63, 76, 102-103 <b>TG3:</b> 22-23, 50-51, 76-77, 87, 89, 102-103 <b>TG4:</b> 11, 24-25, 35, 37, 47, 50-51, 62, 63, 76-77, 102-103 <b>TG5:</b> 18, 24-25, 35, 42-43, 50-51, 63, 76-77, 102-103 <b>TG6:</b> 11, 24-25,

	37, 50-51, 63, 76-77, 89, 102-103 <b>TG7:</b> 11, 24-25, 36, 50-51, 63, 76-77, 89, 91, 102-103 <b>TG8:</b> 11, 24-25, 37, 50-51, 63, 102-103 <b>TG9:</b> 11, 24-25, 42-43, 50-51, 63, 76-77, 101, 102-103
<b>THREE-YEAR-OLD CHILDREN:</b> 3 Demonstrate an increasing ability to make independent choices. <b>FOUR-YEAR-OLD CHILDREN:</b> 3 Make independent choices.	<b>Conscious Discipline™</b> specifically guides children in being successful in their social and emotional endeavors throughout the day. The <b>COMMIT</b> portion of the <b>Greeting Circle</b> (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.  <b>TG1:</b> 9, 50, 52 <b>TG2:</b> 9, 10, 36, 87, 88 <b>TG3:</b> 8 <b>TG5:</b> 24, 50, 76, 99, 101 <b>TG6:</b> 24, 73, 76 <b>TG7:</b> 9, 24, 76, 86, 102 <b>TG8:</b> 24, 63, 89 <b>TG9:</b> 24, 50, 102
<b>THREE-YEAR-OLD CHILDREN:</b> 4 With guidance and support, approach tasks and activities with flexibility, imagination and inventiveness. <b>FOUR-YEAR-OLD CHILDREN:</b> 4 Approach tasks and activities with flexibility, imagination and inventiveness.	<b>TG1:</b> 36, 51, 75, 77, 87, 101, 103 <b>TG2:</b> 10, 22-23, 25, 35, 37, 48-49, 50-51, 74-75, 77, 87, 94-95, 99, 100-101, 103 <b>TG3:</b> 11, 24-25, 36, 37, 51, 75, 77, 103 <b>TG4:</b> 25, 37, 41, 43, 50-51, 74-75, 77, 89, 100-101, 103 <b>TG5:</b> 19, 24-25, 35, 38, 42-43, 50-51, 62, 74-75, 76-77, 100-101, 102-103 <b>TG6:</b> 22-23, 25, 50-51, 61, 76-77, 87, 102-103 <b>TG7:</b> 9, 35, 50-51, 75, 76-77, 100-101, 103 <b>TG8:</b> 22-23, 24-25, 48-49, 50-51, 76-77, 102-103 <b>TG9:</b> 25, 51, 74-75, 76-77, 89, 100, 103
<b>PERSISTENCE AND ATTENTIVENESS</b>	
<b>ANCHOR STANDARD:</b> Demonstrate persistence and attentiveness.	
<b>THREE-YEAR-OLD CHILDREN:</b> 1 With guidance and support, follow through to complete a task or activity. <b>FOUR-YEAR-OLD CHILDREN:</b> 1 Follow through to complete a task or activity.	<b>TG1:</b> 9 <b>TG2:</b> 9, 11, 21, 24, 35, 37, 61, 62, 76 <b>TG3:</b> 9, 10, 36, 88 <b>TG4:</b> 8 <b>TG5:</b> 24, 50, 76, 99, 101 <b>TG6:</b> 24, 60, 76 <b>TG7:</b> 8, 24, 76, 86, 102 <b>TG8:</b> 24, 63, 89 <b>TG9:</b> 24, 50, 102
<b>THREE-YEAR-OLD CHILDREN:</b> 2 With guidance and support, demonstrate the ability to remain engaged in an activity or experience.	<b>TG1:</b> 14, 16, 18, 40, 68, 70, 92, 94, 102 <b>TG2:</b> 44, 47, 94 <b>TG3:</b> 16, 35, 45, 68, 71, 97 <b>TG4:</b> 16, 19, 44, 45, 71, 97 <b>TG5:</b> 17, 40, 44, 97 <b>TG6:</b> 15, 17, 40, 46, 66, 92, 96 <b>TG7:</b> 23, 44,

<p><b>FOUR-YEAR-OLD CHILDREN:</b> 2 Demonstrate the ability to remain engaged in an activity or experience.</p>	<p>45, 71, 97 <b>TG8:</b> 18, 19, 42, 44, 45, 70, 76, 96 <b>TG9:</b> 18, 19, 44, 45, 70, 71, 94, 97</p>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 3 With guidance and support, seek out and accept help or information from adults and peers when needed to accomplish a task or an activity (e.g., using a step stool to reach the sink). <b>FOUR-YEAR-OLD CHILDREN:</b> 3 Seek out and accept help or information from adults and peers when needed to accomplish a task or an activity (e.g., using a step stool to reach the sink).</p>	<p><b>TG1:</b> 36, 51, 75, 77, 87, 101, 103 <b>TG2:</b> 22-23, 25, 35, 37, 48-49, 50-51, 74-75, 77, 87, 94-95, 99, 100-101, 103 <b>TG3:</b> 24-25, 36, 37, 51, 75, 77, 103 <b>TG4:</b> 25, 37, 43, 50-51, 74-75, 77, 89, 100-101, 103 <b>TG5:</b> 24-25, 35, 42-43, 50-51, 62, 74-75, 76-77, 100-101, 102-103 <b>TG6:</b> 22-23, 25, 50-51, 61, 76-77, 87, 89, 102-103 <b>TG7:</b> 25, 35, 50-51, 75, 76-77, 100-101, 103 <b>TG8:</b> 22-23, 24-25, 48-49, 50-51, 76-77, 102-103 <b>TG9:</b> 25, 51, 74-75, 76-77, 100, 103</p>
<p><b>PROBLEM-SOLVING SKILLS</b></p>	
<p><b>ANCHOR STANDARD:</b> Demonstrate problem-solving skills.</p>	
<p><b>THREE-YEAR-OLD CHILDREN:</b> 1 With guidance and support, identify a problem or ask a question. <b>FOUR-YEAR-OLD CHILDREN:</b> 1 Identify a problem or ask a question.  <b>THREE-YEAR-OLD CHILDREN:</b> 2 With guidance and support, begin to use a variety of strategies to solve a problem reach a goal or answer a question (e.g., work with others, use a variety of materials, use trial and error). <b>FOUR-YEAR-OLD CHILDREN:</b> 2 Use a variety of strategies to solve a problem, reach a goal or answer a question (e.g., work with others, use a variety of materials, use trial and error).</p>	<p><b>TG1:</b> 36, 51, 75, 77, 87, 101, 103 <b>TG2:</b> 22-23, 25, 35, 37, 48-49, 50-51, 74-75, 77, 87, 94-95, 99, 100-101, 103 <b>TG3:</b> 24-25, 36, 37, 51, 75, 77, 103 <b>TG4:</b> 25, 37, 43, 50-51, 74-75, 77, 89, 100-101, 103 <b>TG5:</b> 24-25, 35, 42-43, 50-51, 62, 74-75, 76-77, 100-101, 102-103 <b>TG6:</b> 22-23, 25, 50-51, 61, 76-77, 87, 89, 102-103 <b>TG7:</b> 25, 35, 50-51, 75, 76-77, 100-101, 103 <b>TG8:</b> 22-23, 24-25, 48-49, 50-51, 76-77, 102-103 <b>TG9:</b> 25, 51, 74-75, 76-77, 100, 103</p>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 3 With guidance and support, apply prior learning and experiences to build new knowledge. <b>FOUR-YEAR-OLD CHILDREN:</b></p>	<p><i>Children apply prior learning and experiences to build new knowledge during the <b>Small Literacy Group</b> on day 3 (pages 21, 46, 72, 98 of each Teacher Guide.)</i></p>

3 Apply prior learning and experiences to build new knowledge.	<b>TG1:</b> 16 <b>TG2:</b> 43, 45, 46, 47 <b>TG3:</b> 19, 43, 44 <b>TG4:</b> 16-17, 42, 43, 45, 68, 70 <b>TG5:</b> 97, 99 <b>TG6:</b> 17, 73, 99, 100-101 <b>TG7:</b> 47, 73, 94, 99 <b>TG8:</b> 21, 47, 68, 73, 99 <b>TG9:</b> 45, 47, 73, 97
<b>SOCIAL AND EMOTIONAL Standards</b>	
<b>SOCIAL DEVELOPMENT</b>	
<b>ANCHOR STANDARD:</b> Build and maintain relationships with others.	
<b>THREE-YEAR-OLD CHILDREN:</b> 1 Interact appropriately with familiar adults. <b>FOUR-YEAR-OLD CHILDREN:</b> 1 Interact appropriately with familiar adults.  <b>THREE-YEAR-OLD CHILDREN:</b> 1a With guidance and support, communicate to seek help with difficult task to find comfort and to obtain security. <b>FOUR-YEAR-OLD CHILDREN:</b> 1a Communicate to seek out help with a difficult task, to find comfort and to obtain security.  <b>THREE-YEAR-OLD CHILDREN:</b> 1b With guidance and support, engage with a variety of familiar adults. <b>FOUR-YEAR-OLD CHILDREN:</b> 1b Engage with a variety of familiar adults for a specific purpose.  <b>THREE-YEAR-OLD CHILDREN:</b> 2 Interact appropriately with other children. <b>FOUR-YEAR-OLD CHILDREN:</b> 2 Interact appropriately with other children.	<b>Conscious Discipline™</b> specifically guides children in being successful in their social and emotional endeavors throughout day. The <b>CALM</b> portion of the <b>Greeting Circle</b> (pages <b>12, 38, 64, 90</b> in each <b>Teacher's Guide</b> ) focuses on developing positive relationships with both familiar adults and peers daily. Children carry these skills into Practice Centers (pages <b>8-11, 34-37, 60-63, 86-89</b> in each <b>Teacher's Guide</b> ) to interact appropriately with other children.  <b>TG1:</b> 39 <b>TG2:</b> 38 <b>TG3:</b> 21 <b>TG4:</b> 47 <b>TG8:</b> 42
<b>THREE-YEAR-OLD CHILDREN:</b> 2a Begin to engage in positive interactions and communications with classmates (e.g., greet peers, use names of classmates, share materials).	<b>TG1:</b> 12, 36, 38, 39, 65, 91 <b>TG2:</b> 15, 38, 67, 87, 93 <b>TG3:</b> 15, 35, 62, 90 <b>TG5:</b> 12, 62 <b>TG6:</b> 41, 63, 89 <b>TG7:</b> 88 <b>TG8:</b> 41, 67, 90 <b>TG9:</b> 38, 93

<p><b>FOUR-YEAR-OLD CHILDREN:</b> 2a Engage in positive interactions and communications with classmates (e.g., greet peers, use names of classmates, share materials).</p>	<p><b>TG1:</b> 12, 36, 38, 39, 65, 91 <b>TG2:</b> 15, 38, 67, 87, 93 <b>TG3:</b> 15, 35, 62, 90 <b>TG5:</b> 12, 62 <b>TG6:</b> 41, 63, 89 <b>TG7:</b> 88 <b>TG8:</b> 41, 67, 90 <b>TG9:</b> 38, 93</p>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 2b Begin to develop relationships and share a friendship with one or two peers (e.g., offer assistance and materials to others).</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 2b Develop relationships and share a friendship with one or two peers (e.g., offer assistance and materials to others).</p>	<p><b>TG1:</b> 11, 12, 36, 38, 46, 89 <b>TG2:</b> 10, 11, 15, 25, 36, 37, 41, 50-51, 61, 62, 63, 67, 77, 87, 88, 89, 93, 103 <b>TG3:</b> 10, 15, 22-23, 34, 35, 37, 43, 50-51, 62, 77, 87 89, 103 <b>TG4:</b> 25, 35, 37, 41, 61, 63, 76-77, 102, 103 <b>TG5:</b> 9, 11, 19, 25, 35, 51, 62, 63, 77, 88, 102-103 <b>TG6:</b> 9, 11, 25, 35, 37, 41, 61, 63, 67, 77, 87, 89, 103 <b>TG7:</b> 8, 11, 12, 25, 51, 61, 65, 67, 68-69, 76-77, 88, 93, 103 <b>TG8:</b> 9, 10, 11, 23, 25, 41, 51, 62, 63, 67, 76-77, 87, 103 <b>TG9:</b> 11, 25, 36, 51, 61, 77, 89, 93, 101, 103</p>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 2c With guidance and support, ask permission to use materials belonging to someone else.</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 2c Ask permission to use items or materials of others.</p> <p><b>THREE-YEAR-OLD CHILDREN:</b> 2d Begin to acknowledge needs and right of others (e.g., “It’s your turn on the swing.”).</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 2d Acknowledge needs and rights of others (e.g., say, “It’s your turn on the swing.”).</p>	<p><b>TG1:</b> 11, 12, 36, 38, 39, 46, 89 <b>TG2:</b> 10, 11, 15, 25, 36, 37, 41, 50-51, 61, 62, 63, 67, 77, 87, 88, 89, 93, 103 <b>TG3:</b> 10, 15, 22-23, 34, 35, 37, 43, 50-51, 62, 77, 87 89, 103 <b>TG4:</b> 25, 35, 37, 41, 61, 63, 76-77, 102, 103 <b>TG5:</b> 9, 11, 19, 25, 35, 51, 62, 63, 77, 88, 102-103 <b>TG6:</b> 9, 11, 25, 35, 37, 41, 61, 63, 67, 77, 87, 89, 103 <b>TG7:</b> 8, 11, 12, 25, 51, 61, 65, 67, 68-69, 76-77, 88, 93, 103 <b>TG8:</b> 9, 10, 11, 23, 25, 41, 51, 62, 63, 67, 76-77, 87, 103 <b>TG9:</b> 11, 25, 36, 51, 61, 77, 89, 93, 101, 103</p>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 3 Express empathy and care for others.</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 3 Express empathy and care for others.</p>	<p><b>TG1:</b> 65, 91, 94 <b>TG2:</b> 13, 39, 65, 71, 87, 91, 102 <b>TG3:</b> 13, 34, 39, 43, 50, 65, 91 <b>TG4:</b> 13, 39, 65, 91 <b>TG5:</b> 13, 39, 65, 91 <b>TG6:</b> 13, 39, 65, 91 <b>TG7:</b> 13, 39, 65, 91 <b>TG8:</b> 13, 39, 65, 91 <b>TG9:</b> 12, 13, 39, 64, 65, 91, 95</p>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 3a With guidance and support, show affection and concern</p>	<p><i>Recognizing and respecting the feelings, needs, and rights of others is addressed daily during the <b>CONNECT</b> portion of the</i></p>

