

Tennessee Early Learning Developmental Standards Correlation to Frog Street Pre-K



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Tennessee Early Learning Developmental Standards	Frog Street Pre-K Teacher Guide Page References
Approaches to Learning	
Creativity: Actively engage in learning with curiosity, flexibility, and openness to new ideas.	
PK.AL.CR.1 Independently interact with a variety of materials through multiple play activities.	Weekly Practice Center activities, such as the Pretend and Learn Center give children many opportunities to interact with a variety of materials, develop curiosity and imagination and engage in new experiences, complete projects and tasks, concentrate despite distractions, and solve problems through trial-and-error experimentation.
PK.AL.CR.2 Self-select play activities to support own curiosity and to engage in pretend and imaginative play (e.g., testing theories, acting out imagination).	
PK.AL.CR.3 Choose materials/props and use novel ways to represent ideas, characters, and objects in symbolic play.	
PK.AL.CR.4 Demonstrate a willingness to engage in new experiences and activities.	
Self-Regulation: Engage in learning to effectively plan and problem solve.	
PK.AL.SR.5 Maintain focus appropriate to completing a task and/or learning activity.	Weekly Practice Center activities give children many opportunities to complete projects and tasks, concentrate despite distractions, and solve problems through trial-and-error experimentation.
PK.AL.SR.6 Persist in solving a problem or question, with adult prompting.	
PK.AL.SR.7 Reflect and plan a logical series of steps to accomplish a task, such as writing a message, completing a puzzle, drawing a picture, or building a block structure.	
Critical Thinking: Actively inquire and reflect about new ideas and activities.	
PK.AL.CT.8 Seek additional clarity to further own knowledge (e.g., asks what, how, why, when, where, and/or what if).	Daily Read-Aloud lessons engage children in dialogue for asking and answering questions related to literature and

	<p><i>information text. Math and STEAM lessons also provide opportunities for children to react appropriately to information.</i></p> <p>TG1: 11, 23, 36, 51, 77, 87, 103 TG2: 10, 11, 25, 35, 37, 63, 77, 89, 103 TG3: 10, 11, 25, 35, 37, 63, 77, 89, 103 TG4: 24, 25, 35, 50-51, 61, 62, 63, 77, 89, 102-103 TG5: 9, 11, 25, 35, 49, 50-51, 62, 63, 76-77, 87, 89 TG6: 25, 35, 37, 50-51, 61, 76-77, 87, 89 TG7: 11, 24-25, 50-51, 76-77, 89, 91, 103 TG8: 9, 24-25, 50-51, 63, 102-103 TG9: 11, 24-25, 50-51, 61, 63, 76-77, 89, 102-103</p>
PK.AL.CT.9 Demonstrate an awareness of connection between prior and new knowledge.	<p>TG1: 51, 75, 77, 87, 103 TG2: 10, 11, 21, 25, 37, 47, 50-51, 63, 77, 87, 89, 103 TG3: 9, 35, 37, 51, 75, 77, 89, 103 TG4: 25, 37, 47, 50-51, 62, 63, 77, 89, 103 TG5: 9, 11, 25, 35, 49, 51, 62, 63, 74-75, 77, 99, 101, 102-103 TG6: 11, 25, 35, 51, 60, 61, 63, 77, 87, 89 TG7: 25, 51, 63, 77, 86, 89, 101, 103 TG8: 9, 10, 11, 25, 51, 63, 63, 89, 103 TG9: 51, 63, 77, 89, 101, 103</p>
PK.AL.CT.10 Identify a problem and attempt multiple ways to solve it, with or without assistance.	<p>TG1: 36, 51, 75, 77, 87, 101, 103 TG2: 22-23, 25, 35, 37, 48-49, 50-51, 74-75, 77, 87, 94-95, 99, 100-101, 103 TG3: 24-25, 36, 37, 51, 75, 77, 103 TG4: 25, 37, 43, 50-51, 74-75, 77, 89, 100-101, 103 TG5: 24-25, 35, 42-43, 50-51, 62, 74-75, 76-77, 100-101, 102-103 TG6: 22-23, 25, 50-51, 61, 76-77, 87, 89, 102-103 TG7: 25, 35, 50-51, 75, 76-77, 100-101, 103 TG8: 22-23, 24-25, 48-49, 50-51, 76-77, 102-103 TG9: 25, 51, 74-75, 76-77, 100, 103</p>
Communication: Actively engage in conversations with adults and peers.	
PK.AL.CO.11 Ask and respond to questions with peers and adults in individual and group activities.	<p><i>Two daily Read-Aloud lessons engage children in dialogue for asking and answering questions related to literature and informational text. Daily Math and STEAM lessons also provide opportunities for children to react appropriately to information.</i></p> <p>TG1: 42, 44, 45 TG2: 16, 17, 69 TG3: 16, 17, 43, 69 TG4: 18 TG5: 42 TG6: 42 TG7: 18 TG8: 16, 42, 43, 68, 69, 94, 95 TG9: 16, 42, 68</p>
PK.AL.CO.12 Seek assistance and/or information when needed to complete a task.	<p>Conscious Discipline® is a comprehensive classroom management and social emotional program that creates a learning environment where children are provided with</p>

	<p><i>strategies to solve problems/complete a task independently or with adult assistance.</i></p> <p>TG1: 11, 12, 36, 38, 39, 46, 89 TG2: 10, 11, 15, 25, 36, 37, 41, 50-51, 61, 62, 63, 67, 77, 87, 88, 89, 93, 103 TG3: 10, 15, 22-23, 34, 35, 37, 43, 50-51, 62, 77, 87 89, 103 TG4: 25, 35, 37, 41, 61, 63, 76-77, 102, 103 TG5: 9, 11, 19, 25, 35, 51, 62, 63, 77, 88, 102-103 TG6: 9, 11, 25, 35, 37, 41, 61, 63, 67, 77, 87, 89, 103 TG7: 8, 11, 12, 25, 51, 61, 65, 67, 68-69, 76-77, 88, 93, 103 TG8: 9, 10, 11, 23, 25, 41, 51, 62, 63, 67, 76-77, 87, 103 TG9: 11, 25, 36, 51, 61, 77, 89, 93, 101, 103</p>
Collaboration: Actively engage in learning with other people.	
PK.AL.CB.13 Engage in play-based, student-directed activities with a peer or peers (e.g., dramatic play, block building, symbolic play in recess) for at least 15 consecutive minutes, at multiple times throughout the year.	<p><i>Children engage in daily activities to learn how to appropriately interact with others during the UNITE and CONNECT portions of the Greeting Circle (pages 12-13, 38-39, 64-65, 90-91 in each Teacher’s Guide). Opportunities to practice these skills carry through in the Weekly Practice Centers.</i></p> <p>TG1: 12, 36, 38, 39, 46, 89 TG2: 10, 11, 15, 25, 36, 37, 41, 50-51, 61, 62, 63, 67, 77, 87, 88, 89, 93, 103 TG3: 10, 15, 22-23, 34, 35, 37, 43, 50-51, 61, 62, 77, 87, 89, 103 TG4: 25, 35, 37, 41, 61, 63, 76-77, 89, 103 TG5: 9, 11, 19, 25, 35, 51, 62, 63, 77, 88, 102-103 TG6: 9, 11, 25, 35, 37, 41, 61, 63, 67, 77, 87, 89, 103 TG7: 11, 12, 25, 51, 65, 67, 68-69, 76-77, 88, 93, 103 TG8: 9, 10, 11, 23, 25, 41, 51, 62, 63, 67, 76-77, 87, 103 TG9: 11, 25, 36, 51, 61, 77, 89, 93, 101, 103</p>
PK.AL.CB.14 Demonstrate a willingness to collaborate with others to solve a problem.	TG1: 91 TG2: 99 TG3: 43
Social and Personal Competencies	
Self-Awareness: Demonstrate an awareness of emotions, personal qualities and interests, personal abilities, and sense of personal responsibility.	
PK.SPC.SA.1 Express feelings, needs, opinions, and desires in a way which is appropriate to the situation.	TG1: 86, 87, 88, 89, 95 TG2: 13, 39, 65, 91 TG3: 13, 21, 39, 41, 65, 91 TG5: 13, 39, 65, 91, 95 TG6: 13, 39, 41, 63, 65, 89, 91 TG7: 13, 39, 65, 88, 91 TG8: 13, 39, 65, 91 TG9: 13, 39, 65, 91

