

New Jersey Preschool Teaching and Learning Standards Correlation to Frog Street Pre-K



New Jersey Preschool Teaching and Learning Standards

Correlation to Frog Street Pre-K

New Jersey Preschool Teaching and Learning Standards	Frog Street Pre-K Teacher Guide Page References
SOCIAL AND EMOTIONAL DEVELOPMENT	
Standard 0.1: Children demonstrate self-confidence.	
0.1.1 Express individuality by making independent decisions about which materials to use.	TG2: 9, 35 TG3: 102 TG4: 102 TG5: 93 TG7: 91 TG9: 11, 89
0.1.P.A.1 0.1.2 Express ideas for activities and initiate discussions.	TG1: 13, 39 TG2: 89 TG3: 35, 38, 43, 44 TG7: 12 TG9: 89
0.1.P.A.2 0.1.3 Actively engage in activities and interactions with teachers and peers.	<p>Conscious Discipline® specifically guides children in being successful in their social and emotional endeavors throughout the day. The CONNECT portion of the Greeting Circle (pages 13, 39, 65, 91 in each Teacher's Guide) focuses on challenging children to connect with peers in an activity that requires cooperation. Music and Movement activities also engage children in using more complex and varied language. Later in the day, children move to Practice Centers (Teacher Guides pp. 8-11, 34-37, 60 63, 86-89) where social interactions occur as they engage in cooperative play with peers. Cultural Responsiveness reminders are embedded across all content areas of the curriculum. Children are invited to share family and community events and participate in cooperative play in both teacher led and small group or center activities.</p> <p>TG1: 11, 35, 39, 46, 89 TG2: 38, 41, 61, 87, 88, 89 TG3: 21, 22, 37 TG4: 47, 63, 89, 102 TG5: 11, 19 TG6: 11, 35, 37, 67, 87, 89 TG7: 8, 11, 61, 67, 88, 93 TG8: 42, 63 TG9: 89</p> <p>Welcome Guide: 35</p>
0.1.P.A.3 0.1.4 Discuss their own actions and efforts.	TG1: 18, 52, 62, 64, 91,103 TG2: 16, 18, 26, 42, 52, 78, 104 TG3: 26, 47, 52, 71, 78, 97, 104 TG4: 18, 19, 26, 44, 52, 60, 70, 78, 96, 104 TG5: 14, 16, 26, 40, 45, 52, 66, 70, 78, 92, 104 TG6: 26, 47, 52, 73, 78, 99, 104 TG7: 14, 26, 42, 43, 52, 69, 78,

	104 TG8: 22, 26, 52, 78, 104 TG9: 14, 16, 17, 26, 43, 52, 66, 68, 69, 78, 92, 94, 95, 104 Resources: Photo Cards
Standard 0.2: Children demonstrate self-direction.	
0.2.1 Make independent choices and plans from a broad range of diverse interest centers.	TG2: 9, 35 TG3: 102 TG4: 102 TG5: 93 TG7: 91 TG9: 11, 89
0.2.2 Demonstrate self-help skills (e.g., clean up, pour juice, use soap when washing hands, put away belongings).	<i>Children are encouraged to independently complete personal care tasks (e.g., toileting, teeth-brushing, hand-washing, dressing etc.). throughout all the Frog Street Pre-K themes. Theme 3: Safe, Healthy, and Helpful Me engages children in activities to learn independence in their personal care.</i> TG1: 44, 69 TG3: 11, 12, 17
0.2.3 Move through classroom routines and activities with minimal teacher direction and transition easily from one activity to the next.	TG1: 13, 39, 65, 104 TG2: 13, 39, 65, 91 TG3: 13, 39, 65, 91 TG4: 13, 39, 65, 91 TG5: 13, 39, 65, 91 TG6: 13, 39, 65, 91 TG7: 13, 39, 65, 91 TG8: 8, 13, 39, 65, 91 TG9: 13, 39, 65, 91
0.2.4 Attend to tasks for a period of time.	TG1: 9, 14, 16, 18, 40, 68, 70, 92, 94, 102 TG2: 9, 11, 21, 24, 35, 37, 44, 47, 62, 62, 76, 94 TG3: 9, 10, 16, 35, 36, 45, 68, 71, 88, 97 TG4: 8, 16, 19, 44, 45, 71, 97 TG5: 17, 24, 40, 44, 50, 76, 97, 99, 101 TG6: 15, 17, 24, 40, 46, 60, 66, 76, 92, 96 TG7: 8, 23, 24, 44, 45, 71, 76, 86, 97, 102 TG8: 18, 19, 42, 44, 45, 46, 66, 70, 72, 76, 92, 96, 98 TG9: 18, 19, 20, 44, 45, 46, 66, 70, 71, 94, 97
Standard 0.3: Children identify and express feelings.	
0.3.1 Recognize and describe a wide range of feelings, including sadness, anger, fear, and happiness.	TG1: 86, 89, 94-95 TG2: 13, 39, 65, 91 TG3: 13, 39, 65, 91 TG4: 91 TG5: 39, 65, 91 TG6: 13, 39, 65, 91 TG7: 13, 39, 65, 91 TG8: 13, 39, 65, 91 TG9: 13, 39, 65, 91 Welcome Guide: 46 Resources: Conscious Discipline® Manual
0.3.2 Empathize with feelings of others (e.g., get a blanket for a friend and comfort him/her when he/she feels sad).	TG1: 12, 13, 91 TG2: 13, 16, 39, 65, 71, 91 TG3: 13, 21, 34, 43, 46, 50-51, 65, 91 TG4: 39, 65, 91 TG5: 13, 39, 65, 90, 91 TG6: 13, 39, 65, 91, 96 TG7: 13, 39, 65, 91 TG8: 13, 39, 65, 91 TG9: 12, 13, 39, 65, 91

