

# Arkansas Child Development and Early Learning Standards Correlation to Frog Street Pre-K



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Arkansas Child Development and Early Learning Standards	Frog Street Pre-K Teacher Guide Page References
<b>SOCIAL and EMOTIONAL DEVELOPMENT</b>	
<b>SE1. RELATIONSHIP WITH OTHERS</b>	
<b>SE1.1 Forms Trusting Relationships with Nurturing Adults</b>	
Takes greater initiative in social interactions and begins to show interest in familiar adults' feelings, preferences, and wellbeing	<b>TG1:</b> 13, 26, 39, 55 <b>TG2:</b> 38, 51 <b>TG3:</b> 21 <b>TG4:</b> 47 <b>TG8:</b> 17, 42 <b>TG9:</b> 98  <b>Resources:</b> Photo Cards
<b>ATTACHMENT RELATIONSHIPS</b>	
Separates from primary caregivers with minimal distress when with other familiar and trusted adults	<b>TG1:</b> 39 <b>TG2:</b> 38 <b>TG3:</b> 21 <b>TG4:</b> 47, <b>TG8:</b> 42
<b>SE1.2 Interacts with Peers</b>	
<b>DEVELOPS FRIENDSHIPS</b>	
Shows preferences for certain playmates and develops friendships with a small group of children that are more reciprocal, exclusive, and enduring over time	<b>Theme 2, My Family and Friends, focuses on developing friendships with other children.</b>  <b>TG1:</b> 13, 24, 26, 39, 65, 78, 90, 91 <b>TG2:</b> 12 <b>TG3:</b> 12, 21, 44, 99 <b>TG4:</b> 13, 52, 64, 73 <b>TG5:</b> 12 <b>TG7:</b> 13, 65, 73 <b>TG9:</b> 13  <b>TG1:</b> 12, 36, 38, 39, 65, 91 <b>TG2:</b> 15, 38, 67, 87, 89, 93, 102, 104 <b>TG3:</b> 15, 35, 62, 90 <b>TG5:</b> 12, 62, 69 <b>TG6:</b> 41, 63, 89 <b>TG7:</b> 12, 38, 88 <b>TG8:</b> 41, 67, 90 <b>TG9:</b> 38, 93  <b>Welcome Guide:</b> 85, 107
<b>STAGES OF PLAY</b>	
Engages in cooperative play with peers (communicates and collaborates with other children in role play or to achieve a goal)	<b>Conscious Discipline™ strategies are addressed daily during the UNITE portion of the Greeting Circle (pages 12, 38, 64, 90 in each Teacher's Guide) as well as the CONNECT portion of the Greeting Circle (pages 13, 39, 65, 91 in each Teacher's Guide) to provide guidance to children</b>

	<p><i>to develop healthy relationships and interactions with peers and adults.</i></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>
<b>SOCIAL SKILLS</b>	
Shows increasing understanding and demonstration of social skills such as turn-taking, initiating and joining in group play situations, and solving social conflict with adult guidance	<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>
<b>SE2. EMOTIONAL EXPRESSION AND UNDERSTANDING</b>	
<b>SE2.1 Experiences, expresses, and regulates a range of emotions</b>	
<b>EMOTION EXPRESSION</b>	
Uses words, signs, other communication methods, and pretend play to express basic emotions as well as more complex, self-conscious emotions (e.g., pride, embarrassment, shame, guilt), with increasing awareness of their effects on others	<p><b>TG1:</b> 12, 38, 64, 90, 91, 95, 97 <b>TG2:</b> 10, 12, 13, 38, 39, 64, 65, 90, 91 <b>TG3:</b> 12, 13, 36, 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, 65, 91 <b>TG8:</b> 12, 13, 38, 39, 65, 91 <b>TG9:</b> 13, 39, 65, 91</p>
Shows increasing ability to constructively express emotions or alter emotional expression based on social context and cultural norms	<p><b>TG1:</b> 86, 89, 90, 93, 94, 95, 97 <b>TG2:</b> 13, 39, 65, 68, 90, 91 <b>TG3:</b> 13, 34, 39, 42, 43, 65, 91 <b>TG4:</b> 13, 39, 65, 90, 91 <b>TG5:</b> 13, 39, 65, 70, 91, 95 <b>TG6:</b> 13, 39, 65, 90, 91 <b>TG7:</b> 13, 39, 65, 91 <b>TG8:</b> 13, 39, 65, 91 <b>TG9:</b> 13, 39, 65, 91, 95</p> <p><b>Resources: Photo Cards</b></p>

EMOTION REGULATION	
Uses an expanding range of self-regulation strategies with support and modeling (e.g., taking deep breaths and relaxing muscles, verbal reasoning or reframing of the situation, seeking quiet alone time)	<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 12, 38, 64, 90 in each <b>Teacher's Guide</b>) focuses on developing positive relationships daily.</p> <p>Self-regulation strategies are practiced from the <b>Greeting Circle</b> to the <b>Closing Circle</b>. Children do not just participate in discussions about self-regulation, but also practice these strategies, using their actions, words, and behaviors. The same is true for <b>Emotional Intelligence</b> day.</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>
SE2.2 Interprets and responds to the feelings of others	
EMPATHY	
Responds sympathetically to others' distress with increased initiative and understanding that each person has their own specific needs (e.g., gets a peer's blanket from their cubby when child notices peer is sad)	<p><b>TG1:</b> 36, 91 <b>TG2:</b> 13, 39, 65, 91 <b>TG3:</b> 13, 34, 39, 46, 65, 91 <b>TG4:</b> 39, 65, 91 <b>TG5:</b> 13, 39, 65, 91 <b>TG6:</b> 13, 65, 91 <b>TG7:</b> 13, 39, 65, 91 <b>TG8:</b> 13, 65 <b>TG9:</b> 12, 13, 39, 65, 91</p>
EMOTION UNDERSTANDING	
<p>Recognizes and labels emotional reactions based on facial expressions, body language, and tone with increasing accuracy and precision</p> <p>Makes predictions and identifies causes and consequences of others' emotional reactions with increasing accuracy (e.g., says, "I think the bears will feel scared when they find Goldilocks in their house"; "When I get home from school my little sister is so excited to see me she jumps up and down")</p>	<p><b>TG1:</b> 65, 90, 91, 93, 94, 95, 99 <b>TG2:</b> 13, 39, 65, 71, 87, 90, 91, 95, 102 <b>TG3:</b> 13, 34, 39, 42, 43, 44, 46, 50, 65, 91, <b>TG4:</b> 13, 39, 65, 90, 91 <b>TG5:</b> 13, 39, 65, 70, 91, 94, 95, <b>TG6:</b> 13, 39, 65, 90, 91 <b>TG7:</b> 13, 39, 65, 91 <b>TG8:</b> 13, 39, 65, 91 <b>TG9:</b> 12, 13, 16, 39, 64, 65, 91, 95</p>

<b>SE3. SELF-AWARENESS AND SELF-CONCEPT</b>	
<b>SE3.1 Shows awareness of self as unique individual</b>	
<b>CHARACTERISTICS of SELF and OTHERS</b>	
Shows increased understanding that others have different interests, thoughts, beliefs, ideas, feelings, and abilities and differentiates themselves from others (e.g., "I'm a fast runner," "No one else in my family likes fish, but I do")	<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
<b>PREFERENCES</b>	
Communicates preferences and interests and show increasing ability to explain their likes and dislikes (e.g., "I don't like bananas" and later, "I like carrots because they're crunchy.")	<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
<b>SE3. SELF-AWARENESS AND SELF-CONCEPT</b>	
<b>SE3.2 Demonstrates competence and confidence</b>	
<b>SELF-CONFIDENCE</b>	
Shows increasing confidence and competence in growing abilities by attempting to perform selfcare activities without adult assistance (e.g., dressing self, pouring own juice) and by selecting more challenging activities (e.g., choosing more difficult puzzles)	<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
Describes own physical characteristics, behavior, abilities, gender, and ethnic identity positively	<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
<b>Cognitive Development</b>	
<b>CD1. APPROACHES TO LEARNING</b>	
<b>CD1.1 Shows curiosity and a willingness to try new things</b>	
<b>EXPLORATION &amp; INVESTIGATION</b>	
Experiments with objects and materials with increasing sophistication (e.g., gathers multiple objects to find out which will sink or float, uses magnets with various objects and materials) with guidance and support from adults	<b>TG1:</b> 11, 25, 37, 43, 44, 45, 63, 69, 70, 71, 97 <b>TG3:</b> 37 <b>TG4:</b> 37, 87 <b>TG5:</b> 35, 37, 43, 49 <b>TG6:</b> 19, 37, 47, 69 <b>TG7:</b> 17, 36, 37, 94 <b>TG8:</b> 11, 89 <b>TG9:</b> 11, 37, 43, 44, 45, 63, 69, 70, 71, 97
Asks increasingly complex questions, beginning with basic "wh-" questions related to the immediate world around them (e.g., "What is this?" "Why is it blue?"). Later in this age range also seeks explanations for future and past events and demonstrates	<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,

interest in a range of topics and ideas (e.g., “When is lunch?”; “How do clouds get in the sky?”)	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
Demonstrates interest in exploring new experiences or materials with increasing willingness to participate in new activities or experiences, even if the child perceives them as challenging	<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>CD1.2 Shows persistence in approaching tasks</b>	
<b>DETERMINATION</b>	
Practices an activity many times with increasing independence to learn new skills and build mastery (e.g., chooses the same puzzle every day until they are able to assemble each piece quickly and easily)	<b>Weekly Practice Centers provide children with opportunities to play and perform tasks with increasing independence.</b>  <b>TG1:</b> 9 <b>TG2:</b> 9, 11, 21, 24, 35, 37, 61, 62, 76 <b>TG3:</b> 9, 10, 36, 88, 102 <b>TG4:</b> 8, 102 <b>TG5:</b> 24, 50, 76, 93, 99, 101 <b>TG6:</b> 24, 60, 76 <b>TG7:</b> 9, 24, 76, 86, 91, 102 <b>TG8:</b> 24, 63, 89 <b>TG9:</b> 11, 24, 50, 89, 102
<b>TASK COMPLETION</b>	
Persists in activities for longer periods of time and shows increasing tendency to engage in tasks from start-to-finish (e.g., insists on finishing a drawing before going outside, wants to continue building structure until all blocks are used) and later in this age range seeks to return to an activity after having been away from it in order to complete the task	<b>TG1:</b> 14, 16, 18, 40, 50, 70, 77, 78, 92, 103 <b>TG2:</b> 25, 35, 50-51, 63, 68, 74, 76-77, 87, 94, 102-103 <b>TG3:</b> 16, 22-23, 24-25, 35, 45, 51, 68, 70-71, 77, 95, 97, 103 <b>TG4:</b> 16, 19, 24-25, 44-45 50-51, 63, 70-71, 76-77, 100-101, 102-103 <b>TG5:</b> 17, 24-25, 40, 44, 49, 50-51, 74-75, 76-77, 97, 99, 102-103 <b>TG6:</b> 11, 15, 17, 24-25, 40, 46, 50-51, 63, 66, 76-77, 92, 96 <b>TG7:</b> 24-25, 45, 50-51, 63, 71, 77, 97, 100-101, 102-103 <b>TG8:</b> 18-19, 23, 24-25, 37, 42, 44-45, 50-51, 71, 96, 102-103 <b>TG9:</b> 18-19, 20, 24-25, 44-45, 50-51, 70, 76-77, 94, 97, 101, 102-103
<b>ACCEPTANCE of CHALLENGES</b>	
Persists with adult encouragement and support even when presented with challenges (e.g., continues trying to build tall block tower even when some pieces fall; tries again to write	<b>TG1:</b> 9, 102-103 <b>TG2:</b> 9, 11, 21, 24, 35, 37, 61, 62, 76 <b>TG3:</b> 9, 10, 35, 36, 88 <b>TG4:</b> 8, 9, 10, 11, 37 <b>TG5:</b> 24, 35, 50, 76,

name after running out of space on paper or recognizing a mistake)	99, 101 <b>TG6:</b> 24, 50-51, 60, 76 <b>TG7:</b> 8, 9, 23, 24, 76, 86, 102 <b>TG8:</b> 24, 63, 89, 102-103 <b>TG9:</b> 24, 50, 102
<b>CD2. Executive Function</b>	
<b>CD2.1 Focuses and Sustains Attention</b>	
<b>ATTENTION &amp; ENGAGEMENT</b>	
Maintains focus and attention for longer periods of time with increasing independence and ability to ignore distractions and resume task after interruptions	<b>TG1:</b> 14, 16, 18, 40, 50, 70, 77, 78, 92, 103 <b>TG2:</b> 25, 35, 50-51, 63, 68, 74, 76-77, 87, 94, 102-103 <b>TG3:</b> 16, 22-23, 24-25, 35, 45, 51, 68, 70-71, 77, 95, 97, 103 <b>TG4:</b> 16, 19, 24-25, 44-45, 50-51, 63, 70-71, 76-77, 100-101, 102-103 <b>TG5:</b> 17, 24-25, 40, 44, 49, 50-51, 74-75, 76-77, 97, 99, 102-103 <b>TG6:</b> 11, 15, 17, 24-25, 40, 46, 50-51, 63, 66, 76-77, 92, 96 <b>TG7:</b> 24-25, 45, 50- 51, 63, 71, 77, 97, 100-101, 102-103 <b>TG8:</b> 18-19, 23, 24-25, 37, 42, 44-45, 50-51, 71, 96, 102-103 <b>TG9:</b> 18-19, 20, 24-25, 44-45, 50-51, 70, 76-77, 94, 97, 101, 102-103
<b>1. SELECTIVE ATTENTION</b>	
Focuses on something specific while ignoring irrelevant information (selective attention) with increasing skill (e.g., counts only yellow bears in a group that includes bears of other colors; carries on a conversation despite loud background noise on the playground)	<b>TG1:</b> 14, 16, 18, 40, 50, 70, 77, 78, 92, 103 <b>TG2:</b> 25, 35, 50-51, 63, 68, 74, 76-77, 87, 94, 102-103 <b>TG3:</b> 16, 22-23, 24-25, 35, 45, 51, 68, 70-71, 77, 95, 97, 103 <b>TG4:</b> 16, 19, 24-25, 44-45, 50-51, 63, 70-71, 76-77, 100-101, 102-103 <b>TG5:</b> 17, 24-25, 40, 44, 49, 50-51, 74-75, 76-77, 97, 99, 102-103 <b>TG6:</b> 11, 15, 17, 24-25, 40, 46, 50-51, 63, 66, 76-77, 92, 96 <b>TG7:</b> 24-25, 45, 50- 51, 63, 71, 77, 97, 100-101, 102-103 <b>TG8:</b> 18-19, 23, 24-25, 37, 42, 44-45, 50-51, 71, 96, 102-103 <b>TG9:</b> 18-19, 20, 24-25, 44-45, 50-51, 70, 76-77, 94, 97, 101, 102-103
Shifts focus among various aspects of an object, activity, or story (e.g., recognizes two objects are alike because they are the same color, then recognizes that one of them is like another object because it is the same shape; talks about specific aspects of a story)	
Show increasing ability to shift attention away from a desired object, activity, person, etc. with adult support and coaching (e.g., engages in a different activity when preferred activity is unavailable; with support focuses on a book after a difficult separation from caregiver)	<b>TG1:</b> 12, 13, 38, 64, 90 <b>TG2:</b> 9, 10, 11, 12, 21, 24, 35, 35, 37, 38, 44, 47, 62, 64, 76, 90 <b>TG3:</b> 9, 10, 12, 16, 35, 36, 39, 45, 64, 68, 71, 88, 91, 95, 97 <b>TG4:</b> 8, 12, 16, 19, 39, 44, 45, 65, 71, 91, 97 <b>TG5:</b> 12, 17, 23, 24, 39, 40, 44, 50 65, 76, 91, 97, 99 <b>TG6:</b> 12, 15, 17, 24, 38, 39, 40, 46, 60, 65, 66, 76, 91, 92, 96 <b>TG7:</b> 9, 13, 24, 39, 45, 64, 76, 86, 91, 102 <b>TG8:</b> 12, 18, 19, 24, 38, 44, 45, 63, 70, 71, 76, 96 <b>TG9:</b> 13, 18, 19, 24, 50, 65, 70, 71, 91, 94, 95, 97, 102