<p>PK.SPC.SA.2 Appropriately name types of emotions (e.g., happy, sad, frustrated) and associate them with different facial expressions, words, and behaviors.</p>	<p>Conscious Discipline® strategies (Unite, Calm, Connect and Commit) taught during the Greeting Circle each day encourage children to recognize and name emotions as well as manage and exhibit behavioral control.</p> <p>TG1: 86, 87, 88, 89, 95 TG2: 13, 39, 65, 91 TG3: 13, 21, 39, 65, 91 TG4: 91 TG5: 13, 39, 65, 91 TG6: 13, 39, 65, 91 TG7: 13, 39, 65, 91 TG8: 13, 39, 65, 91 TG9: 13, 39, 65, 91, 95</p>
<p>PK.SPC.SA.3 Describe self using several different identifying characteristics and/or unique qualities (e.g., abilities, interests, gender, culture).</p>	<p>TG1: 44 TG2: 48, 89, 102-103 TG3: 62 TG4: 35, 61 TG5: 90 TG6: 97 TG8: 70-71 TG9: 10, 89, 90, 93, 100-101</p>
<p>PK.SPC.SA.4 Develop a basic awareness of self as an individual, self within the context of family, and self within the context of community.</p>	<p>TG1: 12, 64 TG2: 65 TG3: 13, 41 TG5: 95 TG8: 71</p>
<p>PK.SPC.SA.5 Display sense of accomplishment, contentment, and acknowledgement when completing a task or solving a problem.</p>	<p>TG1: 9, 14, 16, 18, 40, 68, 70, 92, 94, 102 TG2: 9, 11, 21, 24, 35, 37, 44, 47, 62, 62, 76, 94 TG3: 9, 10, 16, 35, 36, 45, 68, 71, 88, 97 TG4: 8, 16, 19, 44, 45, 71, 97 TG5: 17, 24, 40, 44, 50, 76, 97, 99, 101 TG6: 15, 17, 24, 40, 46, 60, 66, 76, 92, 96 TG7: 8, 23, 24, 44, 45, 71, 76, 86, 97, 102 TG8: 18, 19, 42, 44, 45, 46, 66, 70, 72, 76, 92, 96, 98 TG9: 18, 19, 20, 44, 45, 46, 66, 70, 71, 94, 97</p>
<p>PK.SPC.SA.6 Seek and accept guidance from primary caregivers, teachers, and other familiar adults.</p>	<p><i>Every page of instruction (for whole-class, small-group or Weekly Practice Centers) provides teachers and students opportunities to develop positive relationships through strong teacher/child interactions.</i></p> <p>TG1: 39 TG2: 38 TG3: 21 TG4: 47 TG8: 42</p>
<p>PK.SPC.SA.7 Demonstrate an understanding of rules through actions and conversations.</p>	<p>TG1: 13, 39, 65, 104 TG2: 13, 39, 65, 91 TG3: 13, 39, 65, 91 TG4: 13, 39, 65, 91 TG5: 13, 39, 65, 91 TG6: 13, 39, 65, 91</p>
<p>PK.SPC.SA.8 Use materials purposefully, safely, and respectfully as set by group rules.</p>	<p>TG7: 13, 39, 65, 91 TG8: 8, 13, 39, 65, 91 TG9: 13, 39, 65, 91</p>
<p>Self-Management: Understand and use strategies for managing emotions and behaviors constructively.</p>	
<p>PK.SPC.SM.1 Express feelings, needs, opinions, and desires and begin to identify causal relationships.</p>	<p>TG1: 86, 87, 88, 89, 95 TG2: 13, 39, 65, 91 TG3: 13, 21, 39, 65, 91 TG4: 91 TG5: 13, 39, 65, 91 TG6: 13, 39, 65, 91 TG7: 13, 39, 65, 91 TG8: 13, 39, 65, 91 TG9: 13, 39, 65, 91, 95</p>

<p>PK.SPC.SM.2 Demonstrate ability to modify behavior in different situations using multiple problem solving strategies (e.g., trade, take turns, share, wait) with or without adult guidance and support.</p>	<p>TG1: 38, 64, 90 TG2: 12, 13, 38, 39, 64, 65, 90, 91 TG3: 12, 13, 39, 64, 65, 91 TG4: 12, 13, 26, 39, 65, 91 TG5: 12, 13, 39, 65, 91 TG6: 12, 13, 38, 39, 65, 91 TG7: 13, 39, 64, 65, 91 TG8: 12, 13, 38, 39, 65, 91 TG9: 13, 39, 65, 91, 95</p>
<p>Social Awareness: Demonstrate awareness and consideration of other people’s emotions, perspectives, and social cues.</p>	
<p>PK.SPC.SCA.1 Show empathy and caring for others.</p>	<p>TG1: 91 TG2: 13, 39, 65, 91 TG3: 13, 34, 46, 65, 91 TG4: 39, 65, 91 TG5: 13, 39, 65, 91 TG6: 13, 39, 65, 91 TG7: 13, 39, 65, 91 TG8: 13, 39, 65, 91 TG9: 12, 13, 39, 65, 91</p>
<p>PK.SPC.SCA.2 Demonstrate an understanding of how personal choices impact others.</p>	<p>Conscious Discipline® specifically guides children in being successful in their social and emotional endeavors throughout the day. The COMMIT portion of the Greeting Circle (pages 13, 39, 65, 91 in each Teacher’s Guide) focuses on challenging children to commit to make wise and independent choices as a responsible member of the class, understanding rules to protect and the consequences of their choices.</p> <p>TG1: 9, 50, 52 TG2: 9, 10, 36, 87, 88 TG3: 8 TG5: 24, 50, 76, 99, 101 TG6: 24, 73, 76 TG7: 9, 24, 76, 86, 102 TG8: 24, 63, 89 TG9: 24, 50, 102</p>
<p>Relationship Skills: Use positive communication skills to interact effectively with others.</p>	
<p>PK.SPC.RS.1 Seek assistance and/or information when needed to complete a task.</p>	<p><i>Every page of instruction (for whole-class, small-group or Weekly Practice Centers) provides teachers and students opportunities to develop positive relationships through strong teacher/child interactions.</i></p> <p>TG1: 39 TG2: 38 TG3: 21 TG4: 47 TG8: 42</p>
<p>PK.SPC.RS.2 Interact and develop positive relationships with significant adults (e.g., primary caregivers, teachers, and other familiar adults).</p>	<p><i>Every page of instruction (for whole-class, small-group or Weekly Practice Centers) provides teachers and students opportunities to develop positive relationships through strong teacher/child interactions.</i></p> <p>TG1: 39 TG2: 38 TG3: 21 TG4: 47 TG8: 42</p>
<p>PK.SPC.RS.3 Initiate play and interact positively with another child or children.</p>	<p><i>Children engage in daily activities to learn how to appropriately interact with others during the UNITE and CONNECT portions</i></p>

	<p><i>of the Greeting Circle (pages 12-13, 38-39, 64-65, 90-91 in each Teacher’s Guide).</i></p> <p>TG1: 12, 36, 38, 39, 46, 89 TG2: 10, 11, 15, 25, 36, 37, 41, 50-51, 61, 62, 63, 67, 77, 87, 88, 89, 93, 103 TG3: 10, 15, 22- 23, 34, 35, 37, 43, 50-51, 61, 62, 77, 87, 89, 103 TG4: 25, 35, 37, 41, 61, 63, 76-77, 89, 103 TG5: 9, 11, 19, 25, 35, 51, 62, 63, 77, 88, 102-103 TG6: 9, 11, 25, 35, 37, 41, 61, 63, 67, 77, 87, 89, 103 TG7: 11, 12, 25, 51, 65, 67, 68-69, 76-77, 88, 93, 103 TG8: 9, 10, 11, 23, 25, 41, 51, 62, 63, 67, 76-77, 87, 103 TG9: 11, 25, 36, 51, 61, 77, 89, 93, 101, 103</p>
<p>PK.SPC.RS.4 Develop friendship skills (e.g., help, share, take turns, give compliments) with increasing ease and comfort to sustain interaction by cooperating, helping, and suggesting new ideas for play.</p>	<p>Theme 2, My Family and Friends, focuses on developing friendships with other children.</p> <p>TG1: 11, 12, 36, 38, 46, 89 TG2: 10, 11, 15, 25, 36, 37, 41, 50-51, 61, 62, 63, 67, 77, 87, 88, 89, 93, 103 TG3:10, 15, 22-23, 34, 35, 37, 43, 50-51, 62, 77, 87, 89, 103 TG4: 25, 35, 37,41, 61, 63, 76-77, 102, 103 TG5: 9, 11, 19, 25, 35, 51, 62, 63,77, 88, 102-103 TG6: 9, 11, 25, 35, 37, 41, 61, 63, 67, 77, 87, 89, 103 TG7: 8, 11, 12, 25, 51, 61, 65, 67, 68-69, 76-77, 88, 93, 103 TG8: 9, 10, 11, 23, 25, 41, 51, 62, 63, 67, 76-77, 87,103 TG9: 11, 25, 36, 51, 61, 77, 89, 93, 101, 103</p>
English Language Arts	
Reading Standards Key Ideas and Details – Standard #1 R.KID.1	
Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
<p>PK.RI.KID.1 With modeling, prompting, and support, ask and answer questions about informational text read aloud.</p>	<p>TG2: 20, 24-25, 47, 98 TG3: 8, 10, 20, 46, 47, 60, 98 TG4: 22-23, 46, 48-49, 72, 74-75, 98 TG5: 11, 22-23, 46, 63, 72, 73, 74-75, 98 TG6: 11, 20, 46, 63, 72, 74-75, 89, 100-101 TG7: 34, 50-52, 72-73, 74-75, 87, 98, 100-101 TG8: 46, 72, 98 TG9: 20, 22-23, 36, 60, 98</p>
<p>PK.RL.KID.1 With modeling, prompting, and support, ask, and answer questions about a story read aloud.</p>	<p><i>Daily Read-Aloud lessons engage children in dialogue for asking and answering questions related to literature and informational text. Daily Math and STEAM lessons also provide opportunities for children to react appropriately to information.</i></p>