	Welcome Guide: 47, 48
0.3.3 Channel impulses and negative feelings, such as anger (e.g., taking three deep breaths, using calming words, pulling self out of play to go to “safe spot” to relax, expressive activities).	Conscious Discipline® strategies are presented in the daily Greeting Circle (Teaching Guide pages 12-13, 38-39, 64-65, and 90-91) to guide children to express emotion and calm self in socially acceptable ways. The CONNECT portion of the Greeting Circle focuses on developing positive calming strategies for children. The five core strategies are used throughout the year.
Standard 0.4: Children exhibit positive interactions with other children and adults.	
0.4.1 Engage appropriately with peers and teachers in classroom activities.	TG1: 11, 12, 36, 38, 39, 46, 89 TG2: 10, 11, 15, 25, 36, 37, 41, 50-51, 61, 62, 63, 67, 77, 87, 88, 89, 93, 103 TG3: 10, 15, 22-23, 34, 35, 37, 43, 50-51, 62, 77, 87 89, 103 TG4: 25, 35, 37, 41, 61, 63, 76-77, 102, 103 TG5: 9, 11, 19, 25, 35, 51, 62, 63, 77, 88, 102-103 TG6: 9, 11, 25
0.4.2 Demonstrate socially acceptable behavior for teachers and peers (e.g., give hugs, get a tissue, sit next to a friend/teacher, hold hands).	
0.4.3 Say “thank you,” “please,” and “excuse me.”	
	TG1: 13, 26, 39, 55 TG2: 38, 51 TG3: 21 TG4: 47 TG8: 17, 42 TG9: 98
	Resources: Photo Cards
0.4.4 Respect the rights of others (e.g., “This painting belongs to Carlos.”).	Conscious Discipline® strategies are presented in the daily Greeting Circle (Teaching Guide pages 12-13, 38-39, 64 65, and 90-91) to engage children to problem solve in socially acceptable ways.
	TG1: 91 TG2: 99 TG3: 43
0.4.5 Express needs verbally or nonverbally to teacher and peers without being aggressive (e.g., “I don’t like it when you call me dummy. Stop!”)	TG1: 86, 89, 94-95 TG2: 13, 39, 65, 91 TG3: 13, 39, 65, 91 TG4: 91 TG5: 39, 65, 91 TG6: 13, 39, 65, 91 TG7: 13, 39, 65, 91 TG8: 13, 39, 65, 91 TG9: 13, 39, 65, 91
	Welcome Guide: 46
	Resources: Conscious Discipline® Manual
0.4.6 Demonstrate verbal or nonverbal problem-solving skills without being aggressive (e.g., talk about a problem and related feelings and negotiate solutions).	Conscious Discipline® specifically guides children in being successful in their social and emotional endeavors during each day. The CONNECT portion of the Greeting Circle (pages 12,