<b>1. CD2.2 Shows flexibility in adjusting thinking and behavior to different contexts</b>	
<b>2. FLEXIBLE THINKING</b>	
Shows increasing ability to flexibly shift between roles or use props in multiple ways (e.g., pretends to be the dad and the pet dog, using different voices and actions for each character; uses a paper plate as a steering wheel and then later as a bus driver's hat)	<b>TG1:</b> 70, 91 <b>TG2:</b> 10, 11, 25, 36, 37, 50-51, 63, 69, 77 <b>TG3:</b> 9, 10, 11, 41, 45, 48, 51, 61, 62, 63, 77, 87, 94 <b>TG4:</b> 9, 11, 17, 19, 35, 41, 43, 50-51, 61, 63, 69, 89, 97, 103 <b>TG5:</b> 9, 11, 38, 62, 63, 67, 69, 88, 97 <b>TG6:</b> 11, 35, 37, 61, 63, 87, 89 <b>TG7:</b> 9, 22, 74, 88, 89, 97 <b>TG8:</b> 9, 10, 11, 93 <b>TG9:</b> 15, 36, 61, 89
<b>1. ADJUSTING BEHAVIOR to MATCH CONTEXT</b>	
Transitions from one activity to the next (e.g., moving from center time to snack time) with increasing independence and ability to adjust to changes in routine when necessary with support and advance notice from adults	<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
Applies different rules in different context with decreasing need for reminders (e.g., takes shoes off at home, but not at school; runs and uses "outside voice" when on playground, but uses "walking feet" and "inside voice" in classroom; if a dual language learner, speaks in home language or English based on whom they are talking to)	<b>TG1:</b> 13, 39, 51, 65, 102, 104 <b>TG2:</b> 13, 39, 65, 91, 95 <b>TG3:</b> 13, 39, 65, 91 <b>TG4:</b> 13, 39, 65, 76, 91, 100 <b>TG5:</b> 13, 39, 65, 72, 75, 91, 97 <b>TG6:</b> 13, 39, 48, 65, 91 <b>TG7:</b> 13, 39, 65, 91 <b>TG8:</b> 13, 39, 65, 91 <b>TG9:</b> 13, 39, 65, 91
Flexibly shifts between directions during an activity or game (e.g., usually performs actions at appropriate times during "Simon Says"; sorts objects by color and then by shape when prompted)	<b>TG1:</b> 12, 24, 40, 46, 66, 72, 92, 98 <b>TG2:</b> 14, 15, 36, 40, 62, 66, 67, 99 <b>TG3:</b> 15, 19, 25, 37, 47, 47, 74, 94 <b>TG4:</b> 9, 16, 37, 46, 67, 76, 88 <b>TG5:</b> 72 <b>TG6:</b> 11, 20, 35, 38, 61, 63, 72, 75 <b>TG7:</b> 63 <b>TG8:</b> 9, 21, 46, 61, 72, 98 <b>TG9:</b> 72
<b>CD2.3 Regulates impulses and behaviors</b>	
<b>IMPULSE CONTROL</b>	
Shows increasing control over impulsive actions, words, and behaviors with adult support (e.g., walks around instead of through a puddle when directed; avoids imitating negative behavior of peer with adult support; requests turn with a toy rather than grabbing it)	<b>TG1:</b> 12, 13, 38, 64, 90 <b>TG2:</b> 9, 10, 11, 12, 21, 24, 35, 35, 37, 38, 44, 47, 62, 64, 76, 90 <b>TG3:</b> 9, 10, 12, 16, 35, 36, 39, 45, 64, 68, 71, 88, 91, 95, 97 <b>TG4:</b> 8, 12, 16, 19, 39, 44, 45, 65, 71, 91, 97 <b>TG5:</b> 12, 17, 23, 24, 39, 40, 44, 50, 65, 76, 91, 97, 99 <b>TG6:</b> 12, 15, 17, 24, 38, 39, 40, 46, 60, 65, 66, 76, 91, 92, 96 <b>TG7:</b> 9, 13, 24, 39, 45, 64, 76, 86, 91, 102 <b>TG8:</b> 12, 18, 19, 24, 38, 44, 45, 63, 70, 71, 76, 96 <b>TG9:</b> 13, 18, 19, 24, 50, 65, 70, 71, 91, 94, 95, 97, 102



<b>DELAY of GRATIFICATION</b>	
Shows increasing ability to delay gratification (e.g., raises hand and waits to be called on during small group time; waits until end of birthday song to eat special snack; waits until there is space at a center to select an activity)	<b>TG1:</b> 12, 13, 38, 64, 90 <b>TG2:</b> 9, 10, 11, 12, 21, 24, 35, 35, 37, 38, 44, 47, 62, 64, 76, 90 <b>TG3:</b> 9, 10, 12, 16, 35, 36, 39, 45, 64, 68, 71, 88, 91, 95, 97 <b>TG4:</b> 8, 12, 16, 19, 39, 44, 45, 65, 71, 91, 97 <b>TG5:</b> 12, 17, 23, 24, 39, 40, 44, 50 65, 76, 91, 97, 99 <b>TG6:</b> 12, 15, 17, 24, 38, 39, 40, 46, 60, 65, 66, 76, 91, 92, 96 <b>TG7:</b> 9, 13, 24, 39, 45, 64, 76, 86, 91, 102 <b>TG8:</b> 12, 18, 19, 24, 38, 44, 45, 63, 70, 71, 76, 96 <b>TG9:</b> 13, 18, 19, 24, 50, 65, 70, 71, 91, 94, 95, 97, 102
<b>CD2.4 Holds and Manipulates Information in Memory</b>	
<b>SHORT-TERM &amp; WORKING MEMORY</b>	
Shows increasing skill in memory games (e.g., recalls an increasing number of items removed from view in games like “What’s Missing”; plays simple memory matching card games)	<b>TG1:</b> 44, 45, 70, 71, 97 <b>TG2:</b> 16, 17, 21, 68, 69, 94, 95 <b>TG3:</b> 16, 17, 43, 69 <b>TG4:</b> 17, 42, 69, 95 <b>TG5:</b> 19, 43 <b>TG6:</b> 19, 43, 70 <b>TG7:</b> 17, 42, 43, 69, 95 <b>TG8:</b> 16, 17, 21
Remembers and follows multistep directions (e.g., “Push in your chair, throw away your trash, and then join us for circle time”; follows a sequence of actions for a song such as jumping, then clapping, then turning around) with decreasing need for adult support	<b>TG1:</b> 12, 24, 40, 46, 66, 72, 92, 98 <b>TG2:</b> 14, 15, 36, 40, 62, 66, 67, 99 <b>TG3:</b> 15, 19, 25, 37, 47, 47, 74, 94 <b>TG4:</b> 9, 16, 37, 46, 67, 76, 88 <b>TG5:</b> 72 <b>TG6:</b> 11, 20, 35, 38, 61, 63, 72, 75 <b>TG7:</b> 63 <b>TG8:</b> 9, 21, 46, 61, 72, 98 <b>TG9:</b> 72
Remembers and processes multiple pieces of information before responding (e.g., considers two or more options before making a choice; remembers response to teacher’s question long enough to respond after waiting for peers to share their comments)	<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>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, 70, 71, 78, 94, 95, 96, 97, 104
<b>LONG-TERM MEMORY</b>	
Imitates actions or behaviors that were observed at an earlier time (e.g., uses traffic hand signals on trike track after seeing them demonstrated by a crossing guard; divides markers into “fair share” groups after observing teacher do this the day before)	<b>TG1:</b> 17, 18, 23, 25, 36, 40, 44, 47, 61, 62, 68, 69, 77, 103 <b>TG2:</b> 19, 23, 42, 68, 70, 96, 97 <b>TG3:</b> 16, 18, 19, 36, 40, 43, 62, 63, 64, 66, 69, 70, 71, 89, 95 <b>TG4:</b> 9, 16, 23, 35, 37, 48, 49, 63, 68, 86, 87, 89, 94, 95 <b>TG5:</b> 17, 35, 89 <b>TG6:</b> 19, 37, 43, 68, 95, 97, 102 <b>TG7:</b> 10, 16, 17, 34, 36, 37, 44, 89, 94, 97 <b>TG8:</b> 8, 11, 37, 42, 63, 89, 100 <b>TG9:</b> 11, 36, 37, 45, 62, 63, 88, 96, 97
Remembers past experiences or familiar stories with increasing ability to independently and accurately recall details and retell events in sequence	<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

	<b>Resources: Strategy Card - Math Routines</b>
<b>CD3. Logic and Reasoning</b>	
<b>CD3.1 Uses reasoning and planning ahead to solve problems and reach goals</b>	
<b>PROBLEM SOLVING</b>	
<p>Uses a variety of strategies to solve problems, such as trial-and-error, applying knowledge from previous experience, asking for help, or using objects as tools (e.g., using an object to reach something under a shelf)</p> <p>Generates new approaches or changes plans if a better alternative is thought of or suggested (e.g., decides to build block structure on hard surface after it keeps falling down on the thick rug; accepts suggestion to use tape instead of glue to affix small leaves to a piece of paper)</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>
<b>PLANNING</b>	
<p>Talks out loud to self (self-talk) during play (e.g., says “I need all the red pieces. Here’s another one...doesn’t fit...turn it this way” while putting together a puzzle; “I’m the mommy, so I’m going to feed the baby then go to work” while playing alone in the dramatic play area)</p> <p>Shows increasing ability to independently and collaboratively make choices, plan for play scenarios or activities, and anticipate problems (e.g., assigns roles in dramatic play; gathers materials to complete an art project; says “Tell me when you’re finished at the computer so I can have a turn.”)</p>	<p><b>TG1:</b> 51, 75, 77, 87, 103 <b>TG2:</b> 10, 11, 21, 25, 37, 47, 50-51, 63, 77, 87, 89, 103 <b>TG3:</b> 9, 35, 37, 51, 75, 77, 89, 103 <b>TG4:</b> 25, 37, 47, 50-51, 62, 63, 77, 89, 103 <b>TG5:</b> 9, 11, 25, 35, 49, 51, 62, 63, 74-75, 77, 99, 101, 102-103 <b>TG6:</b> 11, 25, 35, 51, 60, 61, 63, 77, 87, 89 <b>TG7:</b> 25, 51, 63, 77, 86, 89, 101, 103 <b>TG8:</b> 9, 10, 11, 25, 51, 63, 63, 89, 103 <b>TG9:</b> 51, 63, 77, 89, 101, 103</p>
<b>CD3.2 Engages in Symbolic and Abstract Thinking</b>	
<b>PRETEND PLAY</b>	
<p>Uses language or imaginary props to stand in for objects (e.g., mimes holding a phone; says “Let’s pretend I gave you a ticket for the bus”) and engages in increasingly complex, longer play scenarios, assigning or assuming roles and discussing and planning actions</p>	<p><b>TG1:</b> 70, 91 <b>TG2:</b> 10, 11, 25, 36, 37, 50-51, 63, 69, 77 <b>TG3:</b> 9, 10, 11, 41, 45, 48, 51, 61, 62, 63, 77, 87, 94 <b>TG4:</b> 9, 11, 17, 19, 35, 41, 43, 50-51, 61, 63, 69, 89, 97, 103 <b>TG5:</b> 9, 11, 38, 62, 63, 67, 69, 88, 97 <b>TG6:</b> 11, 35, 37, 61, 63, 87, 89 <b>TG7:</b> 9, 22, 74, 88, 89, 97 <b>TG8:</b> 9, 10, 11, 93 <b>TG9:</b> 15, 36, 61, 89</p>