	TG1: 42, 44, 45 TG2: 16, 17, 69 TG3: 16, 17, 43, 69 TG4: 18 TG5: 42 TG6: 42 TG7: 18 TG8: 16, 42, 43, 68, 69, 94, 95 TG9: 16, 42, 68
Reading Standards Key Ideas and Details – Standard #2 R.KID.2 Determine central ideas or themes of a text, analyze their development, and summarize the key supporting details and ideas.	
PK.RI.KID.2 With prompting and support, orally identify a main topic and retell details of texts, discussions, and activities.	TG1: 44, 45, 71, 97 TG2: 16, 17, 21, 68, 69, 94, 95 TG3: 16, 17, 43, 69 TG4: 17, 42, 69, 95 TG5: 19, 43 TG6: 19, 43, 70 TG7: 17, 42, 43, 69, 95 TG8: 16, 17, 21
PK.RL.KID.2 With prompting and support, orally retell familiar stories including details.	
Reading Standards Key Ideas and Details – Standard #3 R.KID.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
PK.RI.KID.3 With prompting and support, orally identify the connection between information in a text to personal experience or other text.	TG1: 16, 18, 20, 70 TG2: 21, 42, 44, 45, 70, 71, 96 TG3: 18, 19, 42, 44, 63, 71, 94, 95, 96, 97 TG4: 17, 42, 43, 44, 68, 69, 71, 97 TG5: 17, 18, 19, 45, 68, 69, 70, 95 TG6: 17, 18, 19, 43, 68, 69, 94, 95, 97 TG7: 45, 68 TG8: 16, 44, 71, 94
PK.RL.KID.3 With prompting and support, orally identify characters, settings, and events from a familiar story.	TG1: 18, 42, 44, 45, 68, 71, 96 TG2: 16, 17, 18, 42, 44, 45, 68, 69, 70, 71, 94, 96 TG3: 16, 17, 18, 42, 43, 44, 68, 69, 70, 94, 96 TG4: 16, 17, 18, 42, 44, 68, 71, 94, 96, 97 TG5: 17, 18, 42, 44, 45, 68, 70, 71, 94, 96, 97 TG6: 16, 17, 18, 19, 42, 44, 68, 70, 94, 96 TG7: 17, 18, 42, 43, 44, 45, 68, 69, 70, 94, 95, 96 TG8: 16, 17, 18, 19, 21, 42, 43, 44, 45, 68, 69, 70, 71, 94, 95, 96, 97 TG9: 16, 13, 18, 19, 42, 45, 68, 70, 71, 95, 96, 97
Reading Standards Craft and Structure – Standard #4 R.CS.4 Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
PK.RI.CS.4 With prompting and support, answer questions about the meaning of words and phrases in a text relevant to pre-K topic or subject area.	<i>Children will grow their vocabularies as they engage in conversations with peers and adults in the daily Greeting Circle, Literacy lesson, Read-Alouds, and Math and STEAM Lessons. Frog Street Pre-K encourages children to ask questions about the meaning of words and ask for clarification when needed.</i>
PK.RL.CS.4 With prompting and support, respond to questions about the meaning of unknown words in a story.	TG1: 17, 69, 94, 95 TG2: 19, 42, 72 TG3: 94 TG4: 42, 95 TG5: 71 TG6: 18 TG8: 42 TG9: 19, 45, 70, 71, 98

Reading Standards Craft and Structure – Standard #5 R.CS.5	
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
PK.RI.CS.5 Recognize various text features.	<i>Daily Read-Aloud lessons engage children in dialogue to recognize types of text, both literature and information text, songs and rhymes. Daily Math and STEAM lessons also provide opportunities for children to react appropriately to different types of text.</i> TG1: 69, 96 TG2: 44, 68, 94 TG3: 16, 17, 18, 70, 94 TG4: 16, 18, 42, 68, 70, 94, 95, 96 TG5: 16, 18, 19, 42, 44, 45, 68, 69, 94 TG6: 16, 42, 44, 45, 70, 71, 95, 96 TG7: 17, 19, 42, 44, 68, 69, 97 TG8: 16, 18, 19, 44, 45, 68, 69, 70, 71, 94, 95, 96 TG9: 16, 18, 42, 68, 70, 94, 95
PK.RL.CS.5 Recognize common types of text.	
Reading Standards Craft and Structure – Standard #6 R.CS.6	
Assess how point of view or purpose shapes the content and style of a text.	
PK.RI.CS.6 With prompting and support, answer questions about who is presenting ideas or information in a text.	TG1: 18, 71 TG2: 19, 42, 43, 70 TG3: 18, 19, 95, 97 TG4: 19, 21, 43, 45, 69 TG5: 69, 71, 95 TG6: 19, 42, 69, 95, 96 TG7: 17, 45 TG9: 16, 96
PK.RL.CS.6 With prompting and support, answer questions about who is telling a story.	
Reading Standards Integration of Knowledge and Ideas – Standard #7 R.IKI.7	
Assess how point of view or purpose shapes the content and style of a text.	
PK.RI.IKI.7 With prompting and support, orally describe the relationship between illustrations and the text in which they appear.	TG1: 43, 96 TG2: 18, 19, 95, 96 TG3: 42 TG4: 68 TG5: 17, 71, 94 TG6: 16, 19, 21, 69 TG7: 45 TG8: 96 TG9: 19, 46, 72
Reading Standards Integration of Knowledge and Ideas – Standard #8 R.IKI.8	
Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of evidence.	
PK.RI.IKI.8 This standard begins in Kindergarten.	
PK.RL.IKI.8 Not applicable to literature.	

Reading Standards Integration of Knowledge and Ideas – Standard #9 R.IKI.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.	
PK.RI.IKI.9 With prompting and support, orally identify basic similarities and differences between two texts on the same topic.	TG2: 68 TG4: 17 TG5: 18, 45 TG7: 19
PK.RL.IKI.9 With prompting and support, orally compare and contrast the experiences of characters in a story to personal experience or to the experiences of characters in another familiar story.	TG1: 17, 71 TG2: 19, 43, 96 TG3: 19, 42, 95 TG4: 42, 43, 44, 45, 69, 97 TG5: 15, 19, 71 TG7: 45 TG8: 70
Reading Standards Range of Reading and Level of Text Complexity – Standard #10 Read and comprehend complex literary and informational texts independently and proficiently.	
PK.RI.RRTC.10 Listen and respond to informational texts of appropriate complexity for pre-K.	<i>Children actively engage in a variety of reading experiences daily during the Read-Alouds #1 & 2 routine (pages 16-19, 42-45, 68-71 94-97 of each Teacher Guide).</i> TG2: 46, 89 TG3: 46, 89 TG4: 11, 14, 35, 61 TG6: 99 TG7: 73, 99 TG9: 21, 99
PK.RL.RRTC.10 Listen and respond to stories and poems of appropriate complexity for pre-K.	
Foundational Literacy Standards Print Concepts – Standard #1 FL.PC.1 Demonstrate understanding of the organization and basic features of print.	
PK.FL.PC.1 Demonstrate understanding of the organization and basic features of print.	<i>In Frog Street Pre-K children engage in activities that are age-appropriate for print concepts and build a foundation for future reading success. The skills embedded in the Morning Message provide an intentional sequence of instruction in phonological awareness, written expression, print awareness, and alphabet knowledge—a powerful three-minute modeled writing where print conventions/concepts are taught daily.</i> TG1: 47, 73, 86, 94, 99 TG2: 8, 16, 34 TG3: 18, 34, 44, 70, 96 TG4: 18, 44, 96 TG5: 16, 21, 44, 70, 95, 96 TG6: 16, 44, 70, 96 TG7: 8, 16, 18, 44, 60, 70, 96 TG8: 8, 18, 44, 60, 70, 96 TG9: 8, 44, 70, 96
a. Handle books appropriately, right-side-up, turning pages one at a time, and front to back.	<i>Daily Morning Message guides children to understand book handling skills in Step 2 - Concepts of Print. This modeling begins in Theme 1, Week 3 and continues throughout the curriculum.</i>

	TG1: 66, 92 TG2: 14, 40, 66, 92 TG3: 14, 40, 66, 92 TG4: 14, 40, 66, 92 TG5: 14, 40, 66, 92 TG6: 14, 40, 66, 92 TG7: 14, 40, 66, 92 TG8: 14, 40, 66, 92 TG9: 14, 40, 66, 92
b. Recognize that spoken words can be written and read.	<i>Daily Morning Message guides children to understand words are formed with letters in Step 2 - Concepts of Print. This modeling begins in Theme 1, Week 3 and continues throughout the curriculum.</i>
c. With guidance and support, understand that words are made up of alphabet letters.	
	TG1: 66, 92 TG2: 14, 40, 66, 92 TG3: 14, 40, 66, 92 TG4: 14, 40, 66, 92 TG5: 14, 40, 66, 92 TG6: 14, 40, 66, 92 TG7: 14, 40, 66, 92 TG8: 14, 40, 66, 92 TG9: 14, 40, 66, 92
d. Recognize familiar uppercase letters and some of the most common lowercase letters.	<i>Each alphabet knowledge skill is introduced daily in the Morning Message and revisited throughout the week. ABC Center activities provide children with independent practice letter skills.</i>
	TG1: 14, 21, 47, 61, 66, 73, 92, 99 TG2: 9, 14, 21, 35, 40, 47, 66, 73, 99 TG3: 14, 21, 40, 47, 66, 73, 92, 99 TG4: 8, 14, 21, 40, 47, 66, 73, 92, 99 TG5: 14, 21, 40, 47, 60, 66, 92 TG6: 14, 21, 40, 47, 66, 73, 92, 99 TG7: 14, 20, 21, 40, 47, 66, 73, 86, 92, 99 TG8: 8, 14, 21, 40, 47, 66, 73, 92, 99 TG9: 8, 14, 21, 40, 47, 66, 73, 86, 92
e. Distinguish between pictures and words.	TG1: 9, 21, 40, 43, 61, 87 TG2: 8, 21, 34, 40 TG3: 14, 40, 66, 73, 92 TG5: 14 TG6: 14, 34, 40, 98 TG7: 20, 40, 47, 86 TG8: 21 TG9: 66, 99
Foundational Literacy Standards Phonological Awareness – Standard #2 FL.PA.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
PK.FL.PA.2 Demonstrate increasing understanding of spoken words, syllables, and sounds (phonemes) through oral language and with guidance and support.	TG3: 14, 35, 40, 46, 66, 72, 89, 92, 98 TG7: 40, 46, 66, 72, 92, 98 TG8: 40, 46, 66, 72 TG9: 66, 72
a. Recognize and discriminate between rhyming words in spoken language.	TG3: 95 TG4: 14, 20, 40, 46, 66, 72, 92, 98 TG5: 98 TG6: 17, 43, 72 TG8: 71, 92 TG9: 14, 20, 97
b. Begin to pronounce and identify syllables in familiar words and words in a sentence.	TG3: 14, 35, 40, 46, 66, 72, 89, 92, 98 TG8: 40, 46, 66, 72