<p>in appropriate ways (e.g., pat a child on the arm, give a soft hug to an upset peer).</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 3a Show affection and concern in appropriate ways (e.g., pat a child on the arm; give a soft hug to an upset peer).</p> <p><b>THREE-YEAR-OLD CHILDREN:</b> 3b Begin to offer and accept encouraging and courteous words to demonstrate kindness.</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 3b Offer and accept encouraging and courteous words to demonstrate kindness.</p> <p><b>THREE-YEAR-OLD CHILDREN:</b> 3c With guidance and support, identify emotional cues of others and react in a positive manner (e.g., “You seem sad.”).</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 3c With prompting and support, identify emotional cues of others and react in a positive manner (e.g., say, “You seem sad.”).</p>	<p><b>Greeting Circle</b> (pages 13, 39, 65, 91 in each Teacher’s Guide).</p> <p><b>TG1:</b> 11, 38, 91, 93, 94, 95, 99 <b>TG2:</b> 10, 11, 37, 50-51, 62, 63, 77, 87, 89, 95, 102-103 <b>TG3:</b> 10, 11, 24, 25, 37, 51, 61, 77, 87, 89, 103 <b>TG4:</b> 25, 35, 37, 50-51, 61, 77, 87, 89, 103 <b>TG5:</b> 9, 11, 12, 19, 25, 35, 39, 51, 62, 63, 77, 88 <b>TG6:</b> 9, 11, 35, 37, 61, 63, 77, 87, 89, 102-103 <b>TG7:</b> 8, 9, 11, 61 <b>TG8:</b> 9, 0, 11, 23, 25, 37, 62, 63, 76-77, 89, 103 <b>TG9:</b> 36, 51, 61, 77, 89, 93, 95, 101, 103</p>
<p><b>ANCHOR STANDARD:</b> Work productively toward common goals and activities.</p>	
<p><b>THREE-YEAR-OLD CHILDREN:</b> 4 Participate successfully as a member of a group.</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 4 Participate successfully as a member of a group.</p>	<p><b>TG1:</b> 12, 13, 38, 64, 89, 90 <b>TG2:</b> 12, 13, 38, 39, 64, 65, 90, 91 <b>TG3:</b> 12, 13, 37, 38, 39, 64, 65, 90, 91 <b>TG4:</b> 12, 13, 38, 64, 65, 90 <b>TG5:</b> 12, 38, 39, 64, 65, 90, 91 <b>TG6:</b> 12, 13, 38, 39, 64, 65, 90, 91 <b>TG7:</b> 13, 39, 65, 91 <b>TG8:</b> 13, 39, 65, 91 <b>TG9:</b> 13, 39, 65, 91</p>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 4a With guidance and support, share experiences and ideas with others (e.g., engage in conversation to express ideas).</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 4a With prompting and support, share experiences and ideas with others (e.g., engage in conversation to express ideas).</p>	<p><b>TG1:</b> 13, 20, 24, 46, 62, 67, 72, 98 <b>TG2:</b> 14, 20, 46, 99 <b>TG4:</b> 20, 37, 46, 72, 89, 98 <b>TG5:</b> 63, 72, 88, 98 <b>TG6:</b> 11, 20, 42, 46, 66, 89, 99, 100 <b>TG7:</b> 9, 64, 93 <b>TG8:</b> 14, 92, 98 <b>TG9:</b> 14, 20, 42-43, 46, 66</p>



<p><b>THREE-YEAR-OLD CHILDREN:</b> 4b With guidance and support, sustain interactions with peers, allow others to join play activities and play cooperatively with others in small and large groups (e.g., engage in cooperative play or conversations over time).</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 4b Sustain interactions with peers, allow others to join play activities, and play cooperatively with others in small and large groups (e.g., engage in cooperative play or conversations over time).</p>	<p><i>Children engage in daily activities to learn how to appropriately interact with others during the <b>UNITE</b> and <b>CONNECT</b> portions of the <b>Greeting Circle</b> (pages <b>12-13, 38-39, 64-65, 90-91</b> in each <b>Teacher's Guide</b>).</i></p> <p><b>TG1:</b> 12, 36, 38, 39, 46, 89 <b>TG2:</b> 10, 11, 15, 25, 36, 37, 41, 50-51, 61, 62, 63, 67, 77, 87, 88, 89, 93, 103 <b>TG3:</b> 10, 15, 22-23, 34, 35, 37, 43, 50-51, 61, 62, 77, 87, 89, 103 <b>TG4:</b> 25, 35, 37, 41, 61, 63, 76-77, 89, 103 <b>TG5:</b> 9, 11, 19, 25, 35, 51, 62, 63, 77, 88, 102-103 <b>TG6:</b> 9, 11, 25, 35, 37, 41, 61, 63, 67, 77, 87, 89, 103 <b>TG7:</b> 11, 12, 25, 51, 65, 67, 68-69, 76-77, 88, 93, 103 <b>TG8:</b> 9, 10, 11, 23, 25, 41, 51, 62, 63, 67, 76-77, 87, 103 <b>TG9:</b> 11, 25, 36, 51, 61, 77, 89, 93, 101, 103</p>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 4c With guidance and support, accept assigned duties during play or classroom management routines (e.g., clean-up responsibilities).</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 4c Accept assigned duties during play or classroom management routines (e.g., clean-up responsibilities).</p>	<p><b>TG1:</b> 13, 24, 26, 39, 65, 78, 90, 91 <b>TG3:</b> 12, 21, 44. 99 <b>TG4:</b> 13, 52, 64, 73 <b>TG7:</b> 13, 65, 73 <b>TG9:</b> 13</p>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 5 Join ongoing activities in acceptable ways.</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 5 Join ongoing activities in acceptable ways.</p> <p><b>THREE-YEAR-OLD CHILDREN:</b> 5a Begin to express to others a desire to play (e.g., "I want to play.")</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 5a Express to others a desire to play (e.g., say, "I want to play.").</p> <p><b>THREE-YEAR-OLD CHILDREN:</b> 5b With guidance and support, lead and follow.</p>	<p><b>Conscious Discipline™</b> strategies are addressed daily during the <b>UNITE</b> portion of the <b>Greeting Circle</b> (pages <b>12, 38, 64, 90</b> in each <b>Teacher's Guide</b>) as well as the <b>CONNECT</b> portion of the <b>Greeting Circle</b> (pages <b>13, 39, 65, 91</b> in each <b>Teacher's Guide</b>) to provide guidance to children to develop healthy relationships and interactions with their peers.</p> <p><b>TG1:</b> 11, 12, 36, 38, 39, 46, 89 <b>TG2:</b> 10, 11, 15, 25, 36, 37, 41, 50-51, 61, 62, 63, 67, 77, 87, 88, 89, 93, 103 <b>TG3:</b> 10, 15, 22-23, 34, 35, 37, 43, 50-51, 62, 77, 87 89, 103 <b>TG4:</b> 25, 35, 37, 41, 61, 63, 76-77, 102, 103 <b>TG5:</b> 9, 11, 19, 25, 35, 51, 62, 63, 77, 88, 102-103 <b>TG6:</b> 9, 11, 25, 35, 37, 41, 61, 63, 67, 77, 87, 89, 103 <b>TG7:</b> 8, 11, 12, 25, 51, 61, 65, 67, 68-</p>

<p><b>FOUR-YEAR-OLD CHILDREN:</b> 5b Lead and follow.</p> <p><b>THREE-YEAR-OLD CHILDREN:</b> 5c With guidance and support, move into group with ease.</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 5c Move into group with ease.</p>	<p>69, 76-77, 88, 93, 103 <b>TG8:</b> 9, 10, 11, 23, 25, 41, 51, 62, 63, 67, 76-77, 87, 103 <b>TG9:</b> 11, 25, 36, 51, 61, 77, 89, 93, 101, 103</p>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 6 Resolve conflicts with others.</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 6 Resolve conflicts with others.</p> <p><b>THREE-YEAR-OLD CHILDREN:</b> 6a With guidance and support, use discussions and negotiations to reach a compromise (e.g., “I had the drum first or you can have it when this song is over.”).</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 6a With prompting and support, use discussions and negotiations to reach a compromise (e.g., say, “I had the drum first or you can have it when this song is over.”).</p>	<p><i>Children engage in discussions daily during the <b>CALM</b> portion of the <b>Greeting Circle</b> (pages <b>12, 38, 64, 90</b> in each <b>Teacher’s Guide</b>).</i></p> <p><b>TG1:</b> 39, 78, 91, 97 <b>TG2:</b> 10, 11, 25, 37, 50-51, 62, 63, 77, 87, 89, 102-103 <b>TG3:</b> 10, 37, 51, 61, 77, 103 <b>TG4:</b> 25, 35, 37, 61, 77, 103 <b>TG5:</b> 25, 51, 62, 65, 77, 102-103 <b>TG6:</b> 25, 63, 77, 89, 103 <b>TG7:</b> 25, 39, 50-51, 77, 103 <b>TG8:</b> 25, 51, 103 <b>TG9:</b> 25, 36, 39, 51, 77, 89, 95, 103</p>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 6b With guidance and support, use courteous words and actions (e.g., “<i>Please give me the book.</i>” “I’m sorry I stepped on your mat.”).</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 6b With prompting and support, use courteous words and actions (e.g., say, “<i>Please give me the book.</i>” “I’m sorry I stepped on your mat.”).</p>	<p><b>TG1:</b> 13, 51 <b>TG2:</b> 26, 52, 78, 104 <b>TG3:</b> 26, 52, 78, 104 <b>TG4:</b> 26, 45, 52, 78, 104 <b>TG5:</b> 26, 34, 78, 104 <b>TG6:</b> 26, 52, 78, 104 <b>TG7:</b> 26, 42, 52, 68, 69, 78, 94, 95, 104 <b>TG8:</b> 16, 17, 26, 52, 78, 104 <b>TG9:</b> 14, 26, 52, 104</p>
<b>EMOTIONAL DEVELOPMENT</b>	
<b>ANCHOR STANDARD:</b> Demonstrate awareness of self and capabilities.	
<p><b>THREE-YEAR-OLD CHILDREN:</b> 1 Demonstrate trust in self.</p>	<p><b>TG1:</b> 9, 50, 52, 86, 87, 88, 89, 95 <b>TG2:</b> 9, 10, 13, 36, 39, 65, 87, 88, 91 <b>TG3:</b> 8, 13, 21, 39, 65, 91 <b>TG4:</b> 91 <b>TG5:</b> 13, 24,</p>

<p><b>FOUR-YEAR-OLD CHILDREN:</b> 1 Demonstrate trust in self.</p> <p><b>THREE-YEAR-OLD CHILDREN:</b> 1a Begin to make positive statements about self, use assertive voice to express self and accept responsibility for own actions (e.g., say “I can...”, “I will...”, “I did...”).</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 1a Make positive statements about self, use assertive voice to express self and accept responsibility for own actions (e.g., say, “I can ...”, “I will ...”, “I did ...”).</p> <p><b>THREE-YEAR-OLD CHILDREN:</b> 1b Begin to identify own emotions (e.g., say, “I feel...”) and express pride in accomplishments (e.g., “I did it!”).</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 1b Identify own emotions (e.g., say, “I feel ...”) and express pride in accomplishments (e.g., “I did it!”).</p>	<p>39, 50, 65, 76, 91, 99, 101 <b>TG6:</b> 13, 24, 39, 65, 73, 76, 91 <b>TG7:</b> 9, 13, 24, 39, 65, 76, 86, 91, 102 <b>TG8:</b> 13, 24, 39, 63, 65, 89, 91 <b>TG9:</b> 13, 24, 39, 50, 65, 91, 95, 102</p>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 2 Develop personal preferences.</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 2 Develop personal preferences.</p> <p><b>THREE-YEAR-OLD CHILDREN:</b> 2a Begin to express independence, interest and curiosity (e.g., say “I can...”, “I choose...”, “I want...”).</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 2a Express independence, interest and curiosity (e.g., say, “I can ...”, “I choose ...” I want ...”).</p>	<p><b>TG1:</b> 86, 87, 88, 89, 95 <b>TG2:</b> 13, 39, 65, 91 <b>TG3:</b> 13, 21, 39, 41, 65, 91 <b>TG5:</b> 13, 39, 65, 91, 95 <b>TG6:</b> 13, 39, 41, 63, 65, 89, 91 <b>TG7:</b> 13, 39, 65, 88, 91 <b>TG8:</b> 13, 39, 65, 91 <b>TG9:</b> 13, 39, 65, 91</p>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 2b With guidance and support, select and complete tasks (e.g., finish a puzzle or drawing).</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b></p>	<p><b>TG1:</b> 9, 36, 51, 77, 87, 103 <b>TG2:</b> 9, 10, 11, 25, 37, 61, 62, 63, 87 <b>TG3:</b> 9, 10, 36, 37, 61, 64, 87, 88, 89 <b>TG4:</b> 35, 37, 61 <b>TG5:</b> 9, 11, 35, 62, 63, 88, 101 <b>TG6:</b> 35, 37, 60, 61, 63, 87, 89 <b>TG7:</b> 9, 11, 35, 63, 89 <b>TG8:</b> 9, 11, 63 <b>TG9:</b> 36, 61, 63, 89</p>