<b>SYMBOLIC REPRESENTATION</b>	
Uses drawing, emergent writing of numbers and letters, movement, and other constructions (e.g., art projects) to represent ideas or feelings	<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, 94, 95 <b>TG6:</b> 10, 36, 62, 88 <b>TG7:</b> 8, 61 <b>TG8:</b> 9, 24, 35, 61, 87 <b>TG9:</b> 9, 35, 63, 89
<b>ABSTRACT THINKING</b>	
With adult support and prompting, engages in thinking that goes beyond the “here and now” (e.g., discusses details in a story that are not shown in an illustration, begins to understand explanations of events they have not directly experienced)	<b>TG1:</b> 18, 71, 97 <b>TG2:</b> 18, 19, 42, 43, 70, 71 <b>TG3:</b> 18, 19, 45, 71, 95, 97, 99 <b>TG4:</b> 17, 19, 21, 41, 43, 44, 45, 61, 69 <b>TG5:</b> 11, 68, 69, 71, 95 <b>TG6:</b> 19, 43, 69, 95, 96 <b>TG7:</b> 9, 17, 21, 45 <b>TG8:</b> 36, 62 <b>TG9:</b> 16, 96, 95
<b>PHYSICAL DEVELOPMENT AND HEALTH</b>	
<b>PH1. Gross Motor</b>	
<b>PH1.1 Demonstrates Locomotor Skills</b>	
<b>TRAVELING</b>	
Moves with control, avoiding obstacles and people while moving (e.g., moves through obstacle course, steers wheelchair into small spaces; stops at intended location when running)	<b>TG1:</b> 35, 61, 93 <b>TG2:</b> 27, 63, 88 <b>TG3:</b> 11, 63, 64, 87, 88, 89, 90, 91, 93, 97, 100, 104 <b>TG4:</b> 10, 37, 63, 75, 90 <b>TG5:</b> 41, 62, 67, 69, 87 <b>TG6:</b> 9, 11, 38, 89 <b>TG7:</b> 35, 37, 39, 46, 63, 67, 89 <b>TG8:</b> 11, 35, 37, 93 <b>TG9:</b> 11, 61, 62, 88, 89
Walks and runs smoothly with more consistent leg and arm opposition movements and narrower space between feet	<b>TG1:</b> 11, 15, 35, 41, 61, 64, 67, 93 <b>TG2:</b> 14, 37, 40, 61, 63, 67, 88, 89 <b>TG3:</b> 9, 11, 15, 37, 41, 47, 63, 64, 73, 87, 88, 89, 93, 99 <b>TG4:</b> 10, 15, 37, 39, 63, 67, 89 <b>TG5:</b> 39, 41, 62, 63, 69, 87, 89, 93 <b>TG6:</b> 9, 15, 11, 21, 23, 37, 38, 61, 63, 65, 89, 63 <b>TG7:</b> 11, 19, 35, 37, 63, 89 <b>TG8:</b> 10, 11, 15, 35, 37, 93 <b>TG9:</b> 11, 41, 61, 62, 63, 88, 89, 93
<b>CLIMBING</b>	
Climbs up and down stairs or playground equipment using alternating feet and smooth, coordinated movements	<b>TG1:</b> 35, 61, 93 <b>TG2:</b> 27, 63, 88 <b>TG3:</b> 11, 63, 64, 87, 88, 89, 90, 91, 93, 97, 100, 104 <b>TG4:</b> 10, 37, 63, 75, 90 <b>TG5:</b> 41, 62, 67, 69, 87 <b>TG6:</b> 9, 11, 38, 89 <b>TG7:</b> 35, 37, 39, 46, 63, 67, 89 <b>TG8:</b> 11, 35, 37, 93 <b>TG9:</b> 11, 61, 62, 88, 89
<b>COMPLEX MOVEMENT</b>	
Shows increasing ability to coordinate complex movements (e.g., galloping, sliding, hopping, and later skipping and leaping) smoothly and with ease	<b>TG1:</b> 35, 61, 93 <b>TG2:</b> 27, 63, 88 <b>TG3:</b> 11, 63, 64, 87, 88, 89, 90, 91, 93, 97, 100, 104 <b>TG4:</b> 10, 37, 63, 75, 90 <b>TG5:</b> 41, 62, 67, 69, 87 <b>TG6:</b> 9, 11, 38, 89 <b>TG7:</b> 35, 37, 39, 46, 63, 67, 89 <b>TG8:</b> 11, 35, 37, 93 <b>TG9:</b> 11, 61, 62, 88, 89

PH1.2 Shows Stability and Balance	
CORE STABILITY	
Coordinates increasingly complex movements while maintaining core stability (e.g., holds body upright while moving wheelchair forward, sits on and steers tricycle or other ride-on toy)	<b>TG1:</b> 15, 36, 41, 61, 64, 67, 93 <b>TG2:</b> 14, 37, 40, 61, 63, 67, 88 <b>TG3:</b> 9, 11, 15, 37, 41, 47, 63, 64, 67, 73, 87, 88, 89, 93 <b>TG4:</b> 10, 15, 37, 39, 63, 67 <b>TG5:</b> 39, 41, 61, 62, 63, 69, 87, 89, 93 <b>TG6:</b> 9, 15, 23, 35, 37, 38, 61, 65, 89 <b>TG7:</b> 11, 35, 37, 63, 89 <b>TG8:</b> 10, 15, 35, 37, 93 <b>TG9:</b> 41, 61, 62, 89, 93
Balances (e.g., on beam or sandbox edge or while standing on one leg) for progressively longer periods of time with increasing stability and independence	<b>TG1:</b> 11, 35, 61, 93 <b>TG2:</b> 37, 61, 63, 88, 89 <b>TG3:</b> 9, 11, 63, 64, 87, 88, 89, 93, 99 <b>TG4:</b> 10, 37, 63, 89 <b>TG5:</b> 39, 41, 62, 69, 87 <b>TG6:</b> 9, 11, 21, 38, 63, 89 <b>TG7:</b> 19, 35, 37, 89 <b>TG8:</b> 11, 35, 37 <b>TG9:</b> 11, 61, 62, 63, 88, 89
JUMPING, HOPPING, & LEAPING	
Shows increasing competence in jumping for height (e.g., up and down, off a low step) and distance (e.g., jumps over objects, jumps forward), with increasing ability to use two-footed takeoff and landing with arm swing	<b>TG1:</b> 35, 61, 93 <b>TG2:</b> 27, 63, 88 <b>TG3:</b> 11, 63, 64, 87, 88, 89, 90, 91, 93, 97, 100, 104 <b>TG4:</b> 10, 37, 63, 75, 90 <b>TG5:</b> 41, 62, 67, 69, 87 <b>TG6:</b> 9, 11, 38, 89 <b>TG7:</b> 35, 37, 39, 46, 63, 67, 89 <b>TG8:</b> 11, 35, 37, 93 <b>TG9:</b> 11, 61, 62, 88, 89
Hops and leaps with increasing skill and control (e.g., hops forward on one foot without losing balance, leaps over a “river” made from two ropes taking off with one foot and landing on the other)	
PH1.3 Demonstrates Gross-Motor Manipulative Skills	
CATCHING	
Catches balls or other objects of any size with both hands, with arms bent	<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, 87, 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, 61, 63, 87
THROWING	
Tosses or throws balls or other objects with increased accuracy and force, stepping forward with the leg opposite the throwing arm and following through	<b>TG1:</b> 35, 61, 93 <b>TG2:</b> 27, 63, 88 <b>TG3:</b> 11, 63, 64, 87, 88, 89, 90, 91, 93, 97, 100, 104 <b>TG4:</b> 10, 37, 63, 75, 90 <b>TG5:</b> 41, 62, 67, 69, 87 <b>TG6:</b> 9, 11, 38, 89 <b>TG7:</b> 35, 37, 39, 46, 63, 67, 89 <b>TG8:</b> 11, 35, 37, 93 <b>TG9:</b> 11, 61, 62, 88, 89

STRIKING	
Strikes a stationary ball or other object (e.g., hits beach ball with a short-handled paddle) with increasing follow through and accurate aim	<b>TG1:</b> 15, 41, 64, 67, 93 <b>TG2:</b> 14, 37, 40, 61, 63, 67 <b>TG3:</b> 15, 37, 41, 47, 64, 67, 73 <b>TG4:</b> 10, 15, 39, 67 <b>TG5:</b> 39, 62, 63, 69, 87, 89, 93 <b>TG6:</b> 9, 15, 23, 37, 61, 65 <b>TG7:</b> 11, 35, 37, 63, 89 <b>TG8:</b> 10, 15, 35, 93 <b>TG9:</b> 41, 61, 62, 89, 93
KICKING	
Kicks moving ball while running, tracking ball visually and using full leg swing with arms moving in opposition to the legs	<b>TG1:</b> 8, 15, 35, 37, 41, 60, 61, 63, 64, 67, 92, 93, 101 <b>TG2:</b> 10, 14, 37, 40, 61, 63, 67, 87, 88 <b>TG3:</b> 9, 11, 15, 35, 37, 41, 49, 61, 62, 63, 64, 67, 73, 87, 88, 89, 93 <b>TG4:</b> 8, 10, 15, 35, 36, 37, 39, 62, 63, 67, 73, 87, 88, 89, 99 <b>TG5:</b> 9, 10, 35, 36, 37, 39, 41, 61, 62, 63, 69, 87, 89, 93 <b>TG6:</b> 9, 10, 15, 23, 35, 36, 37, 38, 61, 62, 65, 73, 87, 88, 89 <b>TG7:</b> 10, 11, 35, 37, 61, 62, 63, 87, 88, 89 <b>TG8:</b> 9, 10, 15, 35, 36, 37, 61, 62, 87, 88, 93 <b>TG9:</b> 9, 10, 11, 35, 41, 61, 62, 63, 87, 89, 93
PH2. Fine Motor	
PH2.1 Demonstrates Fine-Motor Strength, Control, and Coordination	
HAND-EYE COORDINATION	
Shows increasing refinement in hand-eye coordination (e.g., tracks words across page with finger with adult modeling and support, pours without spilling, pushes specific keys on keyboard)	<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, 10, 35, 36, 61, 62, 87 <b>TG9:</b> 9, 10, 11, 35, 61, 63, 87
GRASP and MANIPULATION	
Handles smaller blocks, puzzle pieces, and manipulatives (e.g., works puzzles of up to 10 pieces, builds structures using small Legos® or blocks, arranges small pegs in pegboard, strings small beads)	<b>TG1:</b> 8, 9, 34, 35, 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, 36, 37, 61, 89 <b>TG6:</b> 21, 35, 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
Manipulates more complex fasteners (e.g., threads belt through loops on pants, attempts to tie shoes)	
PH2.2 Adjusts Grasp and Coordinates Movements to Use Tools	
UTENSILS	
Uses eating utensils with increasing competence, including spearing food with a fork and cutting food with a butter knife	<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, 10, 35, 36, 61, 62, 87 <b>TG9:</b> 9, 10, 11, 35, 61, 63, 87
<b>WRITING &amp; DRAWING TOOLS</b>	
Holds drawing and writing tools using three-point finger grip, using the other hand to hold paper, to make a variety of lines and shapes (e.g., circles, crosses, triangles), letter- and numeral like forms, and some letters and numerals	<b>TG1:</b> 8, 34, 60, 86 <b>TG2:</b> 8, 34, 60, 86 <b>TG3:</b> 8, 34, 60, 86 <b>TG4:</b> 8, 34, 60, 86 <b>TG5:</b> 8, 34, 60, 86 <b>TG6:</b> 8, 34, 60, 86 <b>TG7:</b> 8, 34, 60, 86 <b>TG8:</b> 8, 34, 60, 86 <b>TG9:</b> 6, 34, 60, 86
<b>SCISSORS</b>	
Uses correct scissors grip and holds paper with one hand to cut along a straight line and cut out simple shapes and pictures	<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, 10, 35, 36, 61, 62, 87 <b>TG9:</b> 9, 10, 11, 35, 61, 63, 87
<b>VARIETY of TOOLS</b>	
Adjusts grasp to use different tools for different purposes (e.g., digs with shovel in sandbox, uses turkey baster at water table, scoops flour during food experiences) and uses increasingly complex tools such as stapler, hole punch, tape dispenser	<b>TG1:</b> 10, 24, 36, 77 <b>TG3:</b> 11, 36 <b>TG4:</b> 37, 87 <b>TG5:</b> 9, 17, 35, 37, 89 <b>TG6:</b> 95 <b>TG7:</b> 11, 63 <b>TG8:</b> 11, 37, 89, 100, 101 <b>TG9:</b> 9, 61, 63, 97
<b>PH3. Health and Well-Being</b>	
<b>PH3.1 Demonstrates Interest in Engaging in Healthy Eating Habits and Making Nutritious Food Choices</b>	
<b>EXPLORATION of FOOD EXPERIENCES</b>	
Engages in basic cooking tasks during food experiences or in dramatic play scenarios (e.g., stirring ingredients in a bowl; setting plates out for snack; cutting with a plastic knife; scooping and measuring, spreading, sprinkling or mashing)	<b>TG1:</b> 11, 15, 16, 18, 89, 91 <b>TG2:</b> 10, 36, 37, 62, 63, 74 <b>TG3:</b> 9, 10, 22, 39, 48, 61, 64, 67, 68, 69, 71, 76, 87, 90, 97 <b>TG4:</b> 9, 35, 61, 97 <b>TG5:</b> 67, 69, 88 <b>TG6:</b> 11, 18, 63, 89 <b>TG7:</b> 71, 89 <b>TG8:</b> 44, 93 <b>TG9:</b> 15, 36
<b>FOOD KNOWLEDGE</b>	
Names an increasing variety of foods, begins to ask questions about where food comes from, and later makes connections among food items (e.g., calls an apple and a pear "fruit"; after working in the garden, notices that carrots and potatoes both grow in the ground)	<b>TG1:</b> 11, 16 <b>TG3:</b> 55, 61, 62, 68, 69, 70, 71, 72, 73, 78 <b>TG8:</b> 44
Shows increasing awareness of healthy and unhealthy foods; demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy, and makes choices about foods, sometimes based on whether the food is nutritious	