c. Begin to blend and segment onsets and rhymes of single-syllable spoken words.	TG6: 14, 20, 40, 46, 66, 92, 98 TG7: 14, 20 TG9: 40, 46
d. Begin to isolate and pronounce the initial, final, and/or medial vowel sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.	TG4: 40 TG5: 73, 92, 99 TG7: 21 TG8: 14, 21, 40, 47, 66, 73, 92, 99 TG9: 8, 14, 21, 47, 73, 86
e. Identify whether or not two words begin or end with the same sound.	
Foundational Literacy Standards Phonics and Word Recognition – Standard #3 FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.	
PK.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.	<i>In Frog Street Pre-K, children begin to explore and produce sounds associated with letters and the beginning of words which sets the foundation for further age-appropriate phonics and word analysis skill activities.</i>
a. Begin to demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for familiar consonants.	TG4: 40 TG5: 73, 92, 99 TG7: 21 TG8: 14, 21, 40, 47, 66, 73, 92, 99 TG9: 8, 14, 21, 47, 73, 86
b. Recognize high-frequency words by sight, including own name and other familiar words in the environment.	TG1: 47 TG2: 15, 67 TG3: 15 TG5: 47, 73, 99 TG7: 99 TG8: 47, 99 TG9: 21, 47, 99
c. Begin to decode regularly spelled CVC words.	
Foundational Literacy Standards Word Composition – Standard #4 FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.	
PK.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words.	TG7: 40, 46, 66, 72, 92, 98 TG9: 66, 72
a. Begin to recognize the difference between upper and lowercase letters.	TG1: 14, 21, 47, 61, 66, 73, 92, 99 TG2: 9, 14, 21, 35, 40, 47, 66, 73, 99 TG3: 14, 21, 40, 47, 66, 73, 92, 99 TG4: 8, 14, 21, 40, 47, 66, 73, 92, 99 TG5: 14, 21, 40, 47, 60, 66, 92 TG6: 14, 21, 40, 47, 66, 73, 92, 99 TG7: 14, 20, 21, 40, 47, 66, 73, 86, 92, 99 TG8: 8, 14, 21, 40, 47, 66, 73, 92, 99 TG9: 8, 14, 21, 40, 47, 66, 73, 86, 92
b. Begin to print the distinctive features of letter forms (circle, line, diagonal, crossed lines, etc.).	TG2: 47, 86, 99 TG3: 60, 73, 99 TG4: 21, 34, 47, 86, 99 TG5: 8, 21, 60, 86, 99 TG6: 8, 21, 34, 60, 73, 99 TG7: 8, 34, 47, 60, 73 TG8: 47, 60, 73, 86, 99 TG9: 21, 34, 47, 60, 73, 86, 99
Foundational Literacy Standards Fluency – Standard #5 FL.F.5 Read with sufficient accuracy and fluency to support comprehension.	
PK.F.5 Interact with text to support comprehension.	

a. Use illustrations to retell story events in familiar picture books.	TG1: 43, 96 TG2: 18, 19, 95, 96 TG3: 42 TG4: 68 TG5: 17, 71, 94 TG6: 16, 19, 21, 69 TG7: 45 TG8: 96 TG9: 19, 46, 72
Foundational Literacy Standards Sentence Composition – Standard #6 FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.	
PK.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking, and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult modeling, guidance, and support.	<i>The daily Morning Message engages students in standard English grammar and usage and provides models for speaking and writing.</i> TG1: 21, 34, 47, 60, 99 TG2: 8, 21, 34, 47, 99 TG3: 21, 34, 47 TG4: 21, 47, 73, 99 TG5: 47, 60, 86, 95, 99 TG6: 47, 60, 86, 99 TG7: 21, 34, 47, 73 TG8: 21, 35, 47, 73, 99 TG9: 21, 47, 73
a. With modeling or verbal prompts, orally produce complete sentences.	TG1: 21, 46, 71, 75, 97 TG2: 21, 47, 98, 99 TG3: 20, 46, 72, 73, 99 TG4: 20, 46, 68 TG5: 20, 46, 47 TG6: 19, 42, 43, 45, 94
b. Follow one-to-one correspondence between voice and print when writing a sentence or sentence fragment, or when rereading a dictated sentence.	
c. Use frequently occurring nouns and verbs when speaking and in shared language activities.	TG1: 24, 46 TG2: 20, 47, 73, 98, 99 TG3: 20, 21, 46, 47, 60, 72, 98 TG4: 20, 22-23, 46, 48-49, 72, 74-75, 98 TG5: 11, 20, 22-23, 46, 47, 72, 73, 98-99 TG6: 8, 11, 20, 46, 60, 63, 72, 89, 98, 99 TG7: 8, 15, 20, 22-23, 34, 46, 48-49, 72-73, 98, 100-101 TG8: 9, 11, 2-, 35, 36, 46, 72, 99 TG9: 20, 46-47, 60, 98-99
d. Form regular plural nouns when speaking and in shared language activities.	
e. Understand and use question words (interrogatives) when speaking and in shared language activities.	TG2: 20, 24-25, 47, 98 TG3: 8, 10, 20, 46, 47, 60, 98 TG4: 22-23, 46, 48-49, 72, 74-75, 98 TG5: 11, 22-23, 46, 63, 72, 73, 74-75, 98 TG6: 11, 20, 46, 63, 72, 74-75, 89, 100-101 TG7: 34, 50-52, 72-73, 74-75, 87, 98, 100-101 TG8: 46, 72, 98 TG9: 20, 22-23, 36, 60, 98
f. With prompting and support, use the most frequently occurring prepositions when speaking and in shared language activities.	TG1: 36, 48 TG2: 23, 37, 50-51, 96-97 TG3: 10, 22-23, 47 TG4: 22-23, 48-49, 72, 74-75 TG5: 16-17, 18-19, 22-23, 42-43, 44-45, 72, 74-75, 96-97 TG6: 11, 16-17, 18-19, 20, 42-43, 44-45, 46, 48-49, 62, 68-69, 70-71, 74-75 TG7: 15, 50-51, 70-71 TG8: 68-69 TG9: 42-43, 44-45, 60, 70-71, 94-95
g. With prompting and support, produce and expand complete sentences in shared language activities.	TG1: 21, 46, 71, 75, 97 TG2: 21, 47, 98, 99 TG3: 20, 46, 72, 73, 99 TG4: 20, 46, 68 TG5: 20, 46, 47 TG6: 19, 42, 43, 45, 94
h. Begin to recognize that a name begins with a capital letter.	<i>The daily Morning Message lessons encourage children to identify punctuation and letter case.</i>

	<p>TG3: 14, 22, 40, 66, 92 TG4: 14, 21, 34, 40, 47, 66, 92, 99 TG5: 14, 21, 40, 66, 92 TG6: 40, 66, 92 TG7: 14, 40, 66, 92 TG8: 8, 14, 40, 66, 92 TG9: 14, 21, 40, 66, 92</p>
<p>Foundational Literacy Standards Vocabulary Acquisition – Standard #7 FL.VA.7 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	
<p>PK.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on pre-K conversations, reading, and content. (1) Identify new meanings for familiar words and apply them accurately. (2) Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.</p>	<p><i>Children will grow their vocabularies as they engage in conversations with peers and adults in the daily Greeting Circle, Read-Aloud Lessons, and Math and STEAM Lessons. Frog Street Pre-K encourages children to identify the meaning of new words and ask for clarification when needed.</i></p>
<p>PK.FL.VA.7b With guidance and support from adults, explore word relationships and nuances in word meanings. (1) Sort common objects into categories to gain a sense of the concepts the categories represent. (2) Demonstrate understanding of frequently occurring verbs and adjectives. (3) Make real-life connections between words and their use. (4) Distinguish shades of meaning among familiar verbs describing the same general action. (i.e., jog/sprint)</p>	<p>TG1: 18, 19, 20, 26, 42, 43, 44, 46, 52, 68, 69, 72, 78, 94, 96, 97, 98, 104 TG2: 16, 18, 19, 20, 26, 42, 44, 45, 52, 68, 71, 78, 94, 95, 104 TG3: 17, 18, 19, 26, 42, 44, 52, 68, 70, 78, 104 TG4: 16, 18, 26, 42, 44, 52, 68, 70, 78, 86, 87, 89, 90-91, 94-95, 96-97, 98, 100-101, 102, 104 TG5: 16, 18, 26, 42, 43, 44, 52, 68, 70, 78, 94, 96, 98, 104 TG6: 16, 17, 18, 20, 26, 42, 44, 45, 52, 68, 71, 72, 78, 94, 96, 97, 98, 104 TG7: 16, 17, 18, 26, 42, 44, 46, 52, 68, 70, 72, 78, 96, 104 TG8: 16, 18, 20, 21, 26, 42, 44, 46, 52, 68, 70, 72, 78, 94, 96, 97, 98, 104 TG9: 16, 17, 18, 22, 26, 42, 44, 52, 68, 70, 78, 94, 96, 104</p>
<p>PK.FL.VA.7c Use words and phrases acquired through conversations, being read to, and responding to texts.</p>	<p><i>Children will grow their vocabularies as they engage in conversations with peers and adults. Frog Street Pre-K encourages children to use words and phrases in daily Read-Aloud lessons and Math and STEAM lessons.</i></p> <p>TG1: 19, 46, 48, 69, 72, 96, 98 TG2: 20, 73, 99 TG3: 17, 44, 70, 73, 96 TG4: 72, 98 TG5: 72, 98 TG6: 46, 69, 72, 98 TG7: 14, 72, 73 TG9: 17, 20, 64</p>