	<p>38, 64, 90 in each Teacher’s Guide) focuses on developing positive social interactions and play daily. Children are encouraged to seek input from others as well as other prosocial strategies to resolve conflicts. STEAM lessons (Teaching Guides pages 24-24, 50-51, 76-77, 102-103) and Practice Centers (Teaching Guides pages 8-11, 34-37, 60 63, 86-89) also encourage children to interact positively with others.</p> <p>TG1: 11, 13, 39, 95 TG2: 10, 37, 62, 87, 89, 95, 101 TG3: 10, 11, 35, 38, 43, 44 TG4: 37, 41, 61 TG5: 9, 11, 19, 24-25, 38, 63 TG6: 35, 87 TG7: 8, 9, 12, 61, 88 TG8: 9, 10, 87 TG9: 51 89</p> <p>Welcome Guide: 83</p>
<p>Standard 0.5: Children exhibit pro-social behaviors.</p>	
<p>0.5.1 Play independently and cooperatively in pairs and small groups.</p>	<p>Conscious Discipline® specifically guides children in being successful in their social and emotional endeavors throughout the day. The CONNECT portion of the Greeting Circle (pages 13, 39, 65, 91 in each Teacher’s Guide) focuses on challenging children to connect with peers in an activity that requires cooperation. Music and Movement activities also engage children in using more complex and varied language. Later in the day, children move to Practice Centers (Teacher Guides pp. 8-11, 34-37, 60 63, 86-89) where social interactions occur as they engage in cooperative play with peers. Cultural Responsiveness reminders are embedded across all content areas of the curriculum. Children are invited to share family and community events and participate in cooperative play in both teacher led and small group or center activities.</p> <p>TG1: 11, 35, 46, 89 TG2: 41, 61, 87, 88, 89 TG3: 22, 37 TG4: 63, 89, 102 TG5: 11, 19 TG6: 11, 35, 37, 67, 87, 89 TG7: 8, 11, 61, 67, 88, 93 TG8: 63 TG9: 89</p>
<p>0.5.2 Engage in pretend play.</p>	
<p>0.5.3 Demonstrate how to enter into play when a group of children are already involved in play.</p>	
<p>0.5.4 Take turns.</p>	
<p>0.5.5 Demonstrate understanding the concept of sharing by attempting to share.</p>	

VISUAL & PERFORMING ARTS

Standard 1.1: Children express themselves through and develop an appreciation of creative movement and dance.

1.1.1 Move the body in a variety of ways, with and without music.	<p><i>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. Cultural Responsiveness reminders are embedded across all content areas of the curriculum.</i></p> <p>TG1: 12, 14, 15, 22, 37, 41, 47, 48, 49, 67, 72, 90, 101, 102, 103 TG2: 15, 41, 64, 67, 75, 93 TG3: 12, 15, 38, 41, 64, 67, 90, 93 TG4: 12, 15, 38, 41, 64, 67, 93 TG5: 15, 21, 38, 41, 47, 64, 67, 89, 90, 93, 97 TG6: 12, 15, 38, 41, 64, 67, 90, 93, 99 TG7: 12, 15, 41, 90, 93 TG8: 12, 15, 18, 64, 67, 93 TG9: 12, 15, 24, 38, 41, 64, 67, 90, 93</p> <p>Resources: Photo Cards</p>
1.1.2 Respond to changes in tempo and a variety of musical rhythms through body movement.	
1.1.3 Participate in simple sequences of movements.	
1.1.4 Define and maintain personal space, concentration, and focus during creative movement/dance performances.	
1.1.5 Participate in or observe a variety of dance and movement activities accompanied by music and/or props from different cultures and genres.	
1.1.6 Use movement/dance to convey meaning around a theme or to show feelings.	
1.1.7 Describe feelings and reactions in response to a creative movement/dance performance	
1.1.8 Begin to demonstrate appropriate audience skills during creative movement and dance performances.	

Standard 1.2: Children express themselves through and develop an appreciation of music.