<b>PH3.2 Shows Awareness of Safe Behavior</b>	
<b>AWARENESS of SAFE BEHAVIOR and SIGNALS of DANGER</b>	
Identifies, avoids, and alerts others to danger and seeks and accepts adults' help in potentially unsafe situations (e.g., alerts teacher to a broken fence part, calls for help from the top of the play structure when needs assistance getting down, reminds another child to go down the slide feet first)	<b>TG1:</b> 39, 44, 49, 69, 89 <b>TG2:</b> 11 <b>TG3:</b> 11, 17, 19, 23, 39 <b>TG6:</b> 18-19 <b>TG7:</b> 11, 89, 95, 97 <b>TG9:</b> 36, 41, 42, 50-51, 63, 88
<b>UNDERSTANDING of SAFETY RULES AND PRACTICES</b>	
Demonstrates knowledge of and ability to follow safety rules and routines with increased independence (e.g., most of the time remembers to put on a helmet before riding a tricycle; lines up when fire alarm goes off and when class is outside says to a peer, "Now the teacher's going to call names to make sure we're all here.")	<b>TG1:</b> 39, 44, 49, 69, 89 <b>TG2:</b> 11 <b>TG3:</b> 11, 17, 19, 23, 39 <b>TG6:</b> 18-19 <b>TG7:</b> 11, 89, 95, 97 <b>TG9:</b> 36, 41, 42, 50-51, 63, 88
<b>PH3.3 Engages in a Variety of Developmentally Appropriate Physical Activities</b>	
<b>PARTICIPATION in PHYSICAL ACTIVITY</b>	
Sustains physical activity (e.g., games, dances, running, other movement activities) for increasing periods of time without tiring Initiates or engages in a variety of increasingly complex physical activities (e.g., pedals a tricycle; jumps in and out of hula hoops; completes an obstacle course that requires climbing, rolling, and crawling)	<b>TG1:</b> 35, 61, 93 <b>TG2:</b> 27, 63, 88 <b>TG3:</b> 11, 63, 64, 87, 88, 89, 90, 91, 93, 97, 100, 104 <b>TG4:</b> 10, 37, 63, 75, 90 <b>TG5:</b> 41, 62, 67, 69, 87 <b>TG6:</b> 9, 11, 38, 89 <b>TG7:</b> 35, 37, 39, 46, 63, 67, 89 <b>TG8:</b> 11, 35, 37, 93 <b>TG9:</b> 11, 61, 62, 88, 89
<b>KNOWLEDGE of BENEFITS of PHYSICAL ACTIVITY</b>	
Shows increasing understanding of the physical benefits of exercise (e.g., "Running is good for my body," "Mom said helping her carry in groceries made my arm muscles stronger")	<b>TG1:</b> 35, 61, 93 <b>TG2:</b> 27, 63, 88 <b>TG3:</b> 11, 63, 64, 87, 88, 89, 90, 91, 93, 97, 100, 104 <b>TG4:</b> 10, 37, 63, 75, 90 <b>TG5:</b> 41, 62, 67, 69, 87 <b>TG6:</b> 9, 11, 38, 89 <b>TG7:</b> 35, 37, 39, 46, 63, 67, 89 <b>TG8:</b> 11, 35, 37, 93 <b>TG9:</b> 11, 61, 62, 88, 89
<b>PH3.4 Takes Appropriate Actions to Meet Basic Needs</b>	
<b>COMMUNICATING NEEDS</b>	
Communicates with increasing specificity and detail to get needs met (e.g., says "My tummy hurts," "I need help reaching my toothbrush") and later may communicate about specific health needs (e.g., "I can't have peanuts because they make me sick")	<b>TG1:</b> 12, 38, 64, 90, 91, 95, 97 <b>TG2:</b> 10, 12, 13, 38, 39, 64, 65, 90, 91 <b>TG3:</b> 12, 13, 36, 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, 65, 91 <b>TG8:</b> 12, 13, 38, 39, 65, 91 <b>TG9:</b> 13, 39, 65, 91



PERSONAL CARE ROUTINES	
Shows increasing responsibility for personal self-care routines (e.g., handwashing, toothbrushing, toileting, dressing and undressing) with some support from adults	<b>TG1:</b> 44, 69 <b>TG3:</b> 11, 12, 17
Demonstrates increasing understanding of how, when, and why personal care routines are completed (e.g., washes hands after handling classroom pet when reminded by teacher; says “I need my hat so I don’t get sunburned.”)	<b>TG1:</b> 44, 69 <b>TG3:</b> 11, 17
HEALTH HABITS	
Engages in health habits (e.g., blows nose, throws away tissue, and washes hands; covers mouth with arm when coughing and washes hands, uses drinking fountain without touching spout with mouth) with decreasing need for adult support, guidance, and modeling	<b>TG1:</b> 44, 69 <b>TG3:</b> 11, 12, 17
LANGUAGE DEVELOPMENT	
LD1. Receptive Language	
LD1.1 Understands and Responds to Language (in child’s home language)	
VOCABULARY & LANGUAGE COMPREHENSION	
Understands an increasing number of words for objects (nouns), actions (verbs), and characteristics (adjectives) encountered in real and symbolic contexts (e.g., when playing “doctor” brings another child a stethoscope when he or she asks for it)	<p><i>Daily activities provide opportunities for children to use new vocabulary acquired throughout the day through conversations, activities, or listening to texts read aloud. The <b>Greeting Circle</b>, two <b>Read-Aloud lessons</b>, <b>Literacy Small Group</b>, and <b>Closing Circle</b> encourage children to interact with words to build understanding.</i></p> <p><b>Additional Citations:</b> <b>TG3:</b> 72 <b>TG6:</b> 47, 73 <b>TG7:</b> 21, 26, 73 <b>TG8:</b> 21, 34, 45 <b>TG9:</b> 47, 99</p> <p><b>Resources:</b> Strategy Card - <b>Read Aloud</b>, Strategy Card - <b>Vocabulary</b></p>
Responds to increasingly complex (“Who,” “What,” “Why,” and “Where” questions)	<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>FOLLOWS DIRECTIONS</b>	
Follows increasingly more detailed, multi-step directions (e.g., "Please put away your markers, put your picture in your cubby, and join us on the carpet")	<b>TG1:</b> 12, 24, 40, 46, 66, 72, 92, 98 <b>TG2:</b> 14, 15, 36, 40, 62, 66, 67, 99 <b>TG3:</b> 15, 19, 25, 37, 47, 47, 74, 94 <b>TG4:</b> 9, 16, 37, 46, 67, 76, 88 <b>TG5:</b> 72 <b>TG6:</b> 11, 20, 35, 38, 61, 63, 72, 75 <b>TG7:</b> 63 <b>TG8:</b> 9, 21, 46, 61, 72, 98 <b>TG9:</b> 72
<b>LD2. Expressive Language</b>	
<b>LD2.1 Uses Increasingly Complex Vocabulary, Grammar, and Sentence Structure (in child's home language)</b>	
<b>EXPRESSIVE VOCABULARY</b>	
Uses increasingly complex and varied vocabulary words to express needs and describe objects, relationships between objects, emotions, and actions	<p><i>A <b>Word of the Week</b> is introduced in the <b>Greeting Circle</b>. Theme and concept vocabulary are introduced in <b>Read-Alouds</b> and <b>Literacy Small Groups</b>. Math and content vocabulary are taught in the context of the appropriate lessons.</i></p> <p><b>TG1:</b> 17, 19, 24, 35, 42, 43, 44, 45, 47, 48, 49, 61, 69, 70, 71, 72, 73, 90, 95, 97, 98, 99 <b>TG2:</b> 9, 19, 20, 22, 42, 43, 45, 46, 47, 60, 70, 95, 96, 98 <b>TG3:</b> 8, 10, 17, 18, 19, 20, 45, 46, 60, 68, 69, 71, 72, 74, 95, 97, 98 <b>TG4:</b> 20, 23, 46, 47, 48, 49, 60, 72, 73, 87, 89, 95, 96, 98, 99, 101 <b>TG5:</b> 8, 10, 11, 16, 18, 19, 20, 34, 46, 47, 71, 74, 89 <b>TG6:</b> 8, 9, 11, 17, 24, 42, 70, 71, 72, 73, 95, 98 <b>TG7:</b> 18, 20, 34, 38, 45, 60, 89, 94, 98 <b>TG8:</b> 9, 11, 20, 34, 46, 72, 73, 98, 99 <b>TG9:</b> 14, 17, 20, 40, 43, 46, 47, 60, 69, 72, 99</p> <p><b>Resources:</b> Vocabulary Cards, Photo Cards</p>
<b>GRAMMAR &amp; SENTENCE STRUCTURE</b>	
Tells increasingly detailed stories about other times and places, with increasing accuracy in use of past and future tenses	<b>TG1:</b> 40, 45, 52, 71 <b>TG5:</b> 73 <b>TG6:</b> 43, 71 <b>TG7:</b> 47, 99 <b>TG8:</b> 51, 73, 86 <b>TG9:</b> 94, 99
Uses increasingly longer (i.e., at least four to six word sentences) that are increasingly complex (i.e., combining two or three phrases in a sentence)	<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, 88 <b>TG5:</b> 20, 46, 47 <b>TG6:</b> 19, 21, 42, 43, 45, 69, 71, 94 <b>TG7:</b> 99 <b>TG9:</b> 21, 86, 98

<b>CLARITY of COMMUNICATION</b>	
Communicates clearly enough to be understood by most people and will usually only mispronounce new and/or unusual words	<p><i>Use of language to express complete thoughts are addressed Days 1 and 5 of the <b>STEAM</b> routine (pages 24-25; 50-51; 76- 77; and 102-103 of each Teacher Guide) and daily during the <b>Closing Circle</b> routine (pages 26, 52, 78; and 104 of each Teacher Guide).</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>LD3. Communication Skills</b>	
<b>LD3.1 Communicates Using Social and Conversational Rules</b>	
<b>CONVERSATIONS</b>	
Engages in back- and forth conversations of increasing duration (two to five conversational exchanges), with increasing ability to extend conversations by asking questions, making comments related to the topic, and later in this age range, engages in a wider variety of conversational topics	<p><b>TG1:</b> 26, 43, 62, 96, 103 <b>TG2:</b> 20, 21, 26, 52, 78, 104 <b>TG3:</b> 26, 52, 78, 97, 104 <b>TG4:</b> 18, 26, 44, 45, 52, 70, 71, 78, 96, 97, 104 <b>TG5:</b> 16, 17, 26, 45, 52, 70, 71, 78, 88, 96, 97, 104 <b>TG6:</b> 17, 26, 44, 45, 52, 71, 78, 89, 96, 97, 104 <b>TG7:</b> 19, 26, 42, 43, 45, 52, 68, 69, 71, 78, 94, 95, 97, 104 <b>TG8:</b> 16, 17, 18, 19, 26, 42, 43, 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>
<b>SOCIAL RULES of LANGUAGE</b>	
With support and reminders, uses social rules of language with increasing consistency and ability to apply rules in both familiar and unfamiliar settings	<p><b>TG1:</b> 26, 43, 62, 96, 103 <b>TG2:</b> 20, 21, 26, 52, 78, 104 <b>TG3:</b> 26, 52, 78, 97, 104 <b>TG4:</b> 18, 26, 44, 45, 52, 70, 71, 78, 96, 97, 104 <b>TG5:</b> 16, 17, 26, 45, 52, 70, 71, 78, 88, 96, 97, 104 <b>TG6:</b> 17, 26, 44, 45, 52, 71, 78, 89, 96, 97, 104 <b>TG7:</b> 19, 26, 42, 43, 45, 52, 68, 69, 71, 78, 94, 95, 97, 104 <b>TG8:</b> 16, 17, 18, 19, 26, 42, 43, 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>
<b>LD4. English Language Development</b>	
<b>LD4.1 Demonstrates Progress in Attending to, Understanding, and Responding to English</b>	
<b>Early-Stage English Language Development</b>	
<b>ENGLISH LANGUAGE DEVELOPMENT</b>	
Responds to simple, commonly used words and phrases when accompanied by gestures and other supports	<p><b>TG1:</b> 13, 20, 46, 51, 67, 72, 98, 104 <b>TG2:</b> 16, 20, 22 <b>TG3:</b> 19, 44, 70, 96 <b>TG4:</b> 16, 20, 37, 46, 72, 98 <b>TG5:</b> 42, 63, 88</p>

Pays attention to and observes other children and adults as English is spoken	<b>TG6:</b> 11, 38, 95, <b>TG7:</b> 25, 40, 41, 64, 66, 93, 97 <b>TG8:</b> 46, 66, 68, 72, 92, 94, 98 <b>TG9:</b> 8, 20, 46, 66  <b>Resources:</b> Photo Cards, Strategy Card: <b>Language Support</b>
Imitates behaviors of other children to get the same result (e.g. sees child make the sign for “me too” in sign language and makes the same sign)	<b>TG1:</b> 16, 18, 43, 68, 70, 94 <b>TG2:</b> 18, 42, 68, 69, 70, 71, 94, 96 <b>TG3:</b> 16, 18, 44, 68, 70, 94, 96 <b>TG4:</b> 16, 18, 44, 68, 94, 95, 96 <b>TG5:</b> 16, 18, 42, 44, 68, 70, 71, 73, 94, 96 <b>TG6:</b> 16, 18, 42, 44, 68, 70, 94, 96 <b>TG7:</b> 16, 18, 42, 44, 68, 70, 96 <b>TG8:</b> 16, 18, 42, 43, 44, 68, 69, 70, 94, 94, 95, 96 <b>TG9:</b> 16, 17, 18, 19, 44, 45, 70, 71, 94, 96, 97
<b>HOME LANGUAGE DEVELOPMENT</b>	
Continues to make developmentally appropriate progress in receptive language skills in home language, including increasing ability to comprehend and respond to directions in home language	<b>TG1:</b> 13, 18, 20, 24, 40, 46, 51, 66, 67, 72, 76, 92, 98 <b>TG2:</b> 14, 15, 20, 40, 46, 65, 66, 67, 97, 99 <b>TG3:</b> 15, 19, 44, 47, 70, 94, 96 <b>TG4:</b> 16, 20, 37, 46, 67, 72, 76, 94, 98 <b>TG5:</b> 19, 42, 63, 72, 88 <b>TG6:</b> 11, 14, 20, 35, 38, 40, 61, 63, 66, 72, 75, 92 <b>TG7:</b> 40, 63, 64, 66, 92, 93 <b>TG8:</b> 14, 40, 46, 66, 72, 92, 98 <b>TG9:</b> 20, 46, 66, 72
<b>LD4. English Language Development</b>	
<b>LD4.1 Demonstrates Progress in Attending to, Understanding, and Responding to English</b>	
<b>Mid-Stage English Language Development</b>	
<b>English Language Development</b>	
Responds to simple, commonly used words and phrases when accompanied by gestures and other supports	<b>TG1:</b> 13, 18, 20, 40, 46, 51, 67, 72, 76, 98 <b>TG2:</b> 14, 20, 46, 65, 97 <b>TG3:</b> 19, 44, 70, 96 <b>TG4:</b> 16, 20, 37, 46, 72, 94, 98 <b>TG5:</b> 19, 42, 63, 88 <b>TG6:</b> 14, 40, 66, 92 <b>TG7:</b> 40, 64, 66, 92, 93 <b>TG8:</b> 14, 40, 46, 66, 72, 92, 98 <b>TG9:</b> 20, 46, 66
Responds to words, phrases, and directions in English when they are not accompanied by gestures or other visual aids	
Demonstrates an understanding of English words related to basic concepts (e.g., colors, some animal classifications, foods, etc.)	<i>Day 1 of each Literacy Small Group lesson focuses on age-appropriate vocabulary used throughout the week with activities to understand meaning and use word-meaning relationships. (Teaching Guide, pages 20, 46, 72, and 98)</i>  <b>Resources:</b> Strategy Card - <b>Read Aloud</b> , Strategy Card – <b>Vocabulary</b>
Responds appropriately to requests in English that involve one-step directions (e.g., “clean up”) when personally directed by	<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