Writing Standards Text Types and Protocol – Standard #1 W.TTP.1	
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
PK.W.TTP.1 With modeling, prompting, and support, use a combination of drawing, dictating, and/or emergent writing to express a preference, opinion, or idea about a specific topic or text.	TG1: 8, 21, 34, 60, 86 TG2: 8, 21, 34, 46, 47, 73, 86 TG3: 8, 21, 34, 47, 60, 86 TG4: 21, 47, 60, 73, 86, 99 TG5: 8, 21, 34, 47, 73, 86, 99 TG6: 21, 47, 73, 86, 99 TG7: 8, 21, 34, 47, 60, 73, 99 TG8: 21, 34, 47, 60, 73, 86, 99 TG9: 21, 34, 47, 60, 73, 99
Writing Standards Text Types and Protocol – Standard #2 W.TTP.2	
Write information/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
PK.W.TTP.2 With modeling, prompting, and support, use a combination of drawing, dictating, and/or emergent writing to explain information about a familiar topic or informational text.	TG1: 8, 21, 34, 60, 86 TG2: 8, 21, 34, 46, 47, 73, 86 TG3: 8, 21, 34, 47, 60, 86 TG4: 21, 47, 60, 73, 86, 99 TG5: 8, 21, 34, 47, 73, 86, 99 TG6: 21, 47, 73, 86, 99 TG7: 8, 21, 34, 47, 60, 73, 99 TG8: 21, 34, 47, 60, 73, 86, 99 TG9: 21, 34, 47, 60, 73, 99
Writing Standards Text Types and Protocol – Standard #3 W.TTP.3	
Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.	
PK.W.TTP.3 With modeling, prompting, and support, use a combination of drawing, dictating, and/or emergent writing to narrate a single event.	TG1: 8, 21, 34, 60, 86 TG2: 8, 21, 34, 46, 47, 73, 86 TG3: 8, 21, 34, 47, 60, 86 TG4: 21, 47, 60, 73, 86, 99 TG5: 8, 21, 34, 47, 73, 86, 99 TG6: 21, 47, 73, 86, 99 TG7: 8, 21, 34, 47, 60, 73, 99 TG8: 21, 34, 47, 60, 73, 86, 99 TG9: 21, 34, 47, 60, 73, 99
Writing Standards Production and Distribution of Writing – Standard #4 W.PDW.4	
Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	
PK.W.PDW.4 With modeling, guidance, and support, produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	TG1: 8, 21, 34, 60, 86 TG2: 8, 21, 34, 46, 47, 73, 86 TG3: 8, 21, 34, 47, 60, 86 TG4: 21, 47, 60, 73, 86, 99 TG5: 8, 21, 34, 47, 73, 86, 99 TG6: 21, 47, 73, 86, 99 TG7: 8, 21, 34, 47, 60, 73, 99 TG8: 21, 34, 47, 60, 73, 86, 99 TG9: 21, 34, 47, 60, 73, 99

Writing Standards Production and Distribution of Writing – Standard #5 W.PDW.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
PK.W.PDW.5 With guidance and support from adults, respond to questions and suggestions from others and add details to strengthen drawing, dictating and/or emergent writing as needed.	TG1: 47 TG3: 8, 60 TG5: 34 TG6: 8, 21, 34, 47, 86, 99 TG7: 21 TG8: 21, 47, 86
Writing Standards Production and Distribution of Writing – Standard #6 W.PDW.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	
PK.W.PDW.6 This standard begins in Kindergarten.	
Writing Standards Research to Build and Present Knowledge – Standard #7 W.RBPK.7 Conduct short but more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.	
PK.W.RBPK.7 With modeling, guidance, and support, participate in shared research and writing projects, such as reading a number of books by a favorite author and expressing opinions about them.	TG1: 21, 47, 73, 99 TG2: 21, 43, 46, 47, 73, 99 TG3: 21, 47, 49, 73, 99 TG4: 21, 47, 73, 99 TG5: 21, 34, 73, 97, 99 TG6: 21, 47, 73, 99 TG7: 21, 47, 73, 99 TG8: 21, 47, 73, 99 TG9: 21, 47, 73, 86, 94, 99
Writing Standards Research to Build and Present Knowledge – Standard #8 W.RBPK.8 Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.	
PK.W.RBPK.8 With modeling, guidance, and support from adults, recall information from experiences or gather information from provided sources to answer a question.	TG1: 16 TG2: 43, 45, 46, 47 TG3: 19, 43, 44 TG4: 16-17, 42-43, 45, 68, 70 TG5: 97, 99 TG6: 17, 73, 99, 100-101 TG7: 47, 73, 94, 99 TG8: 21, 47, 68, 73, 99 TG9: 45, 47, 73, 97
Writing Standards Research to Build and Present Knowledge – Standard #9 W.RBPK.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	
PK.W. RBPK.9 This standard begins in Grade 4.	
Writing Standards Range of Writing – Standard #10 W.RW.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	
PK.W.RBPK.10 With modeling, guidance, and support from adults, engage routinely in drawing, dictating, and emergent writing activities for a range of tasks, purposes, and audiences.	TG1: 8, 21, 34, 60, 86 TG2: 8, 21, 34, 46, 47, 73, 86 TG3: 8, 21, 34, 47, 60, 86 TG4: 21, 47, 60, 73, 86, 99 TG5: 8, 21, 34, 47, 73, 86, 99 TG6: 21, 47, 73, 86, 99 TG7: 8, 21, 34, 47, 60, 73, 99 TG8: 21, 34, 47, 60, 73, 86, 99 TG9: 21, 34, 47, 60, 73, 99

Speaking and Listening Standards Comprehension and Collaboration – Standard #1 SL.CC.1 Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others’ ideas and expressing their own clearly and persuasively.	
PK.SL.CC.1 Participate with varied peers and adults in collaborative conversations across activities throughout the day.	Daily Brain Smart® activities in the Greeting Circle, Closing Circle, Read Alouds and Math and STREAM lessons provide opportunities to engage in reciprocal conversations.
a. Demonstrate appropriate conversational interactions including taking turns, listening, speaking, answering questions, and wait time.	TG1: 26, 43, 62, 96, 103 TG2: 26, 52, 78, 104 TG3: 26, 52, 78, 97, 104 TG4: 18, 26, 44, 45, 52, 70, 71, 78, 96, 97, 104 TG5: 16, 17, 26, 45, 52, 70, 71, 78, 88, 96, 97, 104 TG6: 17, 26, 44, 45, 52, 71, 78, 89, 96, 97, 104 TG7: 19, 26, 42, 43, 45, 52, 68, 69, 71, 78, 94, 95, 97, 104 TG8: 16, 17, 18, 19, 26, 42, 43, 44, 45, 52, 68, 69, 71, 78, 94, 95, 96, 97, 104 TG9: 16, 17, 18, 19, 26, 43, 45, 52, 68, 69, 70, 71, 78, 94, 95, 96, 97, 104
Speaking and Listening Standards Comprehension and Collaboration – Standard #2 SL.CC.2 Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.	
PK.SL.CC.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details, or by retelling, acting out, or representing key details through work in centers.	TG1: 18, 42, 44, 68, 71, 96 TG2: 16, 18, 42, 44, 45, 68, 70, 71, 94, 96 TG3: 16, 18, 42, 44, 68, 70, 94, 96 TG4: 16, 17, 18, 42, 44, 68, 71, 94, 96, 97 TG5: 17, 18, 44, 45, 68, 70, 71, 94, 96, 97 TG6: 16, 17, 18, 19, 42, 44, 68, 70, 94, 96 TG7: 18, 42, 44, 45, 68, 70, 94, 96 TG8: 16, 18, 19, 42, 43, 44, 45, 68, 69, 70, 71, 94, 95, 96, 97 TG9: 16, 13, 18, 19, 42, 45, 68, 70, 71, 95, 96, 97
Speaking and Listening Standards Comprehension and Collaboration – Standard #3 SL.CC.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.	
PK.SL.CC.3 With prompting and support, ask and answer questions about what a speaker says in order to seek help, get information, or clarify something that is not understood.	<i>Two daily Read-Aloud lessons engage children in dialogue for asking and answering questions related to literature and informational text. Daily Math and STEAM lessons also provide opportunities for children to react appropriately to information.</i> TG1: 42, 44, 45 TG2: 16, 17, 69 TG3: 16, 17, 43, 69 TG4: 18 TG5: 42 TG6: 42 TG7: 18 TG8: 16, 42, 43, 68, 69, 94, 95 TG9: 16, 42, 68

Speaking and Listening Standards Presentation of Knowledge and Ideas – Standard #4 SL.PKI.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.	
PK.SL.PKI.4 Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail.	TG1: 36, 48, 48, 49 TG2: 23, 37 TG3: 22, 23 TG4: 74, 75 TG5: 75 TG6: 48, 62, 74, 75 TG9: 49, 75
Speaking and Listening Standards Presentation of Knowledge and Ideas – Standard #5 SL.PKI.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	
PK.SL.PKI.5 Create representations and extensions of experiences or stories through writing, drawing, and open-ended materials in centers, and discuss them with others.	<i>Children use writing, drawing, and open-ended materials to communicate ideas and verbally share the meaning of their own writing.</i> TG1: 8, 21, 34, 47, 60, 86 TG2: 8, 21, 34, 46, 47, 73, 86 TG3: 8, 21, 34, 47, 60, 86 TG4: 21, 47, 60, 73, 86, 99 TG5: 8, 21, 34, 47, 73, 86, 99 TG6: 8, 21, 34, 47, 73, 86, 99 TG7: 8, 21, 34, 47, 60, 73, 99 TG8: 21, 34, 47, 60, 73, 86, 99 TG9: 21, 34, 47, 60, 73, 99
Speaking and Listening Standards Presentation of Knowledge and Ideas – Standard #6 SL.PKI.6 Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.	
PK.SL.PKI.6 With modeling, guidance, and support, express thoughts, feelings, and ideas through speaking.	TG1: 50, 61 TG2: 26, 52, 78, 104 TG3: 26, 43, 45, 50, 52, 78, 95, 104 TG4: 26, 52, 78, 104 TG5: 11, 26, 52, 63, 78, 87, 88, 95, 104 TG6: 26, 52, 78, 104 TG7: 26, 52, 78, 104 TG8: 26, 52, 78, 104 TG9: 17, 18, 26, 52, 78, 97, 104
Mathematics	
Counting and Cardinality (CC): Standard A Know number names and the counting sequence.	
PK.CC.A.1 Count forward from 1 to 30.	TG5: 101 TG6: 10, 22, 23, 36, 49 TG9: 23
PK.CC.A.2 This standard begins in Kindergarten.	
PK.CC.A.3 Begin to print the distinctive features of numerals (i.e., circle, line, diagonal, crossed lines).	TG3: 22, 49 TG6: 8, 10 TG9: 87, 101
PK.CC.A.4 Begin to name numerals 0-10.	