2b Select and complete tasks (e.g., finish a puzzle or drawing).	
<b>THREE-YEAR-OLD CHILDREN:</b> 3 Show flexibility, inventiveness and interest in solving problems. <b>FOUR-YEAR-OLD CHILDREN:</b> 3 Show flexibility, inventiveness and interest in solving problems.	<b>TG1:</b> 36, 51, 75, 77, 87, 101, 103 <b>TG2:</b> 22-23, 25, 35, 37, 48-49, 50-51, 74-75, 77, 87, 94-95, 99, 100-101, 103 <b>TG3:</b> 24-25, 36, 37, 51, 75, 77, 103 <b>TG4:</b> 25, 37, 43, 50-51, 74-75, 77, 89, 100-101, 103 <b>TG5:</b> 24-25, 35, 42-43, 50-51, 62, 74-75, 76-77, 100-101, 102-103 <b>TG6:</b> 22-23, 25, 50-51, 61, 76-77, 87, 89, 102-103 <b>TG7:</b> 25, 35, 50-51, 75, 76-77, 100-101, 103 <b>TG8:</b> 22-23, 24-25, 48-49, 50-51, 76-77, 102-103 <b>TG9:</b> 25, 51, 74-75, 76-77, 100, 103
<b>THREE-YEAR-OLD CHILDREN:</b> 3a With guidance and support, make alternative choices (e.g., move to another area when a center is full). <b>FOUR-YEAR-OLD CHILDREN:</b> 3a Make alternative choices (e.g., move to another area when a center is full).	<b>TG1:</b> 9, 50, 52 <b>TG2:</b> 9, 10, 36, 87, 88 <b>TG3:</b> 8 <b>TG5:</b> 24, 50, 76, 99, 101 <b>TG6:</b> 24, 73, 76 <b>TG7:</b> 9, 24, 76, 86, 102 <b>TG8:</b> 24, 63, 89 <b>TG9:</b> 24, 50, 102
<b>THREE-YEAR-OLD CHILDREN:</b> 3b With guidance and support, problem solve when working on a task (e.g., work on a puzzle; rebuild a tower of blocks that has fallen). <b>FOUR-YEAR-OLD CHILDREN:</b> 3b Persist and problem solve when working on a task (e.g., work on a puzzle; rebuild a tower of blocks that has fallen).	<b>TG1:</b> 9 <b>TG2:</b> 9, 11, 21, 24, 35, 37, 61, 62, 76 <b>TG3:</b> 9, 10, 36, 88 <b>TG4:</b> 8 <b>TG5:</b> 24, 50, 76, 99, 101 <b>TG6:</b> 24, 60, 76 <b>TG7:</b> 8, 24, 76, 86, 102 <b>TG8:</b> 24, 63, 89 <b>TG9:</b> 24, 50, 102
<b>THREE-YEAR-OLD CHILDREN:</b> 4 Know personal information. <b>FOUR-YEAR-OLD CHILDREN:</b> 4 Know personal information.  <b>THREE-YEAR-OLD CHILDREN:</b> 4a With guidance and support, describe self using several basic characteristics (e.g., gender, age, hair color, eye color). <b>FOUR-YEAR-OLD CHILDREN:</b>	<b>TG1:</b> 86, 87, 88, 89, 95 <b>TG2:</b> 13, 39, 65, 91 <b>TG3:</b> 13, 21, 39, 41, 65, 91 <b>TG5:</b> 13, 39, 65, 91, 95 <b>TG6:</b> 13, 39, 41, 63, 65, 89, 91 <b>TG7:</b> 13, 39, 65, 88, 91 <b>TG8:</b> 13, 39, 65, 91 <b>TG9:</b> 13, 39, 65, 91

4a Describe self using several basic characteristics (e.g., gender, age, hair color, eye color).	
<b>THREE-YEAR-OLD CHILDREN:</b> 4b Refer to self by first name. <b>FOUR-YEAR-OLD CHILDREN:</b> 4b Refer to self by first and last name.	<b>TG1:</b> 21, 34, 60 <b>TG2:</b> 8, 21, 34, 47 <b>TG3:</b> 21, 47, 86 <b>TG5:</b> 86, 99 <b>TG6:</b> 60, 86 <b>TG7:</b> 34 <b>TG9:</b> 21, 73
<b>THREE-YEAR-OLD CHILDREN:</b> 4c With guidance and support, know parents'/guardians' names. <b>FOUR-YEAR-OLD CHILDREN:</b> 4c Know parent(s)/guardian(s) name(s).	<b>Theme 2 My Family and Friends</b> <i>invites children to explore the many ways families may be defined. They will learn that there are many different kinds and sizes of families and that families care for each other. Literature and informational text features opportunities for children to identify members of their families.</i>
<b>ANCHOR STANDARD:</b> Recognize and adapt expressions, behaviors and actions.	
<b>THREE-YEAR-OLD CHILDREN:</b> 5 Show impulse control with body and actions. <b>FOUR-YEAR-OLD CHILDREN:</b> 5 Show impulse control with body and actions.	<b>TG1:</b> 12, 38, 64, 90 <b>TG2:</b> 10, 12, 38, 64, 90 <b>TG3:</b> 12, 39, 64, 91 <b>TG4:</b> 12, 39, 65, 91 <b>TG5:</b> 12, 39, 65, 91 <b>TG6:</b> 12, 38, 65, 91 <b>TG7:</b> 13, 39, 64, 91 <b>TG8:</b> 12, 38, 65, 91 <b>TG9:</b> 13, 39, 65, 91, 95
<b>THREE-YEAR-OLD CHILDREN:</b> 5a Begin to exhibit control of own body in space (e.g., move safely through room without harm to self or others). <b>FOUR-YEAR-OLD CHILDREN:</b> 5a Control own body in space (e.g., move safely through room without harm to self or others).	<b>TG1:</b> 35, 49, 65, 72 <b>TG2:</b> 50, 61, 63, 88 <b>TG3:</b> 24, 35, 37, 49, 87 <b>TG4:</b> 12, 50 <b>TG5:</b> 102 <b>TG6:</b> 9, 12, 16, 37, 89 <b>TG7:</b> 35, 37, 62, 89 <b>TG8:</b> 10, 36, 37, 41, 62, 88 <b>TG9:</b> 37, 89
<b>THREE-YEAR-OLD CHILDREN:</b> 5b With guidance and support, follow procedures or routines (e.g., come to circle time when the teacher begins to sing). <b>FOUR-YEAR-OLD CHILDREN:</b> 5b Follow procedures or routines (e.g., come to circle time when the teacher begins to sing).	<b>TG1:</b> 13, 39, 65, 104 <b>TG2:</b> 13, 39, 65, 91 <b>TG3:</b> 13, 39, 65, 91 <b>TG4:</b> 13, 39, 65, 91 <b>TG5:</b> 13, 39, 65, 91 <b>TG6:</b> 13, 39, 65, 91 <b>TG7:</b> 13, 39, 65, 91 <b>TG8:</b> 8, 13, 39, 65, 91 <b>TG9:</b> 13, 39, 65, 91

<p><b>THREE-YEAR-OLD CHILDREN:</b> 5c With guidance and support, transition appropriately and with ease within environments (e.g., come indoors to wash hands for lunch or to listen to a story).</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 5c Transition appropriately within environments with ease (e.g., come indoors to wash hands for lunch or to listen to a story).</p>	<p><i>The <b>Getting Started, Transitions and Brain Breaks</b> section in each <b>Teacher Guide</b> (pages <b>3, 29, 55, 81</b>) provides daily activities for children to transition smoothly from one activity to the next.</i></p>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 6 Manage emotions.</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 6 Manage emotions.</p>	<p><b>TG1:</b> 91, 95, 97 <b>TG2:</b> 12, 13, 38, 39, 64, 65, 90, 91 <b>TG3:</b> 12, 13, 39, 64, 65, 91 <b>TG4:</b> 12, 13, 39, 65, 91 <b>TG5:</b> 12, 13, 39, 65, 91 <b>TG6:</b> 12, 13, 38, 39, 65, 91 <b>TG7:</b> 13, 39, 64, 65, 91 <b>TG8:</b> 12, 13, 38, 39, 65, 91 <b>TG9:</b> 13, 39, 65, 91, 95</p>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 6a With guidance and support, progress from being upset to being calm (e.g., breathe deeply to regain self-control).</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 6a With prompting and support, progress from being upset to being calm (e.g., breathe deeply to regain self-control).</p>	<p><b>Conscious Discipline™</b> specifically guides children in being successful in their social and emotional endeavors during each day. The <b>CALM</b> portion of the <b>Greeting Circle</b> (pages <b>12, 38, 64, 90</b> in each <b>Teacher's Guide</b>) focuses on developing positive calming strategies for children. Five core strategies are used throughout the year.</p>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 6b With guidance and support, recognize emotions (e.g., “I am really mad.”).</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 6b With prompting and support, recognize emotions (e.g., “I am really mad.”).</p> <p><b>THREE-YEAR-OLD CHILDREN:</b> 6c With guidance and support, express feelings through appropriate gestures, actions and language (e.g., smile and say, “This story makes me happy.”).</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 6c With prompting and support, express feelings through appropriate gestures, actions and language (e.g., smile and say, “This story makes me happy.”).</p>	<p><i>The <b>Greeting Circle</b> activities encourage children to start each day by setting the tone for their emotional well-being and challenges them to focus on pro-social skills (pages <b>12-13, 38-39, 64-65, 90-91</b> in each <b>Teacher's Guide</b>).</i></p> <p><b>TG1:</b> 86, 89, 95 <b>TG2:</b> 13, 39, 65, 91 <b>TG3:</b> 13, 39, 65, 91 <b>TG4:</b> 91 <b>TG5:</b> 39, 65, 91 <b>TG6:</b> 13, 39, 65, 91 <b>TG7:</b> 13, 39, 65, 91 <b>TG8:</b> 13, 39, 65, 91 <b>TG9:</b> 13, 39, 65, 91</p>

<p><b>THREE-YEAR-OLD CHILDREN:</b> 6d With guidance and support, express frustration and anger without harming self, others or property (e.g., “I don’t like when you take my truck.”).</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 6d With prompting and support, express frustration and anger without harming self, others, or property (e.g., “I don’t like it when you take my truck.”).</p>	Continued
<p><b>THREE-YEAR-OLD CHILDREN:</b> 7 Follow procedures and routines with teacher support.</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 7 Follow procedures and routines with teacher support.</p>	<p><b>TG1:</b> 13, 39, 65, 104 <b>TG2:</b> 13, 39, 65, 91 <b>TG3:</b> 13, 39, 65, 91  <b>TG4:</b> 13, 39, 65, 91 <b>TG5:</b> 13, 39, 65, 91 <b>TG6:</b> 13, 39, 65, 91  <b>TG7:</b> 13, 39, 65, 91 <b>TG8:</b> 8, 13, 39, 65, 91 <b>TG9:</b> 13, 39, 65, 91</p>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 7a Begin to follow one-or-two-step directions (e.g., move appropriately when transitions are announced.)</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 7a Follow one-step and/or two-step directions (e.g., move appropriately when transitions are announced).</p>	<p><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</p>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 7b With guidance and support, use materials with care and safety (e.g., use scissors to cut paper).</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 7b Use materials with care and safety (e.g., use scissors to cut paper).</p>	<p><b>TG1:</b> 8, 9, 10, 11, 23, 86 <b>TG2:</b> 8, 34, 101 <b>TG3:</b> 34, 35 <b>TG7:</b> 8, 60 <b>TG8:</b> 60 <b>TG9:</b> 8, 89</p>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 7c Begins to take turns and to share information with others (e.g., interact during group time).</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 7c Take turns sharing information with others (e.g., interact during group time).</p>	<p><b>TG1:</b> 13, 51 <b>TG2:</b> 26, 52, 78, 104 <b>TG3:</b> 26, 52, 78, 104 <b>TG4:</b> 26, 45, 52, 78, 104 <b>TG5:</b> 26, 34, 78, 104 <b>TG6:</b> 26, 52, 78, 104 <b>TG7:</b> 26, 42, 52, 68, 69, 78, 94, 95, 104 <b>TG8:</b> 16, 17, 26, 52, 78, 104 <b>TG9:</b> 14, 26, 52, 104</p>

<b>THREE-YEAR-OLD CHILDREN:</b> 8 Demonstrate flexibility in adapting to different environments. <b>FOUR-YEAR-OLD CHILDREN:</b> 8 Demonstrate flexibility in adapting to different environments.	<b>TG1:</b> 51, 102 <b>TG2:</b> 95 <b>TG4:</b> 76, 100 <b>TG5:</b> 72, 75, 97 <b>TG5:</b> 72, 75, 97
<b>THREE-YEAR-OLD CHILDREN:</b> 8a With guidance and support, adjust behavior in different settings (e.g., at the library, playground, lunchroom). <b>FOUR-YEAR-OLD CHILDREN:</b> 8a Adjust behavior in different settings (e.g., at the library, playground, lunchroom).	<b>TG1:</b> 38, 64, 90 <b>TG2:</b> 12, 13, 38, 39, 64, 65, 90, 91 <b>TG3:</b> 12, 13, 39, 64, 65, 91 <b>TG4:</b> 12, 13, 26, 39, 65, 91 <b>TG5:</b> 12, 13, 39, 65, 91 <b>TG6:</b> 12, 13, 38, 39, 65, 91 <b>TG7:</b> 13, 39, 64, 65, 91 <b>TG8:</b> 12, 13, 38, 39, 65, 91 <b>TG9:</b> 13, 39, 65, 91, 95
<b>THREE-YEAR-OLD CHILDREN:</b> 8b With guidance and support, follow rules (e.g., use outside voice, use inside voice) in different settings. <b>FOUR-YEAR-OLD CHILDREN:</b> 8b Follow rules (e.g., use outside voice, use inside voice) in different settings.	<b>TG1:</b> 13, 39, 65, 104 <b>TG2:</b> 13, 39, 65, 91 <b>TG3:</b> 13, 39, 65, 91 <b>TG4:</b> 13, 39, 65, 91 <b>TG5:</b> 13, 39, 65, 91 <b>TG6:</b> 13, 39, 65, 91 <b>TG7:</b> 13, 39, 65, 91 <b>TG8:</b> 8, 13, 39, 65, 91 <b>TG9:</b> 13, 39, 65, 91
<b>SCIENCE Standards</b>	
<b>PHYSICAL SCIENCE</b>	
<b>ANCHOR STANDARD:</b> Develop awareness of observable properties of objects and materials.	
<b>THREE-YEAR-OLD CHILDREN:</b> 1 Begin to manipulate and explore a wide variety of objects and materials. <b>FOUR-YEAR-OLD CHILDREN:</b> 1 The child will manipulate and explore items in the environment with a wide variety of investigative tools.	<b>TG2:</b> 23, 50 <b>TG3:</b> 24, 37, 87 <b>TG4:</b> 50, 96, 97 <b>TG5:</b> 89, 102 <b>TG6:</b> 11, 19, 37, 42, 50 <b>TG7:</b> 11 <b>TG8:</b> 88, 101 <b>TG9:</b> 9, 11, 35, 76