others (these requests may occur with or without contextual cues)	<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
<b>HOME LANGUAGE DEVELOPMENT</b>	
Continues to make developmentally appropriate progress in receptive language skills in home language, including increasing ability to comprehend and respond to directions in home language	<b>TG1:</b> 13, 18, 20, 24, 40, 46, 51, 66, 67, 72, 76, 92, 98 <b>TG2:</b> 14, 15, 20, 40, 46, 65, 66, 67, 97, 99 <b>TG3:</b> 15, 19, 44, 47, 70, 94, 96 <b>TG4:</b> 16, 20, 37, 46, 67, 72, 76, 94, 98 <b>TG5:</b> 19, 42, 63, 72, 88 <b>TG6:</b> 11, 14, 20, 35, 38, 40, 61, 63, 66, 72, 75, 92 <b>TG7:</b> 40, 63, 64, 66, 92, 93 <b>TG8:</b> 14, 40, 46, 66, 72, 92, 98 <b>TG9:</b> 20, 46, 66, 72
<b>LD4.2 Demonstrates progress in speaking and expressing self in English</b>	
<b>English Language Development</b>	
<p>Combines nonverbal with some verbal communication to be understood by others</p> <p>Engages in codeswitching during conversations</p> <p>Uses telegraphic speech</p> <p>Uses formulaic speech (expressions that are learned whole, e.g., "I don't know")</p> <p>Uses English vocabulary that mainly consists of concrete nouns and some verbs and pronouns</p> <p>Converses with others in English using two or three words at a time but switches back and forth between English and their home language</p>	<p><b>Read Aloud Lessons</b> offer point of use support for <b>Dual/English Language Learners</b> to engage in various forms of communication.</p> <p><b>TG1:</b> 12, 39 <b>TG2:</b> 64</p> <p><b>Welcome Guide:</b> 25, 58</p>
<p>Uses some English grammatical markers (e.g., "-ing" or the plural-forming "-s") and applies at times the rules of grammar of the home language to English</p> <p>Uses "what" and "why" questions in English, sometimes with errors</p>	<b>TG1:</b> 97 <b>TG9:</b> 17

<b>HOME LANGUAGE DEVELOPMENT</b>	
Uses age-appropriate vocabulary and grammar in the home language	<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
Listens to and converses in age appropriate way in home language	<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>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, 70, 71, 78, 94, 95, 96, 97, 104
Asks a variety of age-appropriate questions (e.g., “what,” “why,” “how,” “when,” and “where”) in home language	<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>LD4. English Language Development</b>	
<b>LD4.1 Demonstrates Progress in Attending to, Understanding, and Responding to English</b>	
<b>LATE-STAGE ENGLISH LANGUAGE DEVELOPMENT</b>	
<b>English Language Development</b>	
Responds to words, phrases, and directions in English when they are not accompanied by gestures or other visual aids	<b>TG1:</b> 13, 18, 20, 40, 46, 51, 67, 72, 76, 98 <b>TG2:</b> 14, 20, 46, 65, 97 <b>TG3:</b> 19, 44, 70, 96 <b>TG4:</b> 16, 20, 37, 46, 72, 94, 98 <b>TG5:</b> 19, 42, 63, 88 <b>TG6:</b> 14, 40, 66, 92 <b>TG7:</b> 40, 64, 66, 92, 93 <b>TG8:</b> 14, 40, 46, 66, 72, 92, 98 <b>TG9:</b> 20, 46, 66
Demonstrates an understanding of a larger set of words in English (for objects and actions, personal pronouns, and possessives) in both real and pretend activities	<b>TG1:</b> 13, 17, 18, 19, 20, 24, 26, 35, 42, 43, 44, 45, 46, 50, 52, 64, 68, 69, 70, 71, 72, 73, 78, 90, 94, 96, 97, 98, 99, 102, 104 <b>TG2:</b> 16, 17, 18, 19, 20, 26, 42, 44, 45, 46, 47, 52, 60, 68, 70, 71, 73, 78, 94, 95, 96, 98, 99, 104 <b>TG3:</b> 8, 17, 18, 19, 20, 26, 42, 44, 45, 46, 52, 68, 70, 71, 72, 73, 78, 95, 96, 97, 98, 104 <b>TG4:</b> 16, 18, 20, 26, 42, 44, 46, 47, 52, 60, 68, 70, 72, 73, 78, 87, 89, 94, 95, 96, 98, 101, 104 <b>TG5:</b> 10, 11, 16, 18, 20, 26, 34, 42, 43, 44, 46, 52, 68, 70, 71, 72, 78, 94, 95, 96, 98, 104 <b>TG6:</b> 11, 16, 18, 20, 26, 42, 44, 45, 46, 52, 68, 70, 71, 72, 73, 78, 94, 95, 96, 97, 98, 104 <b>TG7:</b> 14, 16, 17, 18, 20, 26, 42, 44, 45, 46, 52, 60, 68, 70, 72, 73, 78,
Demonstrates an understanding of words in English related to more advanced concepts (e.g., abstract emotions and ideas)	

	89, 90, 94, 96, 98, 104 <b>TG8:</b> 9, 11, 16, 18, 20, 26, 34, 42, 44, 46, 52, 68, 70, 72, 73, 78, 94, 96, 97, 98, 99, 104 <b>TG9:</b> 14, 16, 17, 18, 20, 22, 26, 42, 43, 44, 46, 52, 60, 64, 68, 69, 70, 72, 78, 92, 94, 96, 99, 104
Follows directions that involve a one- or two-step sequence, relying less on contextual cues	<b>TG1:</b> 12, 24, 40, 46, 66, 72, 92, 98 <b>TG2:</b> 14, 15, 36, 40, 62, 66, 67, 99 <b>TG3:</b> 15, 19, 25, 37, 47, 47, 74, 94 <b>TG4:</b> 9, 16, 37, 46, 67, 76, 88 <b>TG5:</b> 72 <b>TG6:</b> 11, 20, 35, 38, 61, 63, 72, 75 <b>TG7:</b> 63 <b>TG8:</b> 9, 21, 46, 61, 72, 98 <b>TG9:</b> 72
<b>HOME LANGUAGE DEVELOPMENT</b>	
Continues to make developmentally appropriate progress in receptive language skills in home language, including increasing ability to comprehend and respond to directions in home language	<b>TG1:</b> 12, 24, 40, 46, 66, 72, 92, 98 <b>TG2:</b> 14, 15, 36, 40, 62, 66, 67, 99 <b>TG3:</b> 15, 19, 25, 37, 47, 47, 74, 94 <b>TG4:</b> 9, 16, 37, 46, 67, 76, 88 <b>TG5:</b> 72 <b>TG6:</b> 11, 20, 35, 38, 61, 63, 72, 75 <b>TG7:</b> 63 <b>TG8:</b> 9, 21, 46, 61, 72, 98 <b>TG9:</b> 72
<b>LD4. English Language Development</b>	
<b>LD4.2 Demonstrates progress in speaking and expressing self in English</b>	
<b>LATE-STAGE ENGLISH LANGUAGE DEVELOPMENT</b>	
<b>English Language Development</b>	
Demonstrates increasing reliance on verbal communication in English to be understood by others while still making some mistakes	<b>TG1:</b> 40, 52 <b>TG6:</b> 72
Uses new English vocabulary to share knowledge of concepts, including conversational and academic vocabulary	<i>Thematic Practice Center activity suggestions provide opportunities for children to engage in social dialogue with other children and teachers. The theme related activities of the Practice Centers support the use of academic language exchanges. Two daily Read Aloud lessons for literature and informational text provide additional opportunities for children to match their language to the social and academic exchanges guided by the teacher.</i>  <b>TG1:</b> 24, 43 <b>TG4:</b> 89 <b>TG5:</b> 72, 88, 98 <b>TG7:</b> 42, 43, 68, 69, 94, 95 <b>TG8:</b> 17 <b>TG9:</b> 94
Sustains a conversation in English with increasingly complex syntax, adding conjunctions, adjectives, adverbs, subject-verb-object patterns, and other more advanced elements of English sentence construction	<i>Read-Aloud questioning strategies encourage children to expand their understandings with higher level descriptions.</i>  <b>TG4:</b> 88 <b>TG6:</b> 21, 73 <b>TG7:</b> 99 <b>TG8:</b> 47



<p>Expands use of different forms of grammar in English (e.g., plurals; possessive pronouns; simple past-tense verbs), sometimes with errors</p> <p>Uses “what,” “why,” “how,” “when,” and “where” questions in more complete forms in English, sometimes with mistakes</p>	<p><b>Resources:</b> Photo Cards</p> <p><b>TG1:</b> 47, 48, 75, 97 <b>TG2:</b> 15, 48, 93, 99 <b>TG3:</b> 52, 86 <b>TG4:</b> 38 <b>TG5:</b> 35, 38, 52, 89 <b>TG6:</b> 9, 95 <b>TG7:</b> 12, 35 <b>TG8:</b> 18, 64, 90 <b>TG9:</b> 17</p> <p><b>Resources:</b> Photo Cards</p> <p><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</p>
<b>HOME LANGUAGE DEVELOPMENT</b>	
Uses age-appropriate vocabulary and grammar in the home language	<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
Listens to and converses in age appropriate way in home language	<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>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, 70, 71, 78, 94, 95, 96, 97, 104
Asks a variety of age-appropriate questions (e.g., “what,” “why,” “how,” “when,” and “where”) in home language	<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

EMERGENT LITERACY	
EL1. ENGAGEMENT IN LITERACY EXPERIENCES AND UNDERSTANDING OF STORIES AND BOOKS	
EL1.1 Shows Interest in Literacy Experiences	
ENGAGEMENT in LITERACY EXPERIENCES	
<p>Participates in and actively seeks out a variety of literacy experiences such as telling and listening to stories, singing and saying rhymes, engaging with writing materials, and incorporating books or other print into play</p> <p>Shows interest in an increasing variety of types of stories and texts (e.g., picture books, informational texts, rhymes and poetry, illustrated biographies, folk and fairy tales)</p>	<p><b>TG1:</b> 97 <b>TG2:</b> 18, 43, 71, 72, 89 <b>TG3:</b> 45, 71, 99 <b>TG4:</b> 11, 17, 19, 41, 43, 44, 61, 67, 69, 70-71, 97 <b>TG5:</b> 11, 25, 45, 68 <b>TG6:</b> 25, 69 <b>TG7:</b> 9, 21, 22-23, 25, 26, 48-49, 69, 74, 97, 100-101 <b>TG8:</b> 22-23, 36, 43, 51, 62 <b>TG9:</b> 70, 95</p> <p><i>Two daily Read Aloud lessons engage children in conversations with the use of printed materials, photos, illustrations, and how print provides information. Students actively engage in conversations about 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>
EL1.2 Engages in Read-Alouds and Conversations about Books and Stories	
STORY COMPREHENSION	
<p>With modeling and support, discusses predictions, cause-and-effect relationships story-related problems and resolutions, and connections to other books and own experiences</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, 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, 96, 72-73</p>

	<b>Resources: Strategy Card – Read Aloud</b>
<b>STORY STRUCTURE</b>	
Pretends to read, describing what is happening and using some language from the book with pictures as cues	<b>TG1:</b> 16, 21, 43, 44, 70, 96, 97 <b>TG2:</b> 18, 42, 44, 46, 69, 70, 71, 94, 95, 96 <b>TG3:</b> 18, 42, 70, 71, 94, 96 <b>TG4:</b> 16, 42, 44, 68, 72 <b>TG7:</b> 16, 42, 96 <b>TG8:</b> 71 <b>TG9:</b> 18
Retells stories (e.g., favorite book, personal experience) with increasing use of proper sequence and inclusion of major story elements in their narratives such as main characters, setting, story problems, and cause-and effect relationships	<b>TG1:</b> 97 <b>TG2:</b> 18, 43, 71, 72, 89 <b>TG3:</b> 45, 71, 99 <b>TG4:</b> 11, 17, 19, 41, 43, 44, 61, 67, 69, 70-71, 97 <b>TG5:</b> 11, 25, 45, 68 <b>TG6:</b> 25, 69 <b>TG7:</b> 9, 21, 22-23, 25, 26, 48-49, 69, 74, 97, 100-101 <b>TG8:</b> 22-23, 36, 43, 51, 62 <b>TG9:</b> 70, 95
<b>INFORMATIONAL TEXTS</b>	
Demonstrates knowledge from informational texts in a variety of ways and makes connections to other books or personal experiences (e.g., when teacher read the story Owl Moon, child says, “We learned in that other book that owls stay awake at night and sleep during the day.”)	<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
<b>EL2. PHONOLOGICAL AWARENESS</b>	
<b>EL2.1 Notices and Manipulates the Sounds of Language</b>	
<b>EXPLORATION of SOUNDS of LANGUAGE</b>	
<b>RHYME</b>	
Decides whether two words rhyme	<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  <b>Resources: Strategy Card - Rhyming</b>
<b>ALLITERATION</b>	
Shows awareness that some words begin with the same sound (e.g., “Sam and Selena start with the same sound!”)	<b>TG5:</b> 14, 20, 40, 46, 66, 72, 92, 98 <b>TG9:</b> 92, 96, 98
<b>MANIPULATING UNITS of LANGUAGE</b>	
Shows awareness of separate words in sentences	<b>TG1:</b> 20, 66, 92, 98 <b>TG2:</b> 14, 40, 46, 66, 92 <b>TG8:</b> 14, 20  <b>Welcome Guide: 50</b>  <b>Resources: Strategy Card – Sentence Segmentation</b>