Counting and Cardinality (CC): Standard B Count to tell the number of objects.	
PK.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.	TG1: 73 TG3: 10, 36, 48, 49 TG5: 36, 48, 49, 88, 100, 101 TG6: 75, 101 TG7: 23, 49, 50, 62, 74 TG8: 23, 48, 49, 62, 88, 101 TG9: 100
a. When counting objects, say the number names in the standard order, using one-to-one correspondence.	TG1: 18, 19, 22, 62, 92 TG2: 14, 40, 48, 62, 74, 75, 88, 101 TG3: 9, 36, 48, 74 TG4: 50 TG5: 102 TG7: 102 TG8: 62, 100, 102 TG9: 10, 101
b. Understand that the last number name said tells the number of objects counted.	TG1: 22, 23 TG2: 74, 75, 101 TG3: 48, 49, 74 TG5: 48, 49, 88, 100, 101 TG6: 23, 62, 100 TG7: 22, 48, 74 TG8: 48, 49, 74, 75, 88 TG9: 75, 87
c. Recognize that one more object added to a group of objects changes the quantity as a whole.	TG1: 73 TG3: 10, 36, 48, 49 TG5: 36, 48, 49, 88, 100, 101 TG6: 75, 101 TG7: 23, 49, 50, 62, 74 TG8: 23, 48, 49, 62, 88, 101 TG9: 100
PK.CC.B.5 Understand that a number represents a corresponding quantity.	TG1: 73 TG3: 10, 36, 48, 49 TG5: 36, 48, 49, 88, 100, 101 TG6: 75, 101 TG7: 23, 49, 50, 62, 74 TG8: 23, 48, 49, 62, 88, 101 TG9: 100
a. Subitize quantities up to 5 (i.e., the ability to look at a quantity and say the quantity [1-5] quickly, just by looking).	TG2: 36, 48, 49, 62 TG3: 48 TG4: 101 TG5: 101 TG6: 49, 74, 75 TG7: 75 TG8: 75 TG9: 75, 88
b. Given a number from 1-10, count out that many objects.	TG1: 18, 19, 22, 62, 92 TG2: 14, 40, 48, 62, 74, 75, 88, 101 TG3: 9, 36, 48, 74 TG4: 50 TG5: 102 TG7: 102 TG8: 62, 100, 102 TG9: 10, 101
c. With guidance and support, count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle.	TG1: 22, 23 TG2: 74, 75, 101 TG3: 48, 49, 74 TG5: 48, 49, 88, 100, 101 TG6: 23, 62, 100 TG7: 22, 48, 74 TG8: 48, 49, 74, 75, 88 TG9: 75, 87
d. With guidance and support, count to answer “how many?” questions about as many as 5 things in a scattered configuration.	
Counting and Cardinality (CC): Standard C Compare numbers.	
PK.CC.C.6 Use comparative language, such as more/less than or equal to, to compare and describe collections of objects.	<i>Children will begin to compare numbers and quantities in daily Math lessons.</i> TG1: 66 TG2: 36, 40, 48, 49, 62, 75, 88, 100, 101 TG3: 48, 49, 74, 75 TG5: 9, 48 TG6: 88, 101 TG7: 10, 23, 36, 49, 88, 100,

	101 TG8: 10, 23, 36, 48, 49, 62, 74, 76, 88, 100, 101 TG9: 10, 36, 62, 100, 101
PK.CC.C.7 This standard begins in Kindergarten.	
Operations and Algebraic Thinking (OA): Standard A Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	
PK.OA.A.1 With guidance and support, begin to represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.	TG1: 22 TG7: 10, 22, 23, 36, 48, 49, 50, 62, 74, 75, 100, 101 TG8: 10, 22, 23, 36, 48, 64 TG9: 62, 74, 75, 88
PK.OA.A.2 With guidance and support, begin to solve addition and subtraction word problems, and add and subtract within 5 (e.g., by using objects or drawings to represent the problem).	
PK.OA.A.3 Compose and decompose numbers to 5, in more than one way, by using objects or drawings.	
PK.OA.A.4 Show, through the use of concrete objects or drawings, the number needed to make up to 5 when added to any given number from 0-5.	
PK.OA.A.5 This standard begins in Kindergarten.	
Number and Operations in Base Ten (NBT): Standard A Work with numbers 11-19 to gain foundations for place value.	
PK.NBT.A.1. This standard begins in Kindergarten.	
Measurement and Data (MD): Standard A Describe and compare measurable attributes.	
PK.MD.A.1 Describe measurable attributes of a single object, such as length, width, height.	TG2: 10, 11, 22, 23, 24, 48, 76, 101 TG4: 62, 74, 75, 88 TG5: 24, 36, 48, 49, 76 TG6: 19, 24, 45, 50, 76, 101 TG7: 24, 37, 76, 87, 101 TG8: 24, 101 TG9: 19, 22, 50, 102
PK.MD.A.2 Compare the attributes of two or more concrete objects and use words to define attributes of the objects (i.e., heavier/lighter, longer/shorter, etc.	Resources: Strategy Card – Measurement , Photo Cards
Measurement and Data (MD): Standard B Work with money.	
PK.MD.B.3 Begin to recognize currency and its purpose.	TG3: 8, 11, 16-17, 18-19, 21, 68-69 TG5: 11, 16-17, 18- 19 TG9: 24-25, 102-103
Measurement and Data (MD): Standard C Classify objects and count the number of objects in each category.	
PK.MD.C.4 Sort a collection of objects into given categories using more than one attribute.	TG1: 101 TG2: 24-25, 76-77 TG3: 76-77 TG4: 36, 48-49, 52, 62, 102-103 TG5: 9, 25, 62 TG6: 50-51, 76-77

	Resources: Strategy Card-Geometry
Geometry: Standard A	
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	
PK.G.A.1 Begin to use relative position words in appropriate context, such as above, below, beside, and between.	TG1: 36, 48, 49 TG2: 23, 37, 61 TG3: 22, 23 TG4: 74, 75 TG5: 75 TG6: 48, 62, 74, 75 TG9: 49, 75
PK.G.A.2 Correctly name some two-dimensional shapes.	TG1: 101 TG2: 92 TG3: 75, 76 TG4: 10, 22, 23, 36, 48, 49, 101 TG5: 10, 15, 22, 23, 51, 62, 74, 75 TG7: 61 TG8: 37 TG9: 100
Resources: Strategy Card –Geometry	
PK.G.A.3 Begin to explore shapes as two-dimensional or three-dimensional.	TG1: 9, 21, 37, 40, 47, 61, 66, 73, 76, 92, 99, 100 TG2: 21, 66, 92 TG3: 21, 47, 99 TG4: 22, 23, 36, 48, 49, 101 TG5: 22, 23
PK.G.A.4 Begin to describe objects in the environment using names of shapes.	TG8: 37 TG9: 100
Geometry: Standard B	
Analyze, compare, create, and compose shapes.	
PK.G.B.4 Describe similarities and differences between two-dimensional shapes.	TG1: 9, 21, 37, 40, 47, 61, 66, 73, 76, 92, 99, 100 TG2: 21, 66, 92 TG3: 21, 47, 99 TG4: 22, 23, 36, 48, 49, 101 TG5: 22, 23 TG8: 37 TG9: 100
PK.G.B.5 Model shapes in the world by building and drawing shapes.	TG2: 11, 37, 63 TG3: 87 TG4: 48, 102-103 TG5: 10, 11, 36, 62 TG6: 63, 89 TG7: 35 TG8: 9, 35 TG9: 61, 87
PK.G.B.6 Begin to recognize smaller shapes within a larger shape, including that some shapes can be put together to make a new shape.	TG1: 23, 101 TG3: 75, 76 TG4: 22, 23, 36, 48, 49, 62, 88, 101 TG5: 15, 22, 23, 62, 74, 75 TG9: 75
Science	
Physical Science (PS):	
Matter and its interactions.	
PK.PS1.01a. Describe and categorize objects based on their observable properties.	TG1: 17, 18, 23, 40, 45, 47, 61, 62, 68, 69, 77, 103 TG2: 19, 23, 42, 68, 70, 96, 97 TG3: 16, 18, 19, 40, 43, 62, 63, 64, 66, 69, 70, 95 TG4: 9, 16, 23, 48, 49, 68, 86, 87, 89, 94, 95 TG5: 17, 35, 89 TG6: 43, 68, 97, 102 TG7: 10, 16, 34, 37, 44, 89, 97 TG8: 8, 11, 37, 42, 63, 89, 100 TG9: 36, 45, 62, 88, 97
b. Demonstrate an awareness that matter exist in different states (i.e., solid and liquid) and that matter changes as a result of changes in its environment.	TG5: 89 TG9: 9, 11, 35