<p><b>THREE-YEAR-OLD CHILDREN:</b> 2 No developmentally appropriate standard.</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 2 With prompting and support, describe and compare the properties of different materials and classify these materials by their observable characteristics and by their physical properties (weight, volume, temperature, texture, solid or liquid and sink or float).</p>	<p><b>TG2:</b> 23, 50 <b>TG3:</b> 24, 37, 87 <b>TG4:</b> 50, 96, 97 <b>TG5:</b> 89, 102 <b>TG6:</b> 11, 19, 37, 42, 50 <b>TG7:</b> 11 <b>TG8:</b> 88, 101 <b>TG9:</b> 9, 11, 35, 76</p>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 3 No developmentally appropriate standard.</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 3 With prompting and support, explore how solid objects can be constructed from a smaller set.</p>	<p><b>TG2:</b> 10, 11, 22, 23, 24, 49, 76, 102 <b>TG5:</b> 24, 48, 49, 76 <b>TG7:</b> 24, 76 <b>TG8:</b> 24, 101</p>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 3a No developmentally appropriate standard.</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 3a With teacher guidance, use basic shapes and spatial reasoning to model large objects in the environment using a set of small objects (e.g., blocks).</p>	<p><b>TG2:</b> 10, 11, 22, 23, 24, 49, 76, 102 <b>TG5:</b> 24, 48, 49, 76 <b>TG7:</b> 24, 76 <b>TG8:</b> 24, 101</p>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 3b No developmentally appropriate standard.</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 3b No developmentally appropriate standard.</p>	
<p><b>THREE-YEAR-OLD CHILDREN:</b> 3c No developmentally appropriate standard.</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 3c With teacher guidance, explore why things may not work the same if some of the parts are missing.</p>	<p><b>TG1:</b> 10, 24, 36, 77, 103 <b>TG2:</b> 23, 25, 50-51, 76-77, 102-103 <b>TG3:</b> 11, 24-25, 36, 50-51, 76-77, 102-103 <b>TG4:</b> 24-25, 37, 76-77, 87, 102-103 <b>TG5:</b> 9, 16-17, 18-19, 24-25, 35, 36, 37, 42-43, 44-45, 50-51, 63, 76-77, 89, 102-103 <b>TG6:</b> 19, 24-25, 37, 44-45, 50-51, 61, 76-77, 87, 95, 102-103 <b>TG7:</b> 24-25, 35, 50-51, 62, 76-77, 88, 102-103 <b>TG8:</b> 9, 24-25, 50-51, 76-77,</p>

	102-103 <b>TG9:</b> 9, 11, 23, 25, 35, 36, 37, 50-51, 61, 63, 76-77, 97, 102-103
<b>THREE-YEAR-OLD CHILDREN:</b> 4 With guidance and support, explore properties of solid objects.	<b>TG2:</b> 50 <b>TG3:</b> 24, 37 <b>TG4:</b> 50, 96, 97 <b>TG6:</b> 11, 19, 37 <b>TG7:</b> 11
4a With guidance and support, identify position of objects.	<b>TG1:</b> 36, 48-49 <b>TG6:</b> 62, 74-75
4b No developmentally appropriate standard.	
4c With guidance and support explore movement of people and objects (e.g., over, under, in, out, sink, float).	<b>TG2:</b> 50 <b>TG3:</b> 24, 37 <b>TG4:</b> 50, 96, 97, 104 <b>TG5:</b> 36, 49, 62, 102 <b>TG6:</b> 11, 19, 37 <b>TG7:</b> 11 <b>TG8:</b> 88 <b>TG9:</b> 76
<b>FOUR-YEAR-OLD CHILDREN:</b> 4 With guidance and support, conduct an experiment to explore what happens to objects in relation to other forces (e.g., throwing rocks, bouncing ball).	<b>TG2:</b> 50 <b>TG3:</b> 24, 37 <b>TG4:</b> 50, 96, 97 <b>TG6:</b> 11, 19, 37 <b>TG7:</b> 11
<b>THREE-YEAR-OLD CHILDREN:</b> 5 With guidance and support, describe and compare objects and materials by at least one observable property (e.g., color, size, shape, weight, texture, temperature). <b>FOUR-YEAR-OLD CHILDREN:</b> 5 No developmentally appropriate standard.	<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>LIFE SCIENCE</b>	
<b>ANCHOR STANDARD:</b> <b>THREE-YEAR-OLD CHILDREN:</b> Develop an awareness of living things. <b>FOUR-YEAR-OLD CHILDREN:</b> Acquire scientific knowledge related to life science.	
<b>THREE-YEAR-OLD CHILDREN:</b> 1 With guidance and support, explore body parts associated with the use of each of the five senses. <b>FOUR-YEAR-OLD CHILDREN:</b> 1 With prompting and support, name and identify the five senses and the corresponding body parts for each.	<b>TG1:</b> 45, 47, 62, 63, 74, 77 <b>TG3:</b> 63 <b>TG7:</b> 9, 63 <b>TG8:</b> 63

<p><b>THREE-YEAR-OLD CHILDREN:</b> 2 With guidance and support, explore how people change during changes of the life cycle.</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 2 With prompting and support, explore how living things change in form as they go through the general stages of a life cycle.</p>	<p><b>TG7:</b> 19, 63, 70, 97 <b>TG9:</b> 10, 18</p>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 2a Explore text with illustrations of human life stages.</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 2a Use informational text or other media to make observations and predictions about plants as they change during the life cycle and use models to communicate ideas.</p>	<p><i>Children sequence photographs that show different life cycles (such as an insect as it moves through different stages). Children are taught the word metamorphosis. Literacy lessons reinforce life science terminology. And children sing songs, such as <b>Life Cycle Chant</b>, reinforcing vocabulary such as: egg, larva, pupa, and adult.</i></p> <p><b>TG7:</b> 19, 63, 70, 97 <b>TG9:</b> 10, 18</p>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 2b No developmentally appropriate standard.</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 2b Conduct experiments using observations and predictions to describe and model the life cycle of a familiar mammal.</p>	<p><b>TG7:</b> 19, 63, 70, 97 <b>TG9:</b> 10, 18</p>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 2c No developmentally appropriate standard.</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 2c With teacher guidance, conduct a structured investigation to observe and measure the changes in various individuals of a single plant species from seed germination to adult plant. Record observations using drawings.</p>	<p><b>TG2:</b> 72 <b>TG4:</b> 9, 15, 18, 19 <b>TG7:</b> 19, 70, 71, 94, 96, 97 <b>TG9:</b> 10, 11, 18, 41, 67, 70, 90, 96</p>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 3 With guidance and support, conduct a simple investigation to observe the differences in humans during life stages.</p>	<p><b>TG9:</b> 17, 18, 19, 90, 97</p>

<p><b>FOUR-YEAR-OLD CHILDREN:</b> 3 With prompting and support, explore what animals and plants need to live and grow.</p> <p><b>THREE-YEAR-OLD CHILDREN:</b> 3a No developmentally appropriate standard.</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 3a With teacher guidance, conduct a structured investigation to determine what plants need to live and grow</p>	<p><b>TG2:</b> 72 <b>TG4:</b> 9, 15, 18, 19 <b>TG7:</b> 19, 70, 71, 94, 96, 97 <b>TG9:</b> 10, 11, 18, 41, 67, 70, 90, 96</p>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 4 With guidance and support, observe, explore and describe a variety of living things and where they live (e.g., plants, animals, people).</p>	<p><b>TG1:</b> 35, 45 <b>TG2:</b> 72 <b>TG4:</b> 9, 11, 15, 17, 18, 19, 45 <b>TG7:</b> 8, 9, 11, 17, 18, 19, 20, 36, 42, 44, 50, 60, 663, 71, 94, 96, 97, 98 <b>TG8:</b> 9, 10, 16, 17, 18, 19, 35, 36, 42, 43, 44, 45, 50, 62, 63, 68, 69, 70, 71, 89, 94, 95, 96, 97 <b>TG9:</b> 10, 11, 18, 41, 67, 70, 90, 96</p>
<p><b>FOUR-YEAR-OLD CHILDREN:</b> 4 With guidance and support, explore characteristics of living and nonliving things.</p>	<p><b>TG4:</b> 9, 11, 17, 18, 19</p>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 4a With guidance and support, conduct an experiment to observe the growth of plants.</p>	<p><b>TG2:</b> 72 <b>TG4:</b> 9, 15, 18, 19 <b>TG7:</b> 19, 70, 71, 94, 96, 97 <b>TG9:</b> 10, 11, 18, 41, 67, 70, 90, 96</p>
<p><b>FOUR-YEAR-OLD CHILDREN:</b> 4a With teacher guidance, conduct an investigation of living organisms and non-living objects in various real-world environments to identify the characteristics of living and non-living things.</p>	<p><b>TG4:</b> 9, 11, 17, 18, 19</p>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 4b No developmentally appropriate standard.</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 4b With teacher guidance, create a visual representation of the information gained and results of the experiment.</p>	<p><b>TG1:</b> 103 <b>TG3:</b> 102 <b>TG4:</b> 37, 87 <b>TG5:</b> 35 <b>TG6:</b> 47 <b>TG9:</b> 11, 37, 63</p>

<b>THREE-YEAR-OLD CHILDREN:</b> 4c No developmentally appropriate standard. <b>FOUR-YEAR-OLD CHILDREN:</b> 4c With teacher guidance, use appropriate technology tools to explore the observable characteristics of plants, animals and people.	<b>TG4:</b> 24, 102 <b>TG6:</b> 102 <b>TG7:</b> 24 <b>TG8:</b> 102
<b>THREE-YEAR-OLD CHILDREN:</b> 5 With guidance and support, describe individual characteristics of self, other living things and people. <b>FOUR-YEAR-OLD CHILDREN:</b> 5 No developmentally appropriate standard.	<b>TG1:</b> 35 <b>TG4:</b> 9, 19, 45 <b>TG5:</b> 69 <b>TG6:</b> 87, 94 <b>TG7:</b> 8, 9, 11, 17, 18, 20, 36, 42, 44, 50, 60, 63, 94, 96, 97, 98 <b>TG8:</b> 9, 10, 16, 17, 18, 19, 35, 36, 42, 43, 44, 45, 50, 62, 63, 68, 69, 70, 71, 89, 94, 95, 96, 97 <b>TG9:</b> 10
<b>EARTH AND SPACE SCIENCE</b>	
<b>ANCHOR STANDARD:</b> Apply scientific knowledge related to earth science and space.	
<b>THREE-YEAR-OLD CHILDREN:</b> 1 With guidance and support, recognize that weather changes (e.g., rainy, windy, sunny, cloudy). <b>FOUR-YEAR-OLD CHILDREN:</b> 1 With prompting and support, describe daily weather changes and seasonal patterns using related vocabulary (e.g., fall, summer, spring, winter, hot, cold, warm, sunny, cloudy).  <b>THREE-YEAR-OLD CHILDREN:</b> 1a Observe daily display about weather and seasonal activity. <b>FOUR-YEAR-OLD CHILDREN:</b> 1a With teacher guidance, collect and display daily data about weather and seasonal activity.	<b>TG1:</b> 44, 45, 62, 71, 88 <b>TG8:</b> 97 <b>TG9:</b> 34, 37, 38, 40, 41, 42, 43, 44, 45
<b>THREE-YEAR-OLD CHILDREN:</b> 2 Begin to identify objects in the sky (e.g., clouds, sun, moon and stars). <b>FOUR-YEAR-OLD CHILDREN:</b> 2 With prompting and support, identify characteristics of the clouds, sun, moon and stars.	<b>TG5:</b> 63 <b>TG9:</b> 35, 37, 42, 43, 45, 68