Verbally identifies, blends, segments, and deletes parts of words (manipulating units of language) with decreasing need for modeling or visual supports	<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
<b>EL3. KNOWLEDGE AND USE OF BOOKS, PRINT, AND LETTERS</b>	
<b>EL3.1 Responds to Features of Books and Print</b>	
<b>BOOK KNOWLEDGE</b>	
Imitates the act of reading (e.g., pretends to read to stuffed animals or peers) and shows increasing independence in book handling skills	<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
Knows some features of a book (e.g., title, author, illustrator)	<b>TG1:</b> 16, 18, 43, 96-97 <b>TG2:</b> 18, 68-69, 71, 94, 96 <b>TG3:</b> 18, 42-43, 96 <b>TG4:</b> 16, 42-43, 44-45, 94 <b>TG5:</b> 68-69, 70-71, 94-95, 96-97 <b>TG6:</b> 19, 96-97 <b>TG7:</b> 45 <b>TG8:</b> 18, 70-71, 96 <b>TG9:</b> 45, 92  <b>Resources:</b> Strategy Card - Read Aloud
<b>PRINT KNOWLEDGE</b>	
Shows understanding that print carries a message and can represent spoken language	<i>Daily Morning Message lessons connect speech to the printed word.</i>  <b>TG1:</b> 43, 47, 73, 86, 94, 99 <b>TG2:</b> 8, 16, 34 <b>TG3:</b> 18, 34, 44, 70, 96 <b>TG4:</b> 18, 44, 96 <b>TG5:</b> 16, 21, 44, 70, 95, 96, 97 <b>TG6:</b> 16, 44, 70, 96 <b>TG7:</b> 8, 16, 18, 44, 60, 70, 96 <b>TG8:</b> 8, 18, 44, 60, 70, 96 <b>TG9:</b> 8, 44, 70, 94, 96, 99
Shows increasing awareness of print concepts (e.g., words are made up of letters, print is read left-to-right and top-to-bottom)	<b>TG1:</b> 9, 19, 40, 66, 92, 99 <b>TG2:</b> 14, 21, 60, 66, 92 <b>TG3:</b> 23 <b>TG4:</b> 21, 73 <b>TG5:</b> 14, 47, 73, 92 <b>TG6:</b> 14, 40 <b>TG7:</b> 14, 47, 99 <b>TG8:</b> 14, 47, 73, 92 <b>TG9:</b> 8, 14, 40, 66, 92
<b>EL3.2 Shows knowledge of the shapes, names, and sounds of letters</b>	
<b>ALPHABET KNOWLEDGE</b>	
Recognizes and names an increasing number of letters correctly, especially those in own name	<b>TG1:</b> 9, 14, 21, 73 <b>TG2:</b> 21, 46 <b>TG3:</b> 21 <b>TG4:</b> 17, 21, 47, 74, 99 <b>TG5:</b> 47, 60 <b>TG7:</b> 47, 73, 86, 99
<b>LETTER-SOUND CONNECTIONS</b>	
Produces the correct sounds for an increasing number of letters	<b>TG4:</b> 40 <b>TG5:</b> 14, 21, 66, 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

	<b>Resources:</b> Letter Wall Card Set, Sound Card Set
Shows understanding that a string of letters represents a sequence of spoken sounds (e.g., when writing asks “How do you spell fish?”)	<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
<b>EL3.3 Demonstrates Emergent Writing Skills</b>	
<b>LETTERS and PRINT WRITING CONCEPTS</b>	
Shows increasing understanding that writing carries a message and uses scribbles, letter-like shapes, or letters to represent words or ideas	<b>TG1:</b> 8, 21, 34, 47, 60, 86 <b>TG2:</b> 8, 21, 34, 46, 47, 73, 86 <b>TG3:</b> 8, 21, 34, 47, 49, 60, 86 <b>TG4:</b> 21, 47, 60, 73, 86, 99 <b>TG5:</b> 8, 21, 34, 47, 73, 86, 99 <b>TG6:</b> 8, 21, 34, 47, 73, 86, 99 <b>TG7:</b> 8, 20, 21, 23, 34, 43, 47, 60, 73, 86, 99 <b>TG8:</b> 21, 34, 47, 60, 73, 86, 99 <b>TG9:</b> 21, 34, 47, 60, 73, 99
Produces strings of letters and/or letter-like forms (may be in unconventional order); begins to separate groups of letters with spaces	<b>Resources:</b> Strategy Card – <b>Expressive Writing</b>
Writes an increasing number of letters correctly, especially those in own name	<b>TG1:</b> 21, 34, 60, 73 <b>TG2:</b> 8, 21, 34, 46, 47 <b>TG3:</b> 21, 47, 86 <b>TG5:</b> 86, 99 <b>TG6:</b> 60, 86, 99 <b>TG7:</b> 34, 47 <b>TG8:</b> 99 <b>TG9:</b> 21, 73  <b>Welcome Guide:</b> 55
<b>EARLY WORD WRITING</b>	
Writes first name with or without mistakes	<b>TG1:</b> 40, 66, 92, 99 <b>TG2:</b> 14, 34, 40, 47, 66, 92, 99 <b>TG3:</b> 14, 40, 66, 92 <b>TG4:</b> 14, 21, 34, 40, 47, 66, 92, 99 <b>TG5:</b> 14, 21, 40, 66, 73, 92, 96 <b>TG6:</b> 14, 40, 66, 92 <b>TG7:</b> 14, 40, 66, 92, 99 <b>TG8:</b> 8, 14, 40, 66, 92 <b>TG9:</b> 14, 21, 40, 66, 92  <i>Children are encouraged to write their names using multisensory materials in <b>Writer’s Corner, Shared Writing, journals, and Creativity Station.</b></i>
Uses early invented spelling (writes initial and/or final sounds to represent whole word; e.g., writes MK for milk)	<b>TG6:</b> 47, 73 <b>TG7:</b> 47 <b>TG8:</b> 60, 99 <b>TG9:</b> 60  <b>Welcome Guide:</b> 65

<b>MATHEMATICAL THINKING</b>	
<b>MT1. NUMBER CONCEPTS AND OPERATIONS</b>	
<b>MT1.1 Demonstrates Number Sense and an Understanding of Quantity</b>	
<b>NUMBER NAMES &amp; COUNT SEQUENCE</b>	
Says or signs number words in order accurately with increasing ability to count to 5, then up to 10, and finally to 20 and beyond by the end of this age range	<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 Routines</b>
Names what number comes after another number with decreasing need to count up from one (e.g., When asked “What comes after four?” immediately says “Five” instead of “One, two, three, four, five...five!”)	<b>TG3:</b> 22-23 <b>TG7:</b> 36 <b>TG8:</b> 22-23, 49
<b>COMPARISON of QUANTITY</b>	
Counts to determine and compare whether the number of objects in one group is more than, less than, or the same as objects in another group (for groups of five to ten objects)	<b>TG1:</b> 23 <b>TG2:</b> 40, 48, 62, 75, 88, 100-101 <b>TG3:</b> 48-49, 62, 74- 75 <b>TG5:</b> 9, 48-49 <b>TG6:</b> 100-101, 102-103 <b>TG7:</b> 18, 50-51, 88 <b>TG8:</b> 17, 100-101, 102-103 <b>TG9:</b> 10, 22-23, 36, 48, 62, 77, 100-101  <b>Resources:</b> Strategy Card - <b>Measurement</b>
<b>CONNECTION of NUMBER, NUMERAL, &amp; QUANTITY</b>	
Shows increasing ability to count objects using one number for each object (one-to-one correspondence) and with increasing consistency uses the last number counted to represent how many objects are in a group (cardinality)	<b>TG1:</b> 22 <b>TG2:</b> 74, 75, 101 <b>TG3:</b> 48, 49 <b>TG5:</b> 48, 49, 88, 100, 101 <b>TG6:</b> 23, 100 <b>TG7:</b> 22, 48, 74 <b>TG8:</b> 48, 49, 74, 88 <b>TG9:</b> 75
Instantly recognizes without counting (subitizes) objects in sets of one to four objects (e.g., when playing game where teacher changes the number of blocks under a sheet and then uncovers them, child correctly identifies number of blocks without counting)	<b>TG2:</b> 36, 48, 49, 62 <b>TG3:</b> 48 <b>TG4:</b> 101 <b>TG5:</b> 101 <b>TG6:</b> 49, 74, 75 <b>TG7:</b> 75 <b>TG8:</b> 75 <b>TG9:</b> 75, 88
Begins to use numerals to represent and communicate quantity (e.g., puts three counting bears on a card with the numeral “3” in a game)	<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

Shows increasing understanding of the concept of zero (e.g., holds up closed fist to show “no more monkeys jumping on the bed” during the last verse of the song; when teacher takes all of counting bears during a game and asks, “Now how many do you have?” child responds “None!”)	<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
Produces a set of a certain number when prompted (e.g., puts five napkins on the table when asked)	<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>MT1.2 Explores Combining and Separating Groups (numerical operations)</b>	
<b>CHANGES in QUANTITY</b>	
Shows increased understanding that adding to or taking away objects from a group will increase or decrease the number of objects in the set (e.g., communicates, “I wanted more green blocks so my friend gave me three of his”) and can describe parts of a group (e.g., Says, “I have four cubes. Two are red, and two are blue”)	<b>TG1:</b> 22 <b>TG7:</b> 10, 22, 23, 36, 48, 49, 50, 62, 74, 75, 100, 101 <b>TG8:</b> 10, 22, 23, 36, 48, 64 <b>TG9:</b> 62, 74, 75, 88  <b>Resources:</b> Strategy Card - <b>Number Operations</b>
<b>ADDITION &amp; SUBTRACTION</b>	
Using fingers or manipulatives as tools, shows increasing ability to solve simple addition problems by joining objects together for increasingly larger totals (up to 10; e.g., when adding a group of 3 and a group of 2, counts “one, two, three...” and then counts on “four, five!” keeping track with fingers)	<b>TG7:</b> 22-23, 36, 74-75 <b>TG8:</b> 10, 22-23, 48-49, 76-77  <b>Resources:</b> Strategy Card - <b>Number Operations</b>
Using fingers or manipulatives as tools, shows increasing ability to solve simple subtraction problems by separating increasingly larger totals (up to 10; e.g., when asked how many counting bears will be left from a group of six if a friend takes two, child moves two bears to the side then counts remaining bears, “one, two, three, four...four bears!”)	
<b>EARLY DIVISION and FRACTIONS</b>	
Explores early division concepts by dividing objects into “fair-share” groups (e.g., gives three peers each two pieces of play fruit while playing restaurant) and identifying the concepts of a fraction whole and half by using real objects (e.g., identifies two equal parts of an apple or graham cracker as a half)	<b>TG1:</b> 23 <b>TG2:</b> 94 <b>TG8:</b> 48 <b>TG9:</b> 62, 74, 75



<b>MT2. ALGEBRAIC THINKING</b>	
<b>MT2.1 Uses Classification and Patterning Skills</b>	
<b>CLASSIFICATION</b>	
Sorts objects by more than one attribute (e.g., color and shape); attends to more complex attributes (e.g., weight, texture); Sorts and then resorts based on a different characteristic (e.g., sorts by size and then by color)	<b>TG1:</b> 17, 21, 23, 62, 74, 75, 88, 89, 100 <b>TG2:</b> 9, 22 <b>TG3:</b> 61, 62, 69, 74, 75 <b>TG4:</b> 10, 11, 23, 36, 48, 49, 61, 74, 100, 101 <b>TG7:</b> 36 <b>TG8:</b> 63 <b>TG9:</b> 49  <b>Resources:</b> Strategy Card – <b>Classification</b>
<b>PATTERNING</b>	
Recognizes, extends, and replicates simple repeating patterns (e.g., triangle, square, triangle, square or repeated music verses)	<b>TG3:</b> 88, 100, 101 <b>TG5:</b> 50 <b>TG6:</b> 36, 49, 62 <b>TG8:</b> 22, 23, 36, 49 <b>TG9:</b> 36, 48, 49, 62  <b>TG1:</b> 72 <b>TG3:</b> 88, 100, 101 <b>TG5:</b> 50 <b>TG6:</b> 36, 49, 62 <b>TG8:</b> 22, 23, 36, 49 <b>TG9:</b> 36, 48, 49, 62
Creates own patterns in different forms (e.g., objects, sounds, movements) and fills in missing elements of a simple pattern (e.g., selects a green counting bear and completes the series of bears set out by the teacher: yellow, green, green, yellow, green, green, yellow, _____, green.	
<b>MT3. MEASUREMENT AND COMPARISON</b>	
<b>MT3.1 Participates in Exploratory Measurement Activities and Compares Objects</b>	
<b>MEASUREMENT</b>	
Measures attributes of objects (e.g., length, height, weight) using non-standard units (e.g., lines up a variety of objects, such as blocks and cars, end-to-end without gaps, to measure rug); and explores formal measuring tools (e.g., measuring cups, scale, ruler) with increasing independence and initiation of activity	<b>TG1:</b> 23 <b>TG2:</b> 10, 11, 22-23, 24-25, 62, 76-77, 102-103 <b>TG4:</b> 62, 74-75, 88, 102-103 <b>TG5:</b> 9, 24-25, 36, 48-49, 62, 77 <b>TG6:</b> 24-25, 45, 50-51, 77 <b>TG7:</b> 24-25, 37, 42, 76-77, 87 <b>TG8:</b> 17, 24-25, 42 <b>TG9:</b> 11, 22, 51, 88, 103  <b>Resources:</b> Strategy Card – <b>Measurement</b>
Directly compares objects to see which is longer and later in this age range uses a third object to compare the length of two objects (e.g., uses yarn to measure two different objects)	<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> 19, 24, 45, 50, 76, 101 <b>TG7:</b> 24, 37, 76, 87, 101 <b>TG8:</b> 24, 101 <b>TG9:</b> 19, 22, 50, 102  <b>Resources:</b> Strategy Card – <b>Measurement</b> , Photo Cards
<b>COMPARISON</b>	
Uses comparative language (e.g., “shorter,” “heaviest”) to directly compare two or more objects (e.g., identifies “small,” “smaller,” “smallest”)	<b>TG1:</b> 23 <b>TG2:</b> 10, 11, 22-23, 24-25, 62, 76-77, 102-103 <b>TG4:</b> 62, 74-75, 88, 102-103 <b>TG5:</b> 9, 24-25, 36, 48-49, 62, 77 <b>TG6:</b>