c. Observe, predict, and describe how objects move using common motion related vocabulary (e.g., straight, fast/slow, up/down, zigzag).	TG2: 50 TG3: 24, 37 TG4: 50, 96, 97 TG5: 102 TG6: 11, 19, 37 TG7: 11 TG8: 88 TG9: 76
d. Observe, predict, and describe how objects can be combined, stacked, or arranged to create a new object.	TG1: 10, 24, 36, 77 TG2: 23, 25, 50-51, 76-77, 102-103 TG3: 11, 24-25, 36, 50-51, 76-77, 102-103 TG4: 24-25, 37, 76-77, 87, 102-103 TG5: 9, 11, 16-17, 18-19, 24-25, 35, 36, 37, 42-43, 44-45, 50-51, 63, 76-77, 89, 102-103 TG6: 19, 24-25, 37, 44-45, 50-51, 61, 76-77, 87, 95, 102-103 TG7: 24-25, 35, 50-51, 62, 76-77, 88, 102-103 TG8: 9, 24,-25, 50-51, 76-77, 102-103 TG9: 9, 11, 23, 25, 35, 37, 50-51, 61, 63, 76-77, 97, 102-13
Life Science (LS): From molecules to organisms: structures and processes.	
PK.LS1.01 a. Identify common attributes of familiar living things.	TG1: 35 TG2: 72 TG4: 9, 15, 18, 19, 45 TG5: 69 TG6: 87, 94 TG7: 8, 9, 11, 17, 18, 19, 20, 36, 42, 44, 50, 60, 63, 70, 71, 94, 96, 97, 98 TG8: 9, 10, 16, 17, 18, 19, 35, 36, 42, 43, 44, 45, 50, 62, 63, 68, 69, 70, 71, 89, 94, 95, 96, 97 TG9: 10, 11, 18, 41, 67, 70, 90, 96
b. Recognize differences between living organisms and non-living materials.	TG4: 9, 11, 17, 18, 19
c. Recognize and describe the function of the five senses of humans.	TG1: 45, 47, 62, 63, 74, 77 TG3: 63 TG7: 9, 63 TG8: 63
Earth Science (ESS2): Earth systems. Note: Earth Science (ESS1): Earth's place in the universe begins in Kindergarten.	
PK.ESS2.01 a. Investigate and identify a variety of Earth materials by their observable properties (e.g. soil, rocks, sand, water).	TG2: 11 TG3: 63 TG4: 43 TG5: 11, 37 TG7: 37 TG8: 37, 61 TG9: 37, 43, 69
b. Observe and discuss changes in weather and seasons using common weather-related vocabulary (e.g., rain, sun, snow, wind, spring, summer, fall/autumn, winter, etc.).	TG1: 71 TG3: 47 TG8: 97 TG9: 38, 40, 41, 42, 43, 44, 45
Earth Science (ESS3) Earth and human activity.	
PK.ESS3.01 a. Observe, describe, and compare the habitats of plants and animals.	TG1: 35 TG2: 72 TG4: 9, 15, 18, 19, 45 TG5: 69 TG6: 87, 94 TG7: 8, 9, 11, 17, 18, 19, 20, 36, 42, 44, 50, 60, 63, 70, 71, 94, 96, 97, 98 TG8: 9, 10, 16, 17, 18, 19, 35, 36, 42, 43, 44, 45, 50,

	62, 63, 68, 69, 70, 71, 89, 94, 95, 96, 97 TG9: 10, 11, 18, 41, 67, 70, 90, 96
b. Observe and discuss how humans and animals respond to changes in weather.	TG7: 19, 63, 70, 97 TG9: 10, 18
c. Explore ways that humans use water and materials/resources from the Earth (e.g., water to drink, wood to make blocks, soil to grow food, bricks to make homes, plants to make food, etc.).	Frog Street Pre-K engages children in activities that show how people use objects and natural resources in their environment. TG1: 45 TG2: 63 TG6: 45, 95 TG7: 9, 42, 43, 62, 63, 68, 69, 70, 71, 94, 95, 96, 97 TG8: 9, 10, 16, 17, 18, 19, 36, 42, 43, 45, 62, 63, 68, 69, 70, 71, 87, 89, 94, 95, 96, 97 TG9: 69
Engineering, Technology and Science (ETS1): Engineering design.	
PK.ETS1.01 a. Use senses to gather, explore, and interpret information.	TG1: 25, 103 TG3: 102 TG4: 37, 87 TG5: 35, 49 TG6: 47 TG8: 89 TG9: 11, 18, 37, 63
b. With modeling, prompting, and support, record and organize data using graphs, charts, science journals, etc., to communicate conclusions regarding experiments and explorations.	TG1: 74 TG2: 43, 69, 75, 88 TG3: 21, 74 TG4: 11, 48, 70, 100, 101 TG5: 36, 49 TG6: 88, 100, 101 TG7: 18, 88 TG9: 23, 101
c. Make predictions based on observations and prior explorations.	TG1: 25, 103 TG4: 37, 87 TG5: 35, 49 TG8: 89 TG9: 18
Engineering, Technology and Science (ETS2): Links among engineering, technology, science, and society.	
PK.ETS2.01 a. Recognize that tools have specific characteristics that determine their use.	TG1: 10, 24, 36, 77 TG3: 11, 36 TG4: 37, 87 TG5: 9, 17, 35, 37, 37, 89 TG6: 95 TG7: 11, 63 TG8: 11, 37, 89, 100, 101 TG9: 9, 23, 35, 37, 61, 63, 97
b. Explore familiar environments through the use of simple tools.	
Social Studies Culture Students will explore different traditions, customs, and cultures within their families, schools, and communities.	
PK.01 In conversation, describe familiar people, places, things, and events, with reference to a student's home and school.	TG1: 17, 19, 24, 35, 42, 43, 44, 45, 69, 70, 71, 72, 73, 90, 97, 98, 99 TG2: 19, 20, 42, 46, 47, 60, 70, 95, 96, 98 TG3: 8, 18, 20, 45, 46, 71, 72, 95, 97, 98 TG4: 20, 46, 47, 60, 72, 73, 87, 89, 95, 96, 98, 99, 101 TG5: 10, 11, 20, 34, 46, 71 TG6: 11, 73, 95 TG7: 18, 20, 45, 60, 89, 94, 98 TG8: 9, 11, 20, 34, 46, 72, 73, 98, 99 TG9: 14, 17, 20, 43, 46, 60, 69, 72, 99

<p>PK.02 Begin to recognize similarities and differences between family customs and cultures.</p>	<p>Cultural Responsiveness reminders are embedded across all content areas of the curriculum. Opportunities to explore events, celebrations, and holidays of the local community and culture are encouraged in each theme. Frog Street Pre-K Welcome Guide: Foundations for Implementation Guide encourages teachers to be inclusive and culturally responsive as a habit of mind to all. (pages 94-95)</p> <p>TG1: 13 TG2: 11, 16, 17, 34, 35 TG3: 22, 34, 62, 69, 88 TG4:9, 17, 71 TG5: 38, 75 TG6: 35 TG8: 44 TG9: 95</p>
<p>Economics</p> <p>Students will identify basic wants and needs, the ways families produce, consume, and exchange goods and services in their communities, and the work people do in order to spend and save money.</p>	
<p>PK.03 Begin to distinguish between wants and needs.</p>	<p>TG2: 68, 76 TG3: 8,11, 16-17, 18-19, 21, 68-69 TG5:11, 16-17,</p>
<p>PK.04 Identify how the basic human needs of food, clothing, shelter, and transportation are met.</p>	<p>18-19 TG9: 24-25, 102-103</p>
<p>PK.05 Begin to recognize money and its uses.</p>	<p>TG3: 8, 11, 16-17, 18-19, 21, 68-69 TG5: 11, 16-17, 18- 19 TG9: 24-25, 102-103</p>
<p>PK.06 Identify different types of jobs, including work done in the home, school, and community.</p>	<p>TG7:19, 63, 70, 97 TG9:10, 18</p>
<p>PK.07 Give examples of how people exchange goods and use money to acquire wants and needs.</p>	<p>TG3: 8, 11, 16-17, 18-19, 21, 68-69 TG5: 11, 16-17, 18- 19 TG9: 24-25, 102-103</p>
<p>Geography</p> <p>Students will demonstrate an understanding of the concept of location, what maps and globes represent, and their geographical location.</p>	
<p>PK.08 Use directions such as up, down, in front, and behind.</p>	<p>TG1: 36, 48, 48, 49 TG2: 23, 37 TG3: 22, 23 TG4: 74, 75 TG5: 75 TG6: 48, 62, 74, 75 TG9: 49, 75</p>
<p>PK.09 Identify what a map represents.</p>	<p>TG2: 44, 96 TG3:69 TG4: 45 TG6: 44, 63, 69, 70, 71, 102 TG8:</p>
<p>PK.10 Understand how roads help people get around, and how they are used to organize locations within a city.</p>	<p>69</p>
<p>Government and Civics</p> <p>Students will learn the foundations of good citizenship, including civic responsibilities and patriotism, through the rules by which they live, the authority figures within their community and the United States, and national symbols.</p>	
<p>PK.11 Give examples of people who are authority figures.</p>	<p>TG7:19, 63, 70, 97 TG9:10, 18</p>
<p>PK.12 Recognize shapes found on flags and identify the American flag.</p>	<p>TG1: 12, 38, 64 TG2: 12, 38, 90 TG6: 97 TG8: 12, 38, 90</p>