<p><b>THREE-YEAR-OLD CHILDREN:</b> 2a Explore materials to create display of common elements of day and night.</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 2a With teacher guidance, create a simple model of common elements of day and night.</p>	Continued
<p><b>THREE-YEAR-OLD CHILDREN:</b> 2b Explore devices that protect from sun or rain.</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 2b With teacher guidance, construct a device which would protect from sun and/or rain.</p>	<p><i>Children discuss types of clothing and other means of protection from sun and/or rain in Theme 9, Changes.</i></p> <p><b>TG1:</b> 44 <b>TG6:</b> 93 <b>TG7:</b> 89 <b>TG9:</b> 36, 41, 42, 43, 50-51</p>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 3 With guidance and support, collect, sort, identify and describe objects in the natural world (e.g., rocks, soil, leaves).</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 3 With prompting and support, collect, sort, identify and describe natural objects in the world (e.g., rocks, soil, leaves).</p>	<p><b>TG2:</b> 11 <b>TG3:</b> 63 <b>TG4:</b> 43 <b>TG5:</b> 11, 37 <b>TG7:</b> 37 <b>TG8:</b> 37, 61 <b>TG9:</b> 37, 43, 69</p>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 3a No developmentally appropriate standard.</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 3a Participate in a teacher led activity to identify and reuse materials.</p>	<p><b>TG1:</b> 11, 37, 63, 89 <b>TG6:</b> 44, 70 <b>TG7:</b> 11 <b>TG8:</b> 69</p>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 3b No developmentally appropriate standard.</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 3b With teacher-guidance, create a product from reused or natural materials that will meet a human need (e.g., pencil holder or musical instrument).</p>	<p><b>TG1:</b> 11, 37, 63, 89 <b>TG6:</b> 44, 70 <b>TG7:</b> 11 <b>TG8:</b> 69</p>

<b>TECHNOLOGY</b>	
<b>ANCHOR STANDARD:</b> Identify and explore a variety of technology tools.	
<b>THREE-YEAR-OLD CHILDREN:</b> 1 With guidance and support, explore appropriate technology tools to gather or communicate information (e.g., magnifying glass, telescope, microscope, computer, simple machines). <b>FOUR-YEAR-OLD CHILDREN:</b> 1 Use appropriate technology tools (e.g., magnifying glass, telescope, microscope, computer, simple machines) to explore objects and/or to discover new information.  <b>THREE-YEAR-OLD CHILDREN:</b> 2 No developmentally appropriate standard. <b>FOUR-YEAR-OLD CHILDREN:</b> 2 Use technology tools to gather and/or communicate information.	<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, 50, 60, 76, 86 <b>TG9:</b> 8, 34, 60, 76, 86
<b>THREE-YEAR-OLD CHILDREN:</b> 3 No developmentally appropriate standard. <b>FOUR-YEAR-OLD CHILDREN:</b> 3 With prompting and support, invent and construct simple objects or structures using technology tools.	<b>TG4:</b> 76 <b>TG7:</b> 24 <b>TG8:</b> 50 <b>TG9:</b> 76
<b>PHYSICAL DEVELOPMENT Standards</b>	
<b>GROSS MOTOR SKILLS</b>	
<b>ANCHOR STANDARD:</b> Demonstrate understanding of gross motor concepts as they apply to the learning, development and performance of physical activities.	
<b>THREE-YEAR-OLD CHILDREN:</b> 1 Identify body parts (e.g., knee, foot, arm). <b>FOUR-YEAR-OLD CHILDREN:</b> 1 Identify and demonstrate the use of body parts connected with gross motor movement (e.g., knee, foot, arm).	<b>TG1:</b> 35, 37, 38, 42, 64 <b>TG6:</b> 93 <b>TG8:</b> 38, 41
<b>THREE-YEAR-OLD CHILDREN:</b>	<b>TG1:</b> 35, 37, 61, 93 <b>TG2:</b> 37, 63, 88 <b>TG3:</b> 11, 63, 64, 87, 88, 89, 93 <b>TG4:</b> 10, 37, 63 <b>TG5:</b> 41, 62, 69, 87 <b>TG6:</b> 9, 38, 89 <b>TG7:</b> 35, 37, 89 <b>TG8:</b> 35, 37 <b>TG9:</b> 61, 62, 89

<p>2 With guidance and support, demonstrate coordination of large muscles to perform simple motor tasks (e.g., climbing, jumping, stretching, twisting, throwing a ball).</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b></p> <p>2 Demonstrate coordination of large muscles to perform simple motor tasks (e.g., climbing, jumping, stretching, throwing a ball).</p>	
<p><b>ANCHOR STANDARD:</b> Demonstrate competency in gross motor skills and movement patterns needed to perform a variety of physical activities.</p>	
<p><b>THREE-YEAR-OLD CHILDREN:</b></p> <p>3 With guidance and support, demonstrate body coordination (e.g., balance, strength, moving in space, walking up and down stairs).</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b></p> <p>3 With prompting and support, demonstrate body coordination (e.g., balance, strength, moving in space, walking up and down stairs alternating feet).</p>	<p><b>TG1:</b> 11, 35, 61 <b>TG2:</b> 37, 61, 63, 88, 89 <b>TG3:</b> 9, 11, 87, 88, 89, 93, 99 <b>TG4:</b> 10, 37, 63, 89 <b>TG5:</b> 39, 62, 69 <b>TG6:</b> 9, 11, 21, 63 <b>TG7:</b> 19, 35, 37, 37 <b>TG8:</b> 11, 35 <b>TG9:</b> 11, 61, 62, 63, 88</p>
<p><b>THREE-YEAR-OLD CHILDREN:</b></p> <p>4 With guidance and support, use various types of equipment (e.g., playground equipment, tricycles, slides).</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b></p> <p>4 Use various types of equipment (e.g., playground equipment, tricycles, slides).</p>	<p><b>TG2:</b> 89 <b>TG3:</b> 11, 89 <b>TG4:</b> 37, 63, 89 <b>TG6:</b> 37 <b>TG9:</b> 89</p>
<p><b>THREE-YEAR-OLD CHILDREN:</b></p> <p>5 Begin to engage in gross motor activities that are familiar as well as activities that are new and challenging (e.g., pulling, throwing, catching, kicking, bouncing or hitting balls, riding wheel toys).</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b></p> <p>5 Engage in gross motor activities that are familiar as well as activities that are new and challenging (e.g., pulling, throwing, catching, kicking, bouncing or hitting balls, riding wheel toys, skipping).</p>	<p><i>Children engage in gross motor activities daily in the <b>Music and Movement</b> portion of the daily as well as <b>Outdoor Activities</b> in the <b>Practice Centers</b> to become familiar with new and challenging skills as they progress throughout the year.</i></p> <p><b>TG1:</b> 11, 35, 61 <b>TG2:</b> 37, 61, 63, 88, 89 <b>TG3:</b> 9, 11, 87, 88, 89, 93, 99 <b>TG4:</b> 10, 37, 63, 89 <b>TG5:</b> 39, 62, 69 <b>TG6:</b> 9, 11, 21, 63 <b>TG7:</b> 19, 35, 37, 37 <b>TG8:</b> 11, 35 <b>TG9:</b> 11, 61, 62, 63, 88</p>



<b>FINE MOTOR SKILLS</b>	
<b>ANCHOR STANDARD:</b> Demonstrate competency in fine motor skills needed to perform a variety of physical activities.	
<b>THREE-YEAR-OLD CHILDREN:</b> 1 With guidance and support, use fine muscle and eye-hand coordination for such purposes as using utensils, self-care, building and exploring (e.g., place small objects in bottle). <b>FOUR-YEAR-OLD CHILDREN:</b> 1 With prompting and support, use fine muscle and eye-hand coordination for such purposes as using utensils, self-care, building and exploring (e.g., place small objects in bottle).	<b>TG1:</b> 8, 37, 60, 63, 92, 101 <b>TG2:</b> 10, 37, 63, 87 <b>TG3:</b> 9, 35, 37, 49, 61, 62, 89 <b>TG4:</b> 8, 35, 36, 62, 73, 87, 88, 89, 99 <b>TG5:</b> 9, 10, 35, 36, 37, 61, 62, 89 <b>TG6:</b> 10, 35, 36, 61, 62, 73, 87, 88, 89 <b>TG7:</b> 10, 11, 35, 61, 62, 87, 88 <b>TG8:</b> 9, 10, 35, 36, 61, 62, 87, 88 <b>TG9:</b> 9, 10, 11, 35, 36, 61, 63, 87
<b>ANCHOR STANDARD:</b> Demonstrate understanding of emerging (developing) fine motor skills as they apply to the learning and performance of physical activities.	
<b>THREE-YEAR-OLD CHILDREN:</b> 2 With guidance and support, demonstrate emerging (developing) fine muscle coordination using manipulative materials that vary in size shape and skill requirement (e.g., press individual computer keys on a keyboard, use clay to form shapes). <b>FOUR-YEAR-OLD CHILDREN:</b> 2 Demonstrate fine muscle coordination using manipulative materials that vary in size, shape and skill requirement (e.g., press individual computer keys on a keyboard, use clay to form shapes or objects).  <b>THREE-YEAR-OLD CHILDREN:</b> 3 With guidance and support, demonstrate emerging (developing) coordination of fine muscles to perform simple motor tasks (e.g., tearing, cutting, folding). <b>FOUR-YEAR-OLD CHILDREN:</b> 3 Demonstrate emerging (developing) coordination of fine muscles to perform simple motor tasks (e.g., tear, cut, fold and crease paper).	<b>TG1:</b> 8, 9, 34, 37, 63, 77, 87 <b>TG2:</b> 9, 11, 64, 89 <b>TG3:</b> 9, 35, 37, 61, 62, 63 <b>TG4:</b> 22, 35, 36, 63, 87, 89 <b>TG5:</b> 9, 35, 36, 37, 61, 89 <b>TG6:</b> 21, 35, 47, 61, 66, 87, 92 <b>TG7:</b> 11, 35, 61, 62, 63, 87, 88 <b>TG8:</b> 9, 61, 87 <b>TG9:</b> 9, 35, 61, 87
<b>ANCHOR STANDARD:</b> Participate in fine motor activity for self-expression and/or social interaction.	

<p><b>THREE-YEAR-OLD CHILDREN:</b> 4 With guidance and support, use fine motor skills for self-expression (e.g., coloring, painting, building, dressing-up in dramatic play).</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 4 With prompting and support, use fine motor skills for self-expression (e.g., coloring, painting, building, dressing-up in dramatic play).</p>	<p><b>TG1:</b> 8, 9, 34, 37, 63, 77, 87 <b>TG2:</b> 9, 11, 64, 89 <b>TG3:</b> 9, 35, 37, 61, 62, 63 <b>TG4:</b> 22, 35, 36, 63, 87, 89 <b>TG5:</b> 9, 35, 36, 37, 61, 89 <b>TG6:</b> 21, 35, 47, 61, 66, 87, 92 <b>TG7:</b> 11, 35, 61, 62, 63, 87, 88 <b>TG8:</b> 9, 61, 87 <b>TG9:</b> 9, 35, 61, 87</p>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 5 With guidance and support, participate in group activities (e.g., playing with blocks together, finger plays and dramatic play).</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 5 With prompting and support, participate in group activities involving fine motor experiences (e.g., playing together with blocks, finger plays and dramatic play).</p>	<p><b>TG1:</b> 8, 9, 34, 37, 63, 77, 87 <b>TG2:</b> 9, 11, 64, 89 <b>TG3:</b> 9, 35, 37, 61, 62, 63 <b>TG4:</b> 22, 35, 36, 63, 87, 89 <b>TG5:</b> 9, 35, 36, 37, 61, 89 <b>TG6:</b> 21, 35, 47, 61, 66, 87, 92 <b>TG7:</b> 11, 35, 61, 62, 63, 87, 88 <b>TG8:</b> 9, 61, 87 <b>TG9:</b> 9, 35, 61, 87</p>
<p><b>ANCHOR STANDARD:</b> Demonstrate emerging (developing) competency in self-help skills needed to perform a variety of physical activities.</p>	
<p><b>THREE-YEAR-OLD CHILDREN:</b> 6 With guidance and support, participate in self-care (e.g., dressing, brushing teeth, washing hands, feeding self).</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 6 With prompting and support, participate in self-care (e.g., dressing, brushing teeth, washing hands, feeding self and manipulating fasteners).</p>	<p><b>TG1:</b> 44, 69 <b>TG3:</b> 11, 12, 17, 65, 81, 89 <b>TG6:</b> 3</p>
<p><b>SELF-CARE, HEALTH AND SAFETY SKILLS</b></p>	
<p><b>ANCHOR STANDARD:</b> Demonstrate an awareness and practice of safety rules.</p>	
<p><b>THREE-YEAR-OLD CHILDREN:</b> 1 With guidance and support, identify and follow safety rules (e.g., classroom, home, community).</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 1 With prompting and support, identify safety rules (e.g., classroom, home, community).</p>	<p><b>TG1:</b> 39, 49, 69, 89 <b>TG2:</b> 11 <b>TG3:</b> 17, 19, 23 <b>TG7:</b> 95 <b>TG9:</b> 36, 41, 42, 88</p>

<p><b>THREE-YEAR-OLD CHILDREN:</b> 2 With guidance and support, practice safety procedures by responding appropriately to harmful or unsafe situations.</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 2 With prompting and support, practice safety procedures by responding appropriately to harmful or unsafe situations.</p> <p><b>THREE-YEAR-OLD CHILDREN:</b> 3 With guidance and support, demonstrate appropriate behavior to respect self and others in physical activity by following simple directions and safety procedures.</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 3 With prompting and support, demonstrate appropriate behavior to respect self and others in physical activity by following simple directions and safety procedures.</p>	<p>Continued</p>
<p><b>ANCHOR STANDARD:</b> Demonstrate an emerging (developing) use of standard health practices.</p>	
<p><b>THREE-YEAR-OLD CHILDREN:</b> 4 With guidance and support, practice common health routines (e.g., resting, eating healthy meals, exercising and using appropriate personal hygiene.)</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 4 With prompting and support, practice common health routines (e.g., resting, eating healthy meals, exercising and using appropriate personal hygiene).</p> <p><b>THREE-YEAR-OLD CHILDREN:</b> 5 With guidance and support, participate in a variety of physical activities.</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 5 With prompting and support, participate in a variety of physical activities.</p> <p><b>THREE-YEAR-OLD CHILDREN:</b> 6 With guidance and support, identify nutritious foods.</p>	<p><i>In Frog Street Pre-K, children develop an awareness of routines that promote health and nutrition in <b>Theme 3, Week 3: Eating Well and Week 4: Active Me.</b></i></p> <p><b>TG1:</b> 11, 15, 16, 18 <b>TG2:</b> 36 <b>TG3:</b> 39, 61, 64, 67, 68, 69, 71, 76, 90, 97 <b>TG6:</b> 18 <b>TG8:</b> 44</p>