Shows increasing ability to identify that different arrangements of the same number of objects are equal; begins to count to compare	24-25, 45, 50-51, 77 <b>TG7:</b> 24-25, 37, 42, 76-77, 87 <b>TG8:</b> 17, 24-25, 42 <b>TG9:</b> 11, 22, 51, 88, 103  <b>Resources:</b> Strategy Card – <b>Measurement</b>  <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>SERATION</b>	
Organizes a small set of objects (i.e., three to five) in an increasing or decreasing order (seriation; e.g., arranges a set of twigs from shortest to longest)	<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
<b>MT4. GEOMETRY AND SPATIAL SENSE</b>	
<b>MT4.1 Explores and Describes Shapes and Spatial Relationships</b>	
<b>SHAPE KNOWLEDGE</b>	
Recognizes and names familiar shapes (e.g., square, triangle, circle, rectangle) and later less familiar shapes (e.g., hexagon, trapezoid) and some three-dimensional shapes (e.g., cube, cone, cylinder, sphere); with increasing ability to recognize shapes regardless of orientation or size and to describe shapes in terms of their attributes (e.g., a triangle has three straight sides)	<b>TG1:</b> 21, 23, 40, 47, 60, 66, 73, 88, 92, 99, 100-101 <b>TG2:</b> 21, 66, 92 <b>TG3:</b> 21, 40, 47, 66, 75, 99 <b>TG4:</b> 8, 10, 22-23, 48-49 <b>TG5:</b> 10, 15, 22-23, 50-51, 62, 74-75, 102-103 <b>TG6:</b> 36 <b>TG7:</b> 76-77 <b>TG8:</b> 37, 74 <b>TG9:</b> 87, 88, 100-101  <b>Welcome Guide:</b> 70  <b>Resources:</b> Strategy Card – <b>Geometry</b>
<b>SPATIAL SENSE</b>	
Uses increasingly complex spatial vocabulary (e.g., inside, beside, below); follows directions related to directionality, order, and position in space (e.g., “move forward,” “put it behind the green car”); and without needing to handle the object can mentally turn an object to perform simple tasks (e.g., communicates to a friend, “if you turn the puzzle piece it will fit”)	<b>TG1:</b> 36, 48-49 <b>TG6:</b> 62, 74-75
<b>SHAPE MANIPULATION</b>	
Builds increasingly complex designs, pictures, and structures using two- and three-dimensional shapes (e.g., uses circles and rectangles to make a snowman image, constructs a castle out	<b>TG1:</b> 23, 101 <b>TG3:</b> 75, 76 <b>TG4:</b> 22, 23, 36, 48, 49, 62, 88, 101 <b>TG5:</b> 15, 22, 23, 62, 74, 75 <b>TG9:</b> 75

of building blocks), progressing from using one shape for each part of a picture to using several shapes to make one part	
Combines, rotates, flips, and separates shapes to create designs (e.g., using parquet blocks) and to make other shapes (e.g., combines two wood triangle-shaped unit blocks to make a square [ + - ] and later in this age range shows increasing ability to predict which shapes might be used to create other shapes	
<b>SCIENCE AND TECHNOLOGY</b>	
<b>ST1. SCIENTIFIC PRACTICES</b>	
<b>ST1.1 Engages in the Scientific Process to Collect, Analyze, and Communicate Information</b>	
<b>OBSERVATIONS, QUESTIONS, &amp; PREDICTIONS</b>	
Asks questions about the world (e.g., “What do plants need to grow?”) and seeks answers from various sources (e.g., asks teacher to help find information about spiders in a book)	<b>TG1:</b> 11, 25, 36, 38, 44, 45, 47, 62, 69, 74, 77, 102-103 <b>TG2:</b> 24-25, 72, 76-77 <b>TG3:</b> 11, 24-25, 37, 50-51, 61, 63, 68-69, 76-77, 87, 102-103 <b>TG4:</b> 9, 11, 18-19, 24-25, 37, 63, 76-77, 87, 89, 96-97, 102-103 <b>TG5:</b> 11, 16-17, 18-19, 24-25, 35, 37, 42-43, 49, 50-51, 63, 89 <b>TG6:</b> 11, 19, 24-25, 37, 50-51, 69, 76-77, 89 <b>TG7:</b> 9, 11, 16-17, 18-19, 24-25, 35, 36, 37, 42-43, 46, 61, 62, 63, 68-69, 70-71, 88, 94-95, 96-97, 102-103 <b>TG8:</b> 9, 11, 16-17, 19, 35, 37, 42-43, 44-45, 50-51, 61, 63, 68-69, 70-71, 89, 94-95, 96-97, 98-99, 100-101, 102-103 <b>TG9:</b> 9, 11, 24-25, 37, 42-43, 44-45, 50-51, 68-69, 70-71, 76-77, 97, 102-103
Makes increasingly complex observations about objects and events (e.g., notices that outdoor area smells different after rain)	<b>TG1:</b> 11, 25, 36, 38, 44, 45, 47, 62, 69, 74, 77, 102-103 <b>TG2:</b> 24-25, 72, 76-77 <b>TG3:</b> 11, 24-25, 37, 50-51, 61, 63, 68-69, 76-77, 87, 102-103 <b>TG4:</b> 9, 11, 18-19, 24-25, 37, 63, 76-77, 87, 89, 96-97, 102-103 <b>TG5:</b> 11, 16-17, 18-19, 24-25, 35, 37, 42-43, 49, 50-51, 63, 89 <b>TG6:</b> 11, 19, 24-25, 37, 50-51, 69, 76-77, 89 <b>TG7:</b> 9, 11, 16-17, 18-19, 24-25, 35, 36, 37, 42-43, 46, 61, 62, 63, 68-69, 70-71, 88, 94-95, 96-97, 102-103 <b>TG8:</b> 9, 11, 16-17, 19, 35, 37, 42-43, 44-45, 50-51, 61, 63, 68-69, 70-71, 89, 94-95, 96-97, 98-99, 100-101, 102-103 <b>TG9:</b> 9, 11, 24-25, 37, 42-43, 44-45, 50-51, 68-69, 70-71, 76-77, 97, 102-103

Makes predictions about what might happen based on past experience (e.g., “I think that adding yellow paint to blue paint will make green”, “I think the ping pong ball will float”)	<b>TG1:</b> 11, 25, 37, 43, 44, 45, 63, 69, 70, 71, 97 <b>TG3:</b> 37 <b>TG4:</b> 37, 87 <b>TG5:</b> 35, 37, 43, 49 <b>TG6:</b> 19, 37, 47, 69 <b>TG7:</b> 17, 36, 37, 94 <b>TG8:</b> 11, 89 <b>TG9:</b> 11, 37, 43, 44, 45, 63, 69, 70, 71, 97
<b>ST1.1 Engages in the Scientific Process to Collect, Analyze, and Communicate Information (continued)</b>	
<b>INVESTIGATION &amp; HYPOTHESIS TESTING</b>	
Engages in adult-supported investigations; forms and tests hypotheses (e.g., mixes soil and water to make mud; builds a “bridge” out of classroom materials and seeing how many foam blocks it will hold before collapsing; waters seeds in one container, but not another to answer the question, “Do plants need water to grow?”)	<b>TG1:</b> 11, 25, 37, 43, 44, 45, 63, 69, 70, 71, 97 <b>TG3:</b> 37 <b>TG4:</b> 37, 87 <b>TG5:</b> 35, 37, 43, 49 <b>TG6:</b> 19, 37, 47, 69 <b>TG7:</b> 17, 36, 37, 94 <b>TG8:</b> 11, 89 <b>TG9:</b> 11, 37, 43, 44, 45, 63, 69, 70, 71, 97
With adult assistance, analyzes, interprets, and communicates data (e.g., compares initial prediction of which objects would float to actual results; records information through a drawing or dictation)	<b>TG1:</b> 11, 25, 37, 43, 44, 45, 63, 69, 70, 71, 97 <b>TG3:</b> 37 <b>TG4:</b> 37, 87 <b>TG5:</b> 35, 37, 43, 49 <b>TG6:</b> 19, 37, 47, 69 <b>TG7:</b> 17, 36, 37, 94 <b>TG8:</b> 11, 89 <b>TG9:</b> 11, 37, 43, 44, 45, 63, 69, 70, 71, 97
<b>ST2. Knowledge of Science Concepts</b>	
<b>ST2.1 Demonstrates Knowledge of Core Science Ideas and Concepts</b>	
<b>SYSTEM PARTS &amp; WHOLE</b>	
With adult support asks questions and makes comments about parts of more complex systems and how they interact to make it function (e.g., talks about roles of members of their family; asks about the gears and parts of a wind-up toy and how they make it work)	<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>STRUCTURE &amp; FUNCTION</b>	
Makes observations and generalizations about structure and function (e.g., generalizes that objects that are round will roll; talks about why plants need stems; describes why birds can fly and people can't)	<b>TG1:</b> 11, 25, 36, 38, 44, 45, 47, 62, 69, 74, 77, 102-103 <b>TG2:</b> 24-25, 72, 76-77 <b>TG3:</b> 11, 24-25, 37, 50-51, 61, 63, 68-69, 76-77, 87, 102-103 <b>TG4:</b> 9, 11, 18-19, 24-25, 37, 63, 76-77, 87, 89, 96-97, 102-103 <b>TG5:</b> 11, 16-17, 18-19, 24-25, 35, 37, 42-43, 49, 50-51, 63, 89 <b>TG6:</b> 11, 19, 24-25, 37, 50-51, 69, 76-77, 89 <b>TG7:</b> 9, 11, 16-17, 18-19, 24-25, 35, 36, 37, 42-43, 46, 61, 62, 63, 68-69, 70-71, 88, 94-95, 96-97, 102-103 <b>TG8:</b> 9, 11, 16-17, 19, 35, 37, 42-43, 44-45, 50-51, 61, 63, 68-69,

	70-71, 89, 94- 95, 96-97, 98-99, 100-101, 102-103 <b>TG9:</b> 9, 11, 24-25, 37, 42- 43, 44-45, 50-51, 68-69, 70-71, 76-77, 97, 102-103
<b>STABILITY and CHANGE</b>	
Observes and describes environmental changes over time with increasing sophistication (e.g., comments on flowers blooming in the spring; notices when branches have been trimmed from a tree; communicates, “The sun made the slide hot!”; notices the shape of the moon changing over time	<b>TG1:</b> 37, 45, 62, 70, 71, 88 <b>TG9:</b> 35, 37, 42, 43, 45, 68
Demonstrates an understanding that living things change over time in size and other capacities as they grow (e.g., talks about similarities and differences between babies and adults; acts out a song about growth by pretending to be a plant and demonstrating with body how a seed grows into a seedling then a tree)	<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, 63, 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
<b>ST3. Knowledge of Science Content</b>	
<b>ST3.1 Demonstrates Knowledge of the Characteristics of Living Things, the Earth’s Environment, and Physical Objects and Materials</b>	
<b>LIVING THINGS</b>	
With increasing independence, asks and answers questions about the similarities, differences, and categories of plants and animals (e.g., talks about how birds have feathers covering their bodies, but snakes have scales)	<b>TG1:</b> 25 <b>TG5:</b> 42 <b>TG6:</b> 19, 69 <b>TG7:</b> 19, 46, 94 <b>TG9:</b> 11, 37, 43, 44, 45, 63, 69, 70, 71, 97, 19, 36, 42, 43, 45, 62, 63, 68, 69, 70, 71, 87, 89, 94, 95, 96, 97 <b>TG9:</b> 34, 37, 69, 70
Shows curiosity and knowledge about how living things grow and change over time (e.g., talks about how kitten at home is getting bigger; asks why leaves change color)	<b>TG7:</b> 19, 63, 70, 97 <b>TG9:</b> 10, 18
With adult support describes characteristics that define living things (e.g., breathes, moves, grows)	<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
<b>NATURE &amp; the ENVIRONMENT</b>	
Investigates and uses increasingly complex vocabulary to describe natural elements in the environment (e.g., observes a group of ants moving on the playground and comments,	<b>TG1:</b> 45 <b>TG2:</b> 63 <b>TG4:</b> 11, 18 <b>TG6:</b> 45, 95 <b>TG7:</b> 9, 42, 43, 62, 63, 68, 69, 70, 71, 89, 94, 95, 96, 97 <b>TG8:</b> 9, 10, 16, 17,

“They’re moving around like they’re scared”; draws different kinds of leaves in the science center and communicates “This one has round edges, this one has pointy edges.”)	18, 19, 36, 42, 43, 45, 62, 63, 68, 69, 70, 71, 87, 89, 94, 95, 96, 97 <b>TG9:</b> 34, 37, 69, 70
Demonstrates respect for the environment (e.g., observes flowers or insects without intruding or destroying; picks up a piece of litter and says, “Animals might get sick if they eat this”)	<b>TG1:</b> 11, 63, 89, 104 <b>TG2:</b> 11 <b>TG3:</b> 47, 61 <b>TG4:</b> 11 <b>TG6:</b> 44, 70 <b>TG7:</b> 11 <b>TG8:</b> 69 <b>TG9:</b> 63, 68, 69, 70, 71
<b>PHYSICAL OBJECTS &amp; MATERIALS</b>	
Uses observable characteristics to describe and categorize physical objects and materials based on similarities and differences (e.g., after participating in an investigation, sorts items into those that float and those that sink; sorts objects made of wood and those made of plastic)	<b>TG1:</b> 9, 10, 36, 45, 61, 62, 63, 74, 75, 88 <b>TG2:</b> 19, 22, 24, 50, 89 <b>TG3:</b> 24, 36, 37, 74, 75 <b>TG4:</b> 9, 11, 48, 50, 52, 87, 88, 95, 96, 97, 101 <b>TG5:</b> 23, 24, 102 <b>TG6:</b> 11, 19, 37, 50 <b>TG7:</b> 11, 76, 90 <b>TG8:</b> 11, 24, 50, 88, 102 <b>TG9:</b> 9, 11, 24, 63, 76, 102  <b>Resources:</b> Photo Cards
<b>ST3.2 Uses Tools and Engineering Practices to Explore and Solve Problems</b>	
<b>KNOWLEDGE &amp; USE of TOOLS</b>	
Explores and later in this age range identifies simple machines such as ramps, gears, wheels, pulleys, and levers through play experiences (e.g., plays with ramps and vehicles in the block area; uses pulleys in the sand table; explores manipulative toys that use gears)	<b>TG1:</b> 10, 24, 36, 77 <b>TG3:</b> 11, 36 <b>TG4:</b> 37, 87 <b>TG5:</b> 9, 17, 35, 37, 89 <b>TG6:</b> 95 <b>TG7:</b> 11, 63 <b>TG8:</b> 11, 37, 89, 100, 101 <b>TG9:</b> 9, 23, 35, 37, 61, 63, 97  <b>TG7:</b> 19, 63, 70, 97 <b>TG9:</b> 10, 18
Uses a variety of tools (e.g., ruler, balance scale, magnifying glass, toy stethoscope, unit blocks, measuring cups, thermometer) to gather information, investigate objects, and solve problems	
Communicates how tools are used by people in their world (e.g., ladders help firefighters, stethoscopes help doctors and nurses)	
<b>ENGINEERING PRACTICES &amp; THINKING</b>	
Shows increased understanding of relationships between variables and outcomes (e.g., steepness of a ramp and speed of a rolled ball; size of blocks and stability of structure)	<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
With adult support, generates multiple solutions to problems, tests solutions and revises them, (e.g., builds block tower that falls with a foundation of small blocks; uses bigger blocks the	<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,