PK.13 Begin to recognize the name and role of the current President of the United States.	
PK.14 Identify roles of authority figures at home, in school, and in the community, including parents, school principals, volunteers, police officers, fire and rescue workers, mayor, governor, and president.	TG3: 8, 11, 16, 20, 21 TG5: 19
PK.15 Identify the need for rules.	TG1: 13, 39, 65, 104 TG2: 13, 39, 65, 91 TG3: 13, 39, 65, 91 TG4: 13, 39, 65, 91 TG5: 13, 39, 65, 91 TG6: 13, 39, 65, 91 TG7: 13, 39, 65, 91 TG8: 8, 13, 39, 65, 91 TG9: 13, 39, 65, 91
PK.16 This standard begins in Kindergarten.	
History	
Students will understand the chronological organization of history and the importance of holidays.	
PK.17 Begin to understand the use of words and phrases about time, including: morning, afternoon, night, today, tomorrow, and yesterday.	TG1: 16, 17, 19, 24, 26, 44, 99 TG2: 17, 45, 96, 97 TG3: 11, 17, 21, 38 TG5: 11, 17 TG6: 69, 96, 102 TG9: 22, 23, 90
Creative Arts	
Visual Arts	
Express self and represent what the student knows, thinks, believes, and feels through visual arts.	
PK.CA.1. Experiment with a variety of media and art materials for tactile experience and exploration.	TG1: 51, 63, 77, 87 TG2: 9, 35, 61, 87, 102 TG3: 9, 89 TG4: 35, 36, 62, 88 TG5: 10, 36, 61, 87, 89 TG6: 10, 36, 62, 88 TG7: 10, 61, 87, 89 TG8: 9, 35, 61, 87, 102 TG9: 9, 35, 63
PK.CA.2 Create artistic works with intent and purpose using varying tools, texture, color, and technique.	
PK.CA.3 Present and respond to visual art created by self and others.	TG1: 37, 50, 62, 87 TG2: 9, 35, 61, 69, 87, 103 TG3: 9, 63, 77 TG4: 35, 36, 62, 88 TG5: 10, 36, 45, 50-51, 61, 86, 87, 89, 95, 98 TG6: 10, 36, 62, 76-77 TG7: 8, 10, 61, 87 TG8: 9, 61, 63, 87, 102-103 TG9: 9, 24-25, 34, 63, 89, 102-103
Music	
Express self by engaging in musical activities.	
PK.CA.4. Engage in musical activities having different moods, tempos, and rhythms by listening, singing, or performing.	TG1: 12, 14, 41, 47, 67, 90, 101 TG2: 15, 41, 64, 67, 75, 93 TG3: 12, 15, 38, 41, 64, 67, 90, 93 TG4: 12, 15, 38, 41, 64, 67, 93 TG5: 15, 21, 38, 41, 47, 64, 67, 90, 93 TG6: 12, 15, 38, 41, 64, 67, 90, 93, 99 TG7: 12, 15, 41, 90, 93 TG8: 12, 15, 18, 64, 67, 93 TG9: 12, 15, 24, 38, 41, 64, 67, 90, 93
PK.CA.5. Create and perform using voice, traditional instruments, and/or non-traditional instruments.	
Creative Movement & Dance	
PK.CA.6. Respond to feelings through dance or creative movement.	TG1: 12, 14, 41, 47, 67, 90, 101 TG2: 15, 41, 64, 67, 75, 93 TG3: 12, 15, 38, 41, 64, 67, 90, 93 TG4: 12, 15, 38, 41, 64, 67,

PK.CA.7. Perform different characteristics of movements in spontaneous and imaginative ways (e.g., sway, twist, wave, use of 'props').	93 TG5: 15, 21, 38, 41, 47, 64, 67, 90, 93 TG6: 12, 15, 38, 41, 64, 67, 90, 93, 99 TG7: 12, 15, 41, 90, 93 TG8: 12, 15, 18, 64, 67, 93 TG9: 12, 15, 24, 38, 41, 64, 67, 90, 93
Theatre/Dramatic Play	
PK.CA.8. Participate in a variety of dramatic play activities (teacher-guided or child-initiated) to represent fantasy and real-life experiences.	TG1: 89, 91, 97 TG2: 10, 36, 37, 41, 62, 63, 69, 74 TG3: 9, 10, 22, 48, 61, 67, 87 TG4: 9, 11, 17, 19, 35, 43, 61, 69, 97 TG5: 41, 67, 69, 87, 88 TG6: 11, 16, 17, 63, 89 TG7: 22, 67, 71, 89, 97 TG8: 93 TG9: 15, 36
PK.CA.9. Respond and react to theatre and drama presentations.	
Cultural Differences	
PK.CA.10. Participate in artistic activities (music, visual art, theatre, and dance) representing different cultures.	Cultural Responsiveness reminders are embedded across all content areas of the curriculum. Opportunities to explore events, celebrations, and holidays of the local community and culture are encouraged in each theme. Frog Street Pre-K Welcome Guide: Foundations for Implementation Guide encourages teachers to be inclusive and culturally responsive as a habit of mind to all. (pages 94-95) TG1: 13 TG2: 11, 16, 17, 34, 35 TG3: 22, 34, 62, 69, 88 TG4: 9, 17, 71 TG5: 38, 75 TG6: 35 TG8: 44 TG9: 95
Physical Development	
Sensorimotor	
Use senses to assist and guide learning; using sensory information to plan and carry out movements.	
PK.PD.1. Compare, contrast, and describe different sights, smells, sounds, tastes, and textures found in the environment.	TG1: 45, 47, 62, 63, 74, 77 TG3: 63 TG7: 9, 63 TG8: 63
PK.PD.2. Demonstrate awareness of spatial boundaries and the ability to work and move within them.	TG1: 35, 49, 65, 72 TG2: 50, 61, 63, 88 TG3: 24, 35, 37, 49, 87 TG4: 12, 50 TG5: 102 TG6: 9, 12, 16, 37, 89 TG7: 35, 37, 62, 89 TG8: 10, 36, 37, 41, 62, 88 TG9: 37, 89
Gross Motor	
Demonstrate coordination and control of large muscles.	
PK.PD.3. Develop body strength, balance, flexibility, and stamina to move self through space in a variety of ways (e.g., running, jumping, skipping).	Greeting Circle, Music and Movement activities and Gross Motor Centers provide daily physical activities to increase intensity.

	TG1: 11, 35, 61 TG2: 37, 61, 63, 88, 89 TG3: 9, 11, 87, 88, 89, 93, 99 TG4: 10, 37, 63, 89 TG5: 39, 62, 69 TG6: 9, 11, 21, 63 TG7: 19, 35, 37 TG8: 11, 35 TG9: 11, 61, 62, 63, 88
PK.PD.4. Explore a variety of equipment and activities that enhance gross motor development and coordinate movements with upper and/or lower body (e.g., balls, slides, locomotive toys, and assistive technology).	TG1: 35, 37, 61, 93 TG2: 37, 63, 88 TG3: 11, 63, 64, 87, 88, 89, 93 TG4: 10, 37, 63 TG5: 41, 62, 69, 87 TG6: 9, 38, 89 TG7: 35, 37, 89 TG8: 35, 37 TG9: 61, 62, 89
Fine Motor Demonstrate eye-hand coordination and dexterity needed to manipulate objects.	
PK.PD.5. Experiment with handheld tools to develop strength, control, and dexterity of small muscles (e.g., paintbrushes, crayons, markers, lacing, clay, etc.).	TG1: 8, 9, 34, 37, 63, 77, 87 TG2: 9, 11, 64, 89 TG3: 9, 35, 37, 61, 62, 63 TG4: 22, 35, 36, 63, 87, 89 TG5: 9, 35, 36, 37, 61, 89 TG6: 21, 35, 47, 61, 66, 87, 92 TG7: 11, 35, 61, 62, 63, 87, 88 TG8: 9, 61, 87 TG9: 9, 35, 61, 87
PK.PD.6. Explore and engage in activities which enhance hand-eye coordination (e.g., building with blocks, creating with clay, putting puzzles together, and using other manipulatives).	TG1: 8, 37, 60, 63, 92, 101 TG2: 10, 37, 63, 87 TG3: 9, 35, 37, 49, 61, 62, 89 TG4: 8, 35, 36, 62, 73, 87, 88, 89, 99 TG5: 9, 10, 35, 36, 37, 61, 62, 89 TG6: 10, 35, 36, 61, 62, 73, 87, 88, 89 TG7: 10, 11, 35, 61, 62, 87, 88 TG8: 9, 10, 35, 36, 61, 62, 87, 88 TG9: 9, 10, 11, 35, 61, 63, 87
Personal Health & Safety	
PK.PD.7. Demonstrate personal care and hygiene skills.	In Frog Street Pre-K , children develop an awareness of routines that promote health in Theme 3, Week 4: Active Me. TG1: 11, 15, 16, 18, 44, 69 TG2: 36 TG3: 11, 17, 39, 61, 64, 67, 68, 69, 71, 76, 90, 97 TG6: 18 TG8: 44
PK.PD.8. Demonstrate awareness and understanding of healthy habits (e.g., sufficient rest, nutritious foods, exercise).	TG1: 11, 16 TG3: 55, 61, 62, 68, 69, 70, 71, 72, 73, 78 TG8: 44
PK.PD.9. Demonstrate awareness and understanding of safety rules.	TG1: 39, 44, 49, 69, 89 TG2: 11 TG3: 11, 17, 19, 23, 39 TG6: 18-19 TG7: 11, 89, 95, 97 TG9: 36, 41, 42, 50-51, 63, 88