<p><b>FOUR-YEAR-OLD CHILDREN:</b> 6 With prompting and support, identify nutritious foods.</p>	
<p><b>SOCIAL STUDIES Standards</b></p>	
<p><b>FAMILY AND COMMUNITY</b></p>	
<p><b>ANCHOR STANDARD:</b> Understand self in relation to the family and the community.</p>	
<p><b>THREE-YEAR-OLD CHILDREN:</b> 1 Begin to identify self as a member of a family, the learning community and local community. <b>FOUR-YEAR-OLD CHILDREN:</b> 1 Identify self as a member of a family, the learning community and local community.</p>	<p><i>Recognizing responsibilities as a member of a group are addressed daily during the <b>COMMIT</b> portion of the <b>Greeting Circle Routine</b> (pages 13, 39, 65, 91 in each Teacher's Guide). <b>Theme 2, My Family and Friends</b> focuses on responsibilities within the family.</i></p> <p><b>TG1:</b> 12, 23, 24, 26, 65, 89, 90 <b>TG2:</b> 12, 17, 20, 21, 25, 26, 77 <b>TG3:</b> 12, 20, 21 <b>TG5:</b> 19 <b>TG6:</b> 18 <b>TG7:</b> 13</p>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 2 With guidance and support, identify similarities and differences in people. <b>FOUR-YEAR-OLD CHILDREN:</b> 2 With prompting and support, identify similarities and differences in people.</p>	<p><b>TG1:</b> 44 <b>TG2:</b> 48, 89, 102-103 <b>TG3:</b> 62 <b>TG4:</b> 35, 61 <b>TG5:</b> 90 <b>TG6:</b> 97 <b>TG8:</b> 70-71 <b>TG9:</b> 10, 89, 90, 93, 100-101</p>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 3 With guidance and support, describe some family traditions. <b>FOUR-YEAR-OLD CHILDREN:</b> 3 With prompting and support, describe some family traditions.</p>	<p><b>Cultural Responsiveness</b> reminders are embedded across all content areas of the curriculum as children are invited to share some of their own family traditions. Opportunities to explore events, celebrations, and holidays of the local community and culture are encouraged in each theme. <b>Frog Street Pre-K Welcome Guide: Foundations for Implementation Guide</b> encourages teachers to be inclusive and culturally responsive as a habit of mind to all. (pages 94-95)</p> <p><b>TG1:</b> 13 <b>TG2:</b> 11, 16, 17, 34, 35 <b>TG3:</b> 22, 34, 62, 69, 88 <b>TG4:</b> 9, 17, 71 <b>TG5:</b> 38, 75 <b>TG6:</b> 35 <b>TG8:</b> 44 <b>TG9:</b> 95</p>

<p><b>THREE-YEAR-OLD CHILDREN:</b> 4 With guidance and support, identify some similarities and differences in family structure, culture, ability, language, age and gender.</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 4 Identify some similarities and differences in family structure, culture, ability, language, age and gender.</p>	<p><b>Cultural Responsiveness</b> 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. The <b>Frog Street Pre-K Welcome Guide: Foundations for Implementation Guide</b> encourages teachers to be inclusive and culturally responsive as a habit of mind to all. (pages <b>94-95</b>)</p> <p><b>TG1:</b> 13 <b>TG2:</b> 11, 16, 17, 34, 35 <b>TG3:</b> 22, 34, 62, 69, 88 <b>TG4:</b> 9, 17, 71 <b>TG5:</b> 38, 75 <b>TG6:</b> 35 <b>TG8:</b> 44 <b>TG9:</b> 95</p>
<p><b>ANCHOR STANDARD:</b> Understand the concept of individual rights and responsibilities</p>	
<p><b>THREE-YEAR-OLD CHILDREN:</b> 5 With guidance and support, demonstrate responsible behavior related to daily routines.</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 5 With prompting and support, demonstrate responsible behavior related to daily routines.</p>	<p><b>TG1:</b> 70 <b>TG2:</b> 10, 36, 37, 50, 62, 89 <b>TG3:</b> 9, 10, 11, 22, 24, 41, 45, 62, 63 <b>TG6:</b> 35, 37, 61, 63, 89 <b>TG9:</b> 87, 89</p>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 6 With guidance and support, explain some rules in the home and in the classroom.</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 6 With prompting and support, explain some rules in the home and in the classroom.</p> <p><b>THREE-YEAR-OLD CHILDREN:</b> 6a Identify some rules for different settings.</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 6a Identify some rules for different settings.</p> <p><b>THREE-YEAR-OLD CHILDREN:</b> 6b Identify appropriate choices to promote positive Interactions.</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b></p>	<p><i>Children engage in identifying rules for different settings at school in <b>Theme 1, Week 1 – My School</b> and within their own families in <b>Theme 2, Weeks 1 and 2, My Family and My Relatives.</b></i></p> <p><b>TG1:</b> 13, 39, 65, 104 <b>TG2:</b> 13, 39, 65, 89, 91 <b>TG3:</b> 13, 38, 39, 43, 65, 91 <b>TG4:</b> 13, 39, 65, 91 <b>TG5:</b> 13, 39, 65, 91 <b>TG6:</b> 13, 39, 65, 91 <b>TG7:</b> 12, 13, 39, 65, 91 <b>TG8:</b> 8, 13, 39, 65, 91 <b>TG9:</b> 13, 39, 65, 89, 91</p>

6b Identify appropriate choices to promote positive interactions.	
<b>THREE-YEAR-OLD CHILDREN:</b> 7 With guidance and support, identify some community members (e.g., parents, teachers, principals/directors, community helpers). <b>FOUR-YEAR-OLD CHILDREN:</b> 7 With prompting and support, identify some community members (e.g., parents, teachers, principals/directors, community helpers).	<i>In Frog Street Pre-K, Theme 1, Week 1 focuses on My School and Theme 2, Weeks 1 and 2 focuses on My Family. In each of these lessons, community members are identified.</i>  <b>TG3:</b> 8, 11, 16, 20, 21 <b>TG5:</b> 19
<b>THREE-YEAR-OLD CHILDREN:</b> 8 With guidance and support, identify some positive character traits of self and others (e.g., respectful, kind, fair, friendly). <b>FOUR-YEAR-OLD CHILDREN:</b> 8 With prompting and support, identify some positive character traits of self and others (e.g., fair, friendly, respectful, responsible).	<b>TG1:</b> 19, 44 <b>TG2:</b> 17, 96, 97 <b>TG3:</b> 19 <b>TG4:</b> 61 <b>TG6:</b> 71 <b>TG9:</b> 10
<b>THREE-YEAR-OLD CHILDREN:</b> 9 With guidance and support, describe a simple sequence of familiar events. <b>FOUR-YEAR-OLD CHILDREN:</b> 9 With prompting and support, describe a simple sequence of familiar events.	<b>TG1:</b> 17, 19, 26 <b>TG3:</b> 11 <b>TG5:</b> 11, 17 <b>TG6:</b> 69 <b>TG9:</b> 22
<b>OUR WORLD</b>	
<b>ANCHOR STANDARD:</b> Understand the importance of people, resources and the environment.	
<b>THREE-YEAR-OLD CHILDREN:</b> 1 With guidance and support, treat classroom materials and belongings of others with care. <b>FOUR-YEAR-OLD CHILDREN:</b> 1 Treat classroom materials and the belongings of others with care.	<b>TG1:</b> 8, 9, 10, 11, 23, 86 <b>TG2:</b> 8, 34, 101 <b>TG3:</b> 34, 35 <b>TG7:</b> 8, 60 <b>TG8:</b> 60 <b>TG9:</b> 8, 89

<p><b>THREE-YEAR-OLD CHILDREN:</b> 2 With guidance and support, identify location and physical features of familiar places in the environment.</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 2 With prompting and support, identify location and some physical features of familiar places in the environment.</p>	<p><b>TG1:</b> 63 <b>TG2:</b> 43, 44, 96 <b>TG3:</b> 69 <b>TG4:</b> 45 <b>TG5:</b> 11 <b>TG6:</b> 44, 63, 69, 70, 71, 102 <b>TG8:</b> 69</p>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 3 With guidance and support, use money in pretend play in order to set in motion an understanding of the role money plays in the environment (e.g., play store or restaurant).</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 3 With prompting and support, use money in pretend play to demonstrate understanding of the role money plays in the environment (e.g., play store or restaurant).</p>	<p><b>TG3:</b> 8, 11, 16-17, 18-19, 21, 68-69 <b>TG5:</b> 11, 16-17, 18-19 <b>TG9:</b> 24-25, 102-103</p>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 4 Begin to use a variety of technology tools (e.g., telephone, cash register, computer) either real or pretend, that affect daily life interactions and activities.</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 4 Use a variety of technology tools (e.g., telephone, cash register, computer), either real or pretend, that affect daily life interactions and activities.</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>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 5 With guidance and support, begin to understand the role that people play in caring for the environment. (e.g., recycling, keeping the environment clean, conserving water).</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 5 Demonstrate an understanding of the role that people play in caring for the environment (e.g., recycling, keeping the environment clean, conserving water).</p>	<p><b>TG1:</b> 11, 37, 63, 89 <b>TG6:</b> 44, 70 <b>TG7:</b> 11 <b>TG8:</b> 69</p>
<b>HISTORY AND EVENTS</b>	
<b>ANCHOR STANDARD:</b> Understand events that happened in the past.	

<p><b>THREE-YEAR-OLD CHILDREN:</b> 1 With guidance and support, describe a simple series of familiar events.</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 1 With prompting and support, describe a simple series of familiar events.</p>	<p><b>TG1:</b> 17, 19, 26 <b>TG3:</b> 11 <b>TG5:</b> 11, 17 <b>TG6:</b> 69 <b>TG9:</b> 22</p>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 2 With guidance and support, begin to understand events that happened in the past.</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> 2 Recognize events that happened in the past.</p>	<p><b>TG1:</b> 16, 17, 19, 24, 26, 44, 99 <b>TG2:</b> 17, 96 <b>TG3:</b> 11, 99 <b>TG5:</b> 11, 17 <b>TG6:</b> 63, 69, 102-103 <b>TG7:</b> 70 <b>TG8:</b> 17, 43, 96-97 <b>TG9:</b> 10, 22-23</p>
<b>CREATIVE EXPRESSION Standards</b>	
<b>ARTS LEARNING STANDARDS for DANCE</b>	
<p><b>THREE-YEAR-OLD CHILDREN:</b> 1 No standard</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> DA: Cr1.1.PK Generate and conceptualize artistic ideas and work</p> <ul style="list-style-type: none"> <li>a. Respond in movement to a variety of sensory stimuli (for example, music/sound, visual, tactile).</li> <li>b. Find a different way to do several basic locomotor and non-locomotor movements.</li> </ul> <p><b>THREE-YEAR-OLD CHILDREN:</b> 2 No standard</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> DA: Cr2.1.PK Organize and develop artistic ideas and work.</p> <ul style="list-style-type: none"> <li>a. Improvise dance that starts and stops on cue.</li> <li>b. Engage in dance experiences moving alone or with a partner.</li> </ul> <p><b>THREE-YEAR-OLD CHILDREN:</b> 3 No standard</p>	<p><b>Music and Movement</b> <i>engages children daily, using various types of music, movement and instruments. Additional activities are included in the Practice Centers.</i></p> <p><b>TG1:</b> 14, 15, 41, 65, 67, 87, 90, 93 <b>TG3:</b> 12, 15, 38, 41, 64, 67, 90, 93 <b>TG4:</b> 12, 15, 38, 41, 64, 67, 93 <b>TG5:</b> 15, 41, 64, 67, 89, 93, 96-97, 98 <b>TG6:</b> 10, 12, 15, 37, 38, 41, 64, 67, 90, 93 <b>TG7:</b> 12, 15, 41, 67, 72, 93, 95 <b>TG8:</b> 15, 38, 41, 64, 67, 93 <b>TG9:</b> 12, 15, 38, 41, 64, 67, 93</p>



**FOUR-YEAR-OLD CHILDREN:**

DA: Cr3.1.PK Refine and complete artistic work.

- a. Respond to suggestions for changing movement through guided improvisational experiences.
- b. Identify parts of the body and document a body shape or position by drawing a picture.

**THREE-YEAR-OLD CHILDREN:**

4 No standard

**FOUR-YEAR-OLD CHILDREN:**

DA: Pr4.1.PK Select, analyze, and interpret artistic work for presentation.

- a. Identify and demonstrate directions for moving the body in general space (for example, forward, backwards, sideways, up, down, and turning) and finding and returning to a place in space.
- b. Identify speed of dance as fast or slow. Move to varied rhythmic sounds at different tempi.
- c. Move with opposing characteristics (for example, loose/tight, light/heavy, jerky/smooth).

**THREE-YEAR-OLD CHILDREN:**

5 No standard

**FOUR-YEAR-OLD CHILDREN:**

DA: Pr5.1.PK Develop and refine artistic technique and work for presentation.

- a. Demonstrate basic full body locomotor, non-locomotor movement, and body patterning with spatial relationships.
- b. Move in general space and start and stop on cue while maintaining personal space.