next time) and develops increasingly detailed explanations of their ideas and reasons for outcomes	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>ST3.3 Engages in Developmentally Appropriate Interactions with Technology and Media that Support Creativity, Exploration, and Play</b>	
<b>TECHNOLOGY HANDLING</b>	
Incorporates technology tools into their pretend play (e.g., pretends to call someone on a toy phone, uses a keyboard in the “office” prop box to pretend to write someone a letter)	<b>TG2:</b> 10, 37 <b>TG3:</b> 11 <b>TG4:</b> 24, 37, 41, 61 <b>TG5:</b> 19, 38, 63 <b>TG6:</b> 35, 87 <b>TG7:</b> 9 <b>TG9:</b> 76, 89
Develops knowledge of and explores the functionality of simple digital devices (e.g., touch screen, e-book reader, digital camera, copier, light table, music player)	<b>TG1:</b> 50 <b>TG2:</b> 50-51, 60, 86 <b>TG3:</b> 8, 25, 60, 86 <b>TG4:</b> 8, 22, 24, 34, 50, 60, 74, 86 <b>TG5:</b> 8, 34, 60, 86, 102 <b>TG6:</b> 8, 34, 60, 86, 89 <b>TG7:</b> 8, 34, 50, 60, 86 <b>TG8:</b> 8, 34, 60, 76, 86 <b>TG9:</b> 8, 34, 60, 76, 86  <b>Resources:</b> Photo Cards
<b>DIGITAL LITERACY</b>	
Identifies technology tools for multiple purposes, including creating, problem solving, gathering information, and documenting (e.g., creates a picture or story on an electronic device, suggests looking up a question or the meaning of a word on the internet, records a story made up on a recording device)	<b>TG1:</b> 50 <b>TG2:</b> 50-51, 60, 86 <b>TG3:</b> 8, 25, 60, 86 <b>TG4:</b> 8, 22, 24, 34, 50, 60, 74, 86 <b>TG5:</b> 8, 34, 60, 86, 102 <b>TG6:</b> 8, 34, 60, 86, 89 <b>TG7:</b> 8, 34, 50, 60, 86 <b>TG8:</b> 8, 34, 60, 76, 86 <b>TG9:</b> 8, 34, 60, 76, 86  <b>Resources:</b> Photo Cards
<b>DIGITAL CITIZENSHIP</b>	
Shows knowledge of how to use technology in safe, healthy, acceptable, responsible, and socially positive ways (e.g., suggests sending a get-well message to a friend who is sick)	<b>TG1:</b> 34, 60 <b>TG2:</b> 34, 51, 60, 86 <b>TG3:</b> 8, 60, 86 <b>TG4:</b> 8, 34, 60, 86 <b>TG5:</b> 8, 34, 60, 86 <b>TG6:</b> 8, 34, 60, 86 <b>TG7:</b> 34, 50, 60, 86 <b>TG8:</b> 8, 34, 60, 76, 86 <b>TG9:</b> 8, 34, 60, 76, 86
Follows directions and class rules for using digital devices (can log in and out; keeps foreign materials away from equipment; handles equipment with care; knows the time limit or sign up rule for access to the device)	



SOCIAL STUDIES	
SS1. FAMILY, COMMUNITY, AND CULTURE	
SS1.1 Demonstrates Positive Connection to Family and Community	
LEARNING COMMUNITY	
Shows increasing participation as a member of the learning community (e.g., participates in whole-group activities, helps establish rules for behavior, participates in classroom clean-up, etc.)	<b>TG1:</b> 13, 24, 26, 39, 65, 78, 90, 91 <b>TG2:</b> 12, 74, 69, 93 <b>TG3:</b> 12, 13, 21, 37, 39, 43, 44, 99 <b>TG4:</b> 13, 52, 64, 73, 77 <b>TG5:</b> 12, 69, 93 <b>TG7:</b> 13, 65, 73 <b>TG9:</b> 13  <b>Conscious Discipline® Manual:</b> 111-112  <b>Welcome Guide:</b> 45-47
FAMILY & CULTURAL IDENTITY	
Shows pride in family and cultural heritage (e.g., talks about family members and traditions; draws pictures of family members and own cultural group; shares a song or special food from cultural group, shows pride in home language [e.g., “Gato means cat in Spanish. We speak Spanish at home!”]) Shows knowledge of family, cultural and political history (e.g., talks about where family came from, where cultural traditions came from, knows who president is)	<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 teachers to be inclusive and culturally responsive as a habit of mind to all. (pages 94-95)  <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
AWARENESS of ROLES in SOCIETY	
Engages in increasingly complex pretend play acting out family or community roles and events (e.g., pretends to be a “daddy” sweeping the house or feeding the baby; later in this age range, acts out scenes at a restaurant, beauty salon, or doctor’s office)	<i>Children are invited to engage in pretend play to represent fantasy and real -life experiences.</i>  <b>TG1:</b> 70, 91 <b>TG2:</b> 10, 11, 25, 36, 37, 50-51, 63, 69, 77 <b>TG3:</b> 9, 10, 11, 41, 45, 48, 51, 61, 62, 63, 77, 87, 94 <b>TG4:</b> 9, 11, 17, 19, 35, 41, 43, 50-51, 61, 63, 69, 89, 97, 103 <b>TG5:</b> 9, 11, 38, 62, 63, 67, 69, 88, 97 <b>TG6:</b> 11, 35, 37, 61, 63, 87, 89 <b>TG7:</b> 9, 22, 74, 88, 89, 97 <b>TG8:</b> 9, 10, 11, 93 <b>TG9:</b> 15, 36, 61, 89
Shows increasing awareness of the roles people play in society (e.g., talks about roles of various family members; describes jobs of community helpers such as firefighters, grocery clerks,	<b>TG7:</b> 19, 63, 70, 97 <b>TG9:</b> 10, 18

and veterinarians; talks about what they would like to be when they grow up)	
<b>SS2. HISTORY AND GEOGRAPHY</b>	
<b>SS2.1 Shows Awareness of Sequence and Change Over Time</b>	
<b>AWARENESS of PAST &amp; FUTURE</b>	
Discusses events in the immediate past or future (e.g., gives simple account of what happened that day; communicates “After lunch, we get to read books”) and communicates about events that are increasingly distant from the present (e.g., talks about “When I was a baby…” and makes predictions about future events with adult support)	<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  <b>Resources:</b> Strategy Card - Math Routines
<b>TIME CONCEPTS</b>	
Understands and, later in this age range, uses increasingly complex time related words and concepts (e.g., “now/later,” “day/night”, “last time/next time”)	<b>TG1:</b> 16, 17, 19, 20, 24, 26, 44, 99 <b>TG2:</b> 17, 45, 96, 97 <b>TG3:</b> 11, 17, 21, 38 <b>TG6:</b> 96, 97, 102 <b>TG9:</b> 17, 22, 23, 90, 95
<b>SS2.2 Demonstrates Simple Geographic Knowledge</b>	
<b>AWARENESS of LOCATION and PLACE</b>	
Communicates with increasing specificity about the location of objects and areas at home and school (e.g., talks about something in a closet in the classroom) and can match objects to their usual geographic location (e.g., stove in kitchen, bed in bedroom)	<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
Shows awareness of familiar buildings and landmarks (e.g., home, school, library, grocery store, parks, sculptures or statues, lakes or rivers)	<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
Understands and uses words indicating relative distances (e.g., near, far, close)	<b>TG1:</b> 36, 48, 49 <b>TG2:</b> 23, 37, 61 <b>TG3:</b> 22, 23 <b>TG4:</b> 74, 75 <b>TG5:</b> 75 <b>TG6:</b> 48, 62, 74, 75 <b>TG9:</b> 49, 75
<b>GEOGRAPHIC CONCEPTS</b>	
Creates drawings or simple maps of home and other familiar places with adult support	<b>TG2:</b> 44, 96 <b>TG3:</b> 69 <b>TG4:</b> 45 <b>TG6:</b> 44, 63, 69, 70, 71, 102 <b>TG8:</b> 69
Discusses basic geographic concepts and features of environments (e.g., says “We have mountains where we live”; sees a picture of fish and says, “They live in water”)	<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

CREATIVITY AND AESTHETICS	
CA1. MUSIC and MOVEMENT	
CA1.1 Explores through Listening, Singing, Creating, and Moving to Music	
EXPLORATION of MUSIC & MOVEMENT	
Explores a widening variety of culturally diverse musical instruments, using them to produce increasingly complex rhythms, tones, melodies, and songs	<b>Music and Movement engages children daily, using various types of music, movement and instruments. Additional activities are included in the Practice Centers so that children can repeat or create additional dance or movement to those learned in the Music and Movement portion of the day.</b>  <b>TG1:</b> 12, 14, 15, 22, 37, 41, 47, 48, 49, 67, 72, 90, 101, 102, 103 <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, 89, 90, 93, 97 <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  <b>Resources:</b> Photo Cards
Uses body movement to respond with increasing accuracy to beat, dynamics (loud versus quiet), and tempo (speed) of music (e.g., marches with musical instruments with increasing ability to move in step with the beat; tiptoes during quiet music and stomps when it gets louder; moves slower or faster in time with music)	
MUSIC & MOVEMENT CONCEPTS	
With adult support demonstrates the foundational components of music, including tempo (e.g., by singing faster when asked to up the tempo), dynamics (e.g. by louder and softer during a song and pitch (e.g. by singing higher and lower notes)	<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
MUSICAL EXPRESSION & APPRECIATION	
Requests favorite types of music, discusses favorite songs, and shows appreciation for the music and dance of others	<b>Music and Movement engages children daily, using various types of music, movement and instruments. Additional activities are included in the Practice Centers so that children can repeat or create additional dance or movement to those learned in the Music and Movement portion of the day.</b>  <b>TG1:</b> 12, 14, 15, 22, 37, 41, 47, 48, 49, 67, 72, 90, 101, 102, 103 <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,
Expresses self through music by making up songs, changing words to familiar songs, and experimenting with rhythmic patterns	

	47, 64, 67, 89, 90, 93, 97 <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 <b>Resources:</b> Photo Cards
<b>CA2. Visual Arts</b>	
<b>CA2.1 Explores, Manipulates, Creates, and Responds to a Variety of Art Media</b>	
<b>EXPLORATION of ART</b>	
Engages in child-initiated visual art activities with increased independence, intentionality, planning, and knowledge of art media and materials (e.g., asks a friend, “Can I use the easel when you’re done?”; creates two- or three-dimensional art that approximate or depict people, animals, and objects; says, “I’m going to draw daddy,” before starting a project)	<b>TG1:</b> 37, 51, 77, 87 <b>TG2:</b> 9, 35, 61, 87, 102-103 <b>TG3:</b> 9, 63, 77 <b>TG4:</b> 35, 36, 62, 88 <b>TG5:</b> 10, 36, 45, 51, 61, 86, 87, 89, 94-95, 98 <b>TG6:</b> 10, 36, 62, 76-77, 88 <b>TG7:</b> 8, 10, 61, 87 <b>TG8:</b> 9, 35, 61, 63, 87 <b>TG9:</b> 9, 24-25, 34, 63, 89, 102-103
<b>ART CONCEPTS</b>	
With adult support demonstrates the foundational components of art, including line, shape (e.g. by drawing lines and different shapes), color (e.g. by using different colors), and texture (e.g. by describing how a piece of art feels	<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
<b>ART APPRECIATION &amp; EXPRESSION</b>	
Recognizes and states that objects in the environment are beautiful and later in this age range, can articulate why they believe it is beautiful	<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
Chooses their own art for display in the learning environment or for inclusion in a book and briefly explains their choice	
Communicates with others about art by discussing the ideas behind own art and how it was made; the feelings generated by looking at different art; and by showing appreciation for the artwork of others	
<b>CA3. Drama</b>	
<b>CA3.1 Explores Feelings, Relationships, and Concepts Through Imitation, Pretend Play, and Sociodramatic Play</b>	
<b>EXPLORATION of DRAMA</b>	
Explores a variety of themes and roles through play, including real- life scenarios and people, fictional stories and characters, and play that expresses feelings and helps process experiences	<b>TG1:</b> 70, 91 <b>TG2:</b> 10, 11, 25, 36, 37, 50-51, 63, 69, 77 <b>TG3:</b> 9, 10, 11, 41, 45, 48, 51, 61, 62, 63, 77, 87, 94 <b>TG4:</b> 9, 11, 17, 19, 35, 41, 43, 50-51, 61, 63, 69, 89, 97, 103 <b>TG5:</b> 9, 11,

	38, 62, 63, 67, 69, 88, 97 <b>TG6:</b> 11, 35, 37, 61, 63, 87, 89 <b>TG7:</b> 9, 22, 74, 88, 89, 97 <b>TG8:</b> 9, 10, 11, 93 <b>TG9:</b> 15, 36, 61, 89
<b>DRAMA CONCEPTS</b>	
Engages in increasingly complex, longer play scenarios; assigns or assumes multiple roles within a scenario; tells more cohesive stories through play  With adult support understands the foundational components of drama, including theme (e.g., can identify the main idea of the story), plot (e.g., can discuss the series of events that take place), character (e.g., can identify the main and minor characters and their roles), and dialogue (e.g., can discuss the interactions between characters).	<b>TG1:</b> 89, 91, 97 <b>TG2:</b> 10, 36, 37, 41, 62, 63, 69, 74 <b>TG3:</b> 9, 10, 22, 48, 61, 67, 87 <b>TG4:</b> 9, 11, 17, 19, 35, 43, 61, 69, 97 <b>TG5:</b> 41, 67, 69, 88 <b>TG6:</b> 11, 16, 17, 63, 89 <b>TG7:</b> 22, 71, 89, 97 <b>TG8:</b> 93 <b>TG9:</b> 15, 36
<b>DRAMA APPRECIATION &amp; EXPRESSION</b>	
Discusses and expresses appreciation after viewing a performance by older children or a professional group.	<b>TG1:</b> 51, 87 <b>TG2:</b> 87, 102, 103 <b>TG3:</b> 34 <b>TG5:</b> 61, 85, 86 <b>TG7:</b> 8, 61 <b>TG8:</b> 63 <b>TG9:</b> 89