**Theme 4, Week 4** focuses on **Opposites**. Children are engaged in movement activities of opposing characteristics.

**TG1:** 35, 49, 65, 72 **TG2:** 50, 61, 63, 88 **TG3:** 24, 35, 37, 49, 87 **TG4:** 12, 50, 86, 87, 88, 89, 90-91, 94-95, 96-97, 98, 100-101, 102 **TG5:** 102 **TG6:** 9, 12, 16, 37, 89 **TG7:** 35, 37, 62, 89 **TG8:** 10, 36, 37, 41, 62, 88 **TG9:** 37, 89

<p><b>THREE-YEAR-OLD CHILDREN:</b> 6 No standard</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> DA: Pr6:1.PK Convey meaning through the presentation of artistic work.</p> <ul style="list-style-type: none"> <li>a. Dance for others in a designated area or space.</li> <li>b. Use a simple prop as part of a dance.</li> </ul> <p><b>THREE-YEAR-OLD CHILDREN:</b> 7 No standard</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> DA: Pr7:1.PK Perceive and analyze artistic work.</p> <ul style="list-style-type: none"> <li>a. Identify a movement in a dance by repeating it.</li> <li>b. Demonstrate a performed or observed dance movement.</li> </ul> <p><b>THREE-YEAR-OLD CHILDREN:</b> 8 No standard</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> DA: Pr8:1.PK Interpret intent and meaning in artistic work.</p> <ul style="list-style-type: none"> <li>a. Observe a movement and share impressions.</li> </ul> <p><b>THREE-YEAR-OLD CHILDREN:</b> 9 No standard</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> DA: Re9:1.PK Apply criteria to evaluate artistic work.</p> <ul style="list-style-type: none"> <li>a. Find a movement in a dance that was fun to watch. Repeat it and explain why it is fun to watch and do.</li> </ul> <p><b>THREE-YEAR-OLD CHILDREN:</b> 10 No standard</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> DA: Cn10:1.PK Synthesize and relate knowledge and personal experiences to make art.</p>	<p><b>Music and Movement</b> <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> <p><b>TG1:</b> 14, 15, 41, 65, 67, 87, 90, 93 <b>TG3:</b> 12, 15, 38, 41, 64, 67, 90, 93 <b>TG4:</b> 12, 15, 38, 41, 64, 67, 93 <b>TG5:</b> 15, 41, 64, 67, 89, 93, 96-97, 98 <b>TG6:</b> 10, 12, 15, 37, 38, 41, 64, 67, 90, 93 <b>TG7:</b> 12, 15, 41, 67, 72, 93, 95 <b>TG8:</b> 15, 38, 41, 64, 67, 93 <b>TG9:</b> 12, 15, 38, 41, 64, 67, 93</p>
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<ul style="list-style-type: none"> <li>a. Recognize an emotion expressed in dance movement that is watched or performed.</li> <li>b. Observe a dance work. Identify and imitate a movement from the dance, and ask a question about the dance.</li> </ul>	
<p><b>THREE-YEAR-OLD CHILDREN:</b> 11 No standard</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> DA: Cn11:1.PK Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p> <ul style="list-style-type: none"> <li>a. Show a dance movement experienced at home or elsewhere.</li> </ul>	<p><i>Children are encouraged to share their own family culture and traditions, including dance. <b>Cultural Responsiveness</b> 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. <b>Frog Street Pre-K Welcome Guide: Foundations for Implementation Guide</b> encourages</i></p>

	<i>teachers to be inclusive and culturally responsive as a habit of mind to all. (pages 94-95)</i>
<b>ARTS LEARNING STANDARDS for MEDIA ARTS</b>	
<p><b>THREE-YEAR-OLD CHILDREN:</b> 1 No standard</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> MA: Cr1.1.PK Generate and conceptualize artistic ideas and work.</p> <p>a. Share ideas for media artworks through guided exploration of tools, methods, and imagining.</p> <p><b>THREE-YEAR-OLD CHILDREN:</b> 2 No standard</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> MA: Cr2.1.PK Organize and develop artistic ideas and work.</p> <p>a. With guidance, form ideas into plans or models for media arts productions.</p> <p><b>THREE-YEAR-OLD CHILDREN:</b> 3 No standard</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> MA: Cr3.1.PK Refine and complete artistic work</p> <p>a. Make and capture media arts content, freely and in guided practice, in media arts productions.</p> <p>b. Attempt and share expressive effects, freely and in guided practice, in creating media artworks.</p>	<p><b>TG1:</b> 51, 63, 77, 87, 99 <b>TG2:</b> 9, 34, 35, 61, 87, 102 <b>TG3:</b> 9, 63, 76, 89 <b>TG4:</b> 35, 36, 62, 88 <b>TG5:</b> 10, 36, 50, 61, 87, 89, 95 <b>TG6:</b> 10, 36, 62, 88 <b>TG7:</b> 8, 10, 61, 87, 89 <b>TG8:</b> 9, 35, 61, 87, 102 <b>TG9:</b> 9, 35, 63, 89</p>

<p><b>THREE-YEAR-OLD CHILDREN:</b> 4 No standard</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> MA: Pr4:1.PK Select, analyze, and interpret artistic work for presentation.</p> <ul style="list-style-type: none"> <li>a. With guidance, combine different forms and content, such as image and sound, to form media artworks.</li> </ul> <p><b>THREE-YEAR-OLD CHILDREN:</b> 5 No standard</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> MA: Pr5:1.PK Develop and refine artistic techniques and work for presentation.</p> <ul style="list-style-type: none"> <li>a. Use identified skills, such as manipulating tools, making choices, and sharing in creating media artworks.</li> <li>b. Use identified creative skills, such as imagining freely and in guided practice, within media arts productions.</li> <li>c. Use media arts creation tools freely and in guided practice.</li> </ul> <p><b>THREE-YEAR-OLD CHILDREN:</b> 6 No standard</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> MA: Pr6:1.PK Convey meaning through the presentation of artistic work.</p> <ul style="list-style-type: none"> <li>a. With guidance, share roles and discuss the situation for presenting media artworks.</li> <li>b. With guidance, share reactions to the presentation of media artworks.</li> </ul> <p><b>THREE-YEAR-OLD CHILDREN:</b> 7 No standard</p>	<p><i>Children are encouraged to develop and present artistic works related to thematic units, using different types and forms of media tools.</i></p> <p><b>TG2:</b> 60, 73, 86 <b>TG3:</b> 8, 60, 86 <b>TG4:</b> 8, 34, 60, 86 <b>TG5:</b> 8, 16, 34, 60, 86, 102 <b>TG6:</b> 8, 34, 60, 70, 86, 102 <b>TG7:</b> 8, 34, 50, 60, 86 <b>TG8:</b> 8, 34, 60, 68, 76, 86 <b>TG9:</b> 8, 34, 60, 76, 86</p>
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**FOUR-YEAR-OLD CHILDREN:**

MA: Re7:1.PK Perceive and analyze artistic work.

- a. With guidance, explore and discuss components and messages in a variety of media artworks.
- b. With guidance, explore media artworks and discuss experiences.

<p><b>THREE-YEAR-OLD CHILDREN:</b> 8 No standard</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> MA: Re8:1.PK Interpret intent and meaning in artistic work.</p> <p>a. With guidance, share reactions to media artworks.</p> <p><b>THREE-YEAR-OLD CHILDREN:</b> 9 No standard</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> MA: Re9:1PK Apply criteria to evaluate artistic work.</p> <p>a. With guidance, examine and share appealing qualities in media artworks.</p>	<p><b>TG1:</b> 37, 50, 62, 87 <b>TG2:</b> 9, 35, 61, 69, 87, 103 <b>TG3:</b> 9, 63, 77 <b>TG4:</b> 35, 36, 62, 88 <b>TG5:</b> 10, 36, 45, 50-51, 61, 86, 87, 89, 95, 98 <b>TG6:</b> 10, 36, 62, 76-77 <b>TG7:</b> 8, 10, 61, 87 <b>TG8:</b> 9, 61, 63, 87, 102-103 <b>TG9:</b> 9, 24-25, 34, 63, 89, 102-103</p>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 10 No standard</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> MA: Cn10:1.PK Synthesize and relate knowledge and personal experiences to make art.</p> <p>a. Use personal experiences in making media artworks. b. With guidance, share experiences of media artworks.</p> <p><b>THREE-YEAR-OLD CHILDREN:</b> 11 No standard</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> MA: Cn11:1.PK Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p>a. With guidance, relate media artworks and everyday life. b. With guidance, interact safely and appropriately with media arts tools and environments.</p>	<p><b>TG1:</b> 51, 87 <b>TG2:</b> 60, 73, 86, 102 <b>TG3:</b> 8, 60, 86 <b>TG4:</b> 8, 34, 60, 86 <b>TG5:</b> 8, 16, 34, 60, 61, 86, 102 <b>TG6:</b> 8, 34, 60, 70, 86, 102 <b>TG7:</b> 8, 34, 50, 60, 61, 86 <b>TG8:</b> 8, 34, 60, 63, 68, 76, 86 <b>TG9:</b> 8, 34, 60, 76, 86</p>
<p><b>ARTS LEARNING STANDARDS for MUSIC</b></p>	



<p><b>THREE-YEAR-OLD CHILDREN:</b> 1 No standard</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> MU: Cr1.1.PK Generate and conceptualize artistic ideas and work.</p> <ul style="list-style-type: none"> <li>a. With substantial guidance, explore and experience a variety of music.</li> </ul> <p><b>THREE-YEAR-OLD CHILDREN:</b> 2 No standard</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> MU: Cr2.1.PK Organize and develop artistic ideas and work.</p> <ul style="list-style-type: none"> <li>a. With substantial guidance, explore favorite musical ideas (such as movements, vocalizations, or instrumental accompaniments).</li> <li>b. With substantial guidance, select and keep track of the order for performing original musical ideas, using iconic notation and/or recording technology.</li> </ul> <p><b>THREE-YEAR-OLD CHILDREN:</b> 3 No standard</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> MU: Cr3.1.PK Refine and complete artistic work.</p> <ul style="list-style-type: none"> <li>a. With substantial guidance, consider personal, peer, and teacher feedback when demonstrating and refining personal musical ideas.</li> </ul> <p><b>THREE-YEAR-OLD CHILDREN:</b> 3 No standard</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> MU: Cr3.2.PK Refine and complete artistic work.</p> <ul style="list-style-type: none"> <li>a. With substantial guidance, share revised personal musical ideas with peers.</li> </ul>	<p><b>Music and Movement</b> <i>engages children daily, using various types of music, movement and instruments. Additional activities are included in the Practice Centers.</i></p> <p><b>TG1:</b> 12, 14, 41, 47, 67, 90, 101 <b>TG2:</b> 15, 41, 64, 67, 75, 93  <b>TG3:</b> 12, 15, 38, 41, 64, 67, 90, 93 <b>TG4:</b> 12, 15, 38, 41, 64, 67, 93 <b>TG5:</b> 15, 21, 38, 41, 47, 64, 67, 90, 93 <b>TG6:</b> 12, 15, 38, 41, 64, 67, 90, 93, 99 <b>TG7:</b> 12, 15, 41, 90, 93 <b>TG8:</b> 12, 15, 18, 64, 67, 93 <b>TG9:</b> 12, 15, 24, 38, 41, 64, 67, 90, 93</p>
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**THREE-YEAR-OLD CHILDREN:**

4 No standard

**FOUR-YEAR-OLD CHILDREN:**

MU: Pr4.1.PK Select, analyze, and interpret artistic work for presentation.

- a. With substantial guidance, demonstrate and state preference for varied musical selections.

**THREE-YEAR-OLD CHILDREN:**

4 No standard

**FOUR-YEAR-OLD CHILDREN:**

MU: Pr4.2.PK Select, analyze, and interpret artistic work for presentation.

- a. With substantial guidance, explore and demonstrate awareness of musical contrasts.

**THREE-YEAR-OLD CHILDREN:**

4 No standard

**FOUR-YEAR-OLD CHILDREN:**

MU: Pr4.3.PK Select, analyze, and interpret artistic work for presentation.

- a. With substantial guidance, explore music's expressive qualities (such as voice quality, dynamics, and tempo).

**THREE-YEAR-OLD CHILDREN:**

5 No standard

**FOUR-YEAR-OLD CHILDREN:**

MU: Pr5.1.PK Develop and refine artistic techniques and work for presentation.

- a. With substantial guidance, practice and demonstrate what they like about their own performances.
- b. With substantial guidance, apply personal, peer, and teacher feedback to refine performances.

**THREE-YEAR-OLD CHILDREN:**

6 No standard

**FOUR-YEAR-OLD CHILDREN:**

MU: Pr6.1.PK Convey meaning through the presentation of artistic work.

- a. With substantial guidance, perform music with expression.

<p><b>THREE-YEAR-OLD CHILDREN:</b> 7 No standard</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> MU: Re7.1.PK Perceive and analyze artistic work.</p> <p>a. With substantial guidance, state personal interests and demonstrate why they prefer some music selections over others.</p> <p><b>THREE-YEAR-OLD CHILDREN:</b> 7 No standard</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> MU: Re7.2.PK Perceive and analyze artistic work.</p> <p>a. With substantial guidance, explore musical contrasts in music.</p> <p><b>THREE-YEAR-OLD CHILDREN:</b> 8 No standard</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> MU: Re8.1.PK Interpret intent and meaning in artistic work.</p> <p>a. With substantial guidance, explore music's expressive qualities (such as dynamics and tempo).</p> <p><b>THREE-YEAR-OLD CHILDREN:</b> 9 No standard</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> MU: Re9.1.PK Apply criteria to evaluate artistic work.</p> <p>a. With substantial guidance, talk about personal and expressive preferences in music.</p>	<p><b>TG1:</b> 37, 50, 62, 87 <b>TG2:</b> 9, 35, 61, 69, 87, 103 <b>TG3:</b> 9, 63, 77 <b>TG4:</b> 35, 36, 62, 88 <b>TG5:</b> 10, 36, 45, 50-51, 61, 86, 87, 89, 95, 98 <b>TG6:</b> 10, 36, 62, 76-77 <b>TG7:</b> 8, 10, 61, 87 <b>TG8:</b> 9, 61, 63, 87, 102-103 <b>TG9:</b> 9, 24-25, 34, 63, 89, 102-103</p>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 10 No standard</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> MU:Cn10.0.PK Synthesize and relate knowledge and personal experiences to make art.</p>	<p><b>Music and Movement engages children daily, using various types of music, movement and instruments. Additional activities are included in the Practice Centers.</b></p>

<p>a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>Embedded within:  MU:Cr3.2.PKa With substantial guidance, share revised musical ideas with peers.  MU:Pr4.1.PKa With substantial guidance, demonstrate and state preference for varied musical selections.  MU:Pr4.3.PKa With substantial guidance, explore music's expressive qualities (such as voice quality, dynamics, and tempo).</p>	<p><b>TG1:</b> 12, 14, 41, 47, 67, 90, 101 <b>TG2:</b> 15, 41, 64, 67, 75, 93  <b>TG3:</b> 12, 15, 38, 41, 64, 67, 90, 93 <b>TG4:</b> 12, 15, 38, 41, 64, 67, 93 <b>TG5:</b> 15, 21, 38, 41, 47, 64, 67, 90, 93 <b>TG6:</b> 12, 15, 38, 41, 64, 67, 90, 93, 99 <b>TG7:</b> 12, 15, 41, 90, 93 <b>TG8:</b> 12, 15, 18, 64, 67, 93 <b>TG9:</b> 12, 15, 24, 38, 41, 64, 67, 90, 93</p>
<p><b>THREE-YEAR-OLD CHILDREN:</b>  11 No standard</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b>  MU: Cn11.0.PK Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p> <p>a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.  Embedded within:  MU:Pr4.2.PKa With substantial guidance, explore and demonstrate awareness of musical contrasts.  MU:Re7.2.PKa With substantial guidance, explore musical contrasts in music.  MU:Re9.1.PKa With substantial guidance, talk about their personal and expressive preferences in music.</p>	<p><b>Music and Movement</b> engages children daily, using various types of music, movement and instruments. Additional activities are included in the <b>Practice Centers</b>.</p> <p><b>TG1:</b> 12, 14, 41, 47, 67, 90, 101 <b>TG2:</b> 15, 41, 64, 67, 75, 93  <b>TG3:</b> 12, 15, 38, 41, 64, 67, 90, 93 <b>TG4:</b> 12, 15, 38, 41, 64, 67, 93 <b>TG5:</b> 15, 21, 38, 41, 47, 64, 67, 90, 93 <b>TG6:</b> 12, 15, 38, 41, 64, 67, 90, 93, 99 <b>TG7:</b> 12, 15, 41, 90, 93 <b>TG8:</b> 12, 15, 18, 64, 67, 93 <b>TG9:</b> 12, 15, 24, 38, 41, 64, 67, 90, 93</p>
<b>ARTS LEARNING STANDARDS for THEATRE</b>	
<p><b>THREE-YEAR-OLD CHILDREN:</b>  1 No standard</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b></p>	<p><i>The Pretend and Learn Center invites children to create their artistic ideas and work to express themselves in a drama experience. Children often role play stories during the</i></p>

<p>TH: Cr1.1.PK Generate and conceptualize artistic ideas and work</p> <ul style="list-style-type: none"> <li>a. With prompting and support, transition between imagination and reality in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</li> <li>b. With prompting and support, use non-representational materials to create props, puppets, and costume pieces for dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</li> </ul> <p><b>THREE-YEAR-OLD CHILDREN:</b> 2 No standard</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> TH: Cr.2.1.PK Organize and develop artistic ideas and work.</p> <ul style="list-style-type: none"> <li>a. With prompting and support, contribute through gestures and words to dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</li> </ul> <p><b>THREE-YEAR-OLD CHILDREN:</b> 3 No standard</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> TH: Cr.3.1.PK Refine and complete artistic work.</p> <ul style="list-style-type: none"> <li>a. With prompting and support, answer questions in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</li> </ul> <p><b>THREE-YEAR-OLD CHILDREN:</b> 3 No standard</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> TH: Cr.3.1.PK Refine and complete artistic work.</p>	<p><b>Read-Aloud</b> <i>portion of each day, using props, puppets, and/or costume pieces.</i></p> <p><b>TG1:</b> 89, 91 <b>TG2:</b> 10, 36, 37, 62, 63, 74 <b>TG3:</b> 9, 10, 22, 48, 61, 67, 87 <b>TG4:</b> 9, 35, 61, 97 <b>TG5:</b> 67, 69, 87, 88 <b>TG6:</b> 11, 63, 89 <b>TG7:</b> 71, 89 <b>TG8:</b> 93 <b>TG9:</b> 15, 36</p>
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- a. With prompting and support, answer questions in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

**THREE-YEAR-OLD CHILDREN:**

4 No standard

**FOUR-YEAR-OLD CHILDREN:**

TH: Pr4.1.PK Select, analyze, and interpret artistic work for presentation.

- a. With prompting and support, identify characters in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

**THREE-YEAR-OLD CHILDREN:**

5 No standard

**FOUR-YEAR-OLD CHILDREN:**

TH: Pr5.1.PK Develop and refine artistic techniques and work for presentation.

- a. With prompting and support, understand that imagination is fundamental to dramatic play and guided drama experience (e.g., process drama, story drama, creative drama).
- b. With prompting and support, explore and experiment with various technical elements in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

**THREE-YEAR-OLD CHILDREN:**

6 No standard

**FOUR-YEAR-OLD CHILDREN:**

TH: Pr6.1.PK Convey meaning through the presentation of artistic work.

<p>a. With prompting and support, engage in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p><b>THREE-YEAR-OLD CHILDREN:</b> 7 No standard</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> TH: Re7:1.PK Perceive and analyze artistic work.</p> <p>a. With prompting and support, recall an emotional response in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p>	
<p><b>THREE-YEAR-OLD CHILDREN:</b> 8 No standard</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> TH: Re8:1.PK Interpret intent and meaning in artistic work.</p> <p>a. With prompting and support, explore preferences in dramatic play, guided drama experience (e.g., process drama, story drama, creative drama), or age-appropriate theatre performance.</p> <p>b. With prompting and support, name and describe characters in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p><b>THREE-YEAR-OLD CHILDREN:</b> 9 No standard</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> Th: Re9:1.PK Apply criteria to evaluate artistic work.</p> <p>a. With prompting and support, actively engage in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p><b>TG1:</b> 37, 50, 62, 87 <b>TG2:</b> 9, 35, 61, 69, 87, 103 <b>TG3:</b> 9, 63, 77 <b>TG4:</b> 35, 36, 62, 88 <b>TG5:</b> 10, 36, 45, 50-51, 61, 86, 87, 89, 95, 98 <b>TG6:</b> 10, 36, 62, 76-77 <b>TG7:</b> 8, 10, 61, 87 <b>TG8:</b> 9, 61, 63, 87, 102-103 <b>TG9:</b> 9, 24-25, 34, 63, 89, 102-103</p>



<p><b>THREE-YEAR-OLD CHILDREN:</b> 10 No standard</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> TH: Cn10.1.PK Synthesize and relate knowledge and personal experiences to make art.</p> <p>a. Synthesize and relate knowledge and personal experiences to make art.</p>	<p><b>TG1:</b> 37, 50, 62, 87 <b>TG2:</b> 9, 35, 61, 69, 87, 103 <b>TG3:</b> 9, 63, 77 <b>TG4:</b> 35, 36, 62, 88 <b>TG5:</b> 10, 36, 45, 50-51, 61, 86, 87, 89, 95, 98 <b>TG6:</b> 10, 36, 62, 76-77 <b>TG7:</b> 8, 10, 61, 87 <b>TG8:</b> 9, 61, 63, 87, 102-103 <b>TG9:</b> 9, 24-25, 34, 63, 89, 102-103</p>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 11 No standard</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> TH: Cn11.1.PK Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p>a. With prompting and support, use skills and knowledge from other areas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p><b>THREE-YEAR-OLD CHILDREN:</b> 11 No standard</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> TH: Cn11.2.PK Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p>a. With prompting and support, identify stories that are similar to one another in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>b. With prompting and support, tell a short story in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p><b>TG:</b> 51, 87 <b>TG2:</b> 102 <b>TG5:</b> 61, 86 <b>TG7:</b> 61 <b>TG8:</b> 63</p>
<p><b>ARTS STANDARDS for VISUAL ARTS</b></p>	

<p><b>THREE-YEAR-OLD CHILDREN:</b> 1 No standard</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> VA: Cr1.1.PK Generate and conceptualize artistic ideas and work.</p> <p>a. Engage in self-directed play with materials.</p> <p><b>THREE-YEAR-OLD CHILDREN:</b> 1 No standard</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> VA: Cr1.1.PK Generate and conceptualize artistic ideas and work.</p> <p>a. Engage in self-directed, creative making.</p> <p><b>THREE-YEAR-OLD CHILDREN:</b> 2 No standard</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> VA: Cr2.1.PK Organize and develop artistic ideas and work.</p> <p>a. Organize and develop artistic ideas and work.</p> <p><b>THREE-YEAR-OLD CHILDREN:</b></p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> VA: Cr.2.2.PK Organize and develop artistic ideas and work.</p> <p>a. Share materials with others.</p>	<p><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</p>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 2 No standard</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> VA: Cr2.3.PK Organize and develop artistic ideas and work.</p>	<p><b>TG1:</b> 51, 87, 99 <b>TG2:</b> 9, 34, 35, 61, 87 <b>TG3:</b> 63, 76 <b>TG4:</b> 36, 62, 88 <b>TG5:</b> 10, 50, 61, 87, 89, 95 <b>TG6:</b> 10, 36, 62, 88 <b>TG7:</b> 8, 61 <b>TG8:</b> 9, 35, 61, 87 <b>TG9:</b> 9, 35, 63, 89</p>

<p>a. Create and tell about art that communicates a story about a familiar place or object.</p> <p><b>THREE-YEAR-OLD CHILDREN:</b> 3 No standard</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> VA: Cr3.1.PK Refine and complete artistic work.</p> <p>a. Share and talk about personal artwork.</p>	
<p><b>THREE-YEAR-OLD CHILDREN:</b> 4 No standard</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> VA: Pr4.1.PK Select, analyze and interpret artistic work for presentation.</p> <p>a. Identify reasons for saving and displaying objects, artifacts, and artwork.</p> <p><b>THREE-YEAR-OLD CHILDREN:</b> 5 No standard</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> VA: Pr5.1.PK Develop and refine artistic techniques and work for presentation.</p> <p>a. Identify places where art may be displayed or saved.</p> <p><b>THREE-YEAR-OLD CHILDREN:</b> 6 No standard</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> VA: Pr6.1.PK Convey meaning through the presentation of artistic work.</p> <p>a. Identify where art is displayed both inside and outside of school.</p>	<p><b>TG1:</b> 37, 50, 62, 87 <b>TG2:</b> 9, 35, 61, 69, 87, 103 <b>TG3:</b> 9, 63, 77 <b>TG4:</b> 35, 36, 62, 88 <b>TG5:</b> 10, 36, 45, 50-51, 61, 86, 87, 89, 95, 98 <b>TG6:</b> 10, 36, 62, 76-77 <b>TG7:</b> 8, 10, 61, 87 <b>TG8:</b> 9, 61, 63, 87, 102-103 <b>TG9:</b> 9, 24-25, 34, 63, 89, 102-103</p>

<p><b>THREE-YEAR-OLD CHILDREN:</b> 7 No standard</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> VA: Re7.1.PK Perceive and analyze artistic work.</p> <p>a. Recognize art in one's environment.</p> <p><b>THREE-YEAR-OLD CHILDREN:</b> 7 No standard</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> VA: Re7.2.PK Perceive and analyze artistic work.</p> <p>a. Distinguish between images and real objects.</p> <p><b>THREE-YEAR-OLD CHILDREN:</b> 8 No standard</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> VA: Re8.1.PK Interpret intent and meaning in artistic work.</p> <p>a. Interpret art by identifying and describing subject matter.</p>	<p><b>TG1:</b> 51, 87 <b>TG2:</b> 102 <b>TG5:</b> 61, 86 <b>TG7:</b> 61 <b>TG8:</b> 63</p>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 9 No standard</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> VA: Re9.1.PK Apply criteria to evaluate artistic work.</p> <p>a. Select a preferred artwork.</p>	<p><b>TG1:</b> 37, 50, 62, 87 <b>TG2:</b> 9, 35, 61, 69, 87, 103 <b>TG3:</b> 9, 63, 77 <b>TG4:</b> 35, 36, 62, 88 <b>TG5:</b> 10, 36, 45, 50-51, 61, 86, 87, 89, 95, 98 <b>TG6:</b> 10, 36, 62, 76-77 <b>TG7:</b> 8, 10, 61, 87 <b>TG8:</b> 9, 61, 63, 87, 102-103 <b>TG9:</b> 9, 24-25, 34, 63, 89, 102-103</p>
<p><b>THREE-YEAR-OLD CHILDREN:</b> 10 No standard</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> VA: Cn10.1.PK Synthesize and relate knowledge and personal experiences to make art.</p> <p>a. Explore the world using descriptive and expressive words and art-making.</p>	<p><b>TG1:</b> 37, 50, 62, 87 <b>TG2:</b> 9, 35, 61, 69, 87, 103 <b>TG3:</b> 9, 63, 77 <b>TG4:</b> 35, 36, 62, 88 <b>TG5:</b> 10, 36, 45, 50-51, 61, 86, 87, 89, 95, 98 <b>TG6:</b> 10, 36, 62, 76-77 <b>TG7:</b> 8, 10, 61, 87 <b>TG8:</b> 9, 61, 63, 87, 102-103 <b>TG9:</b> 9, 24-25, 34, 63, 89, 102-103</p>

<p><b>THREE-YEAR-OLD CHILDREN:</b> 11 No standard</p> <p><b>FOUR-YEAR-OLD CHILDREN:</b> A: Cn11.1.PK Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p>a. Recognize that people make art.</p>	<p><b>TG1:</b> 51, 87 <b>TG2:</b> 102 <b>TG5:</b> 61, 86 <b>TG7:</b> 61 <b>TG8:</b> 63</p>
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