1.2.1 Sing a variety of songs with expression, independently and with others.	<p><i>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. Cultural Responsiveness reminders are embedded across all content areas of the curriculum.</i></p> <p>TG1: 12, 14, 15, 22, 37, 41, 47, 48, 49, 67, 72, 90, 101, 102, 103 TG2: 15, 41, 64, 67, 75, 93 TG3: 12, 15, 38, 41, 64, 67, 90, 93 TG4: 12, 15, 38, 41, 64, 67, 93 TG5: 15, 21, 38, 41, 47, 64, 67, 89, 90, 93, 97 TG6: 12, 15, 38, 41, 64, 67, 90, 93, 99 TG7: 12, 15, 41, 90, 93 TG8: 12, 15, 18, 64, 67, 93 TG9: 12, 15, 24, 38, 41, 64, 67, 90, 93</p>
1.2.2 Use a variety of musical instruments to create music alone and/or with others, using different beats, tempos, dynamics, and interpretations.	
1.2.3 Clap or sing songs with repetitive phrases and rhythmic patterns.	
1.2.4 Listen to, imitate, and improvise sounds, patterns, or songs.	
1.2.5 Participate in and listen to music from a variety of cultures and times.	
1.2.6 Recognize and name a variety of music elements using appropriate music vocabulary	
1.2.7 Describe feelings and reactions in response to diverse musical genres and styles.	

1.2.8 Begin to demonstrate appropriate audience skills during recordings and music performances.	Resources: Photo Cards
Standard 1.3: Children express themselves through and develop an appreciation of dramatic play and storytelling.	
1.3.1 Play roles observed through life experiences (e.g., mom/dad, baby, firefighter, police officer, doctor, mechanic).	<p><i>Children are invited to engage in dramatic play weekly in the Pretend and Learn Center. Props used for dramas and imaginative play can also be created in the Creativity Center. Children are encouraged to create characters from Read-Alouds or their own imaginations with scenery to support their stories using common objects and supplies in the centers. Cultural Responsiveness reminders are embedded across all content areas of the curriculum.</i></p> <p>TG1: 89, 91, 97 TG2: 10, 36, 37, 41, 62, 63, 69, 74 TG3: 9, 10, 22, 48, 61, 67, 87 TG4: 9, 11, 17, 19, 35, 43, 61, 69, 97 TG5: 41, 67, 69, 87, 88 TG6: 11, 16, 17, 63, 89 TG7: 22, 67, 71, 89, 97 TG8: 93 TG9: 15, 36</p>
1.3.2 Use memory, imagination, creativity, and language to make up new roles and act them out.	
1.3.3 Participate with others in dramatic play, negotiating roles and setting up scenarios using costumes and props.	
1.3.4 Differentiate between fantasy/pretend play and real events.	
1.3.5 Sustain and extend play during dramatic play interactions (i.e., anticipate what will happen next).	
1.3.6 Participate in and listen to stories and dramatic performances from a variety of cultures and times.	
1.3.7 Describe feelings and reactions and make increasingly informed responses to stories and dramatic performances.	
1.3.8 Begin to demonstrate appropriate audience skills during storytelling and performances.	
Standard 1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing).	
1.4.1 Demonstrate the safe and appropriate use and care of art materials and tools.	TG1: 51, 63, 77, 87 TG2: 9, 35, 61, 87, 102 TG3: 9, 89 TG4: 35, 36, 62, 88 TG5: 10, 36, 61, 87, 89 TG6: 10, 36, 62, 88 TG7: 10, 61, 87, 89 TG8: 9, 35, 61, 87, 102 TG9: 9, 35, 63
1.4.2 Create two- and three-dimensional works of art while exploring color, line, shape, form, texture, and space.	
1.4.3 Use vocabulary to describe various art forms (e.g., photographs, sculpture), artists (e.g. illustrator, sculptor, photographer) and elements in the visual arts.	TG1: 37, 50, 62, 87 TG2: 9, 35, 61, 69, 87, 103 TG3: 9, 63, 77 TG4: 35, 36, 62, 88 TG5: 10, 36, 45, 50-51, 61, 86, 87, 89, 95, 98 TG6: 10, 36, 62, 76-77 TG7: 8, 10, 61, 87 TG8: 9, 61, 63, 87, 102-103 TG9: 9, 24-25, 34, 63, 89, 102-103
1.4.4 Demonstrate a growing ability to represent experiences, thoughts, and ideas through a variety of age-appropriate materials and visual art media using memory, observation, and imagination.	TG1: 9, 35, 37, 50, 51, 63, 76, 77, 87, 99 TG2: 9, 34, 35, 61, 87, 102 TG3: 9, 62, 63, 76 89 TG4: 35, 36, 62, 88 TG5: 10, 36, 50, 61, 87, 89, 94, 96 TG6: 10, 36, 62, 88 TG7: 10, 61, 87, 89 TG8: 9, 35, 61, 63, 87, 102 TG9: 9, 35, 63
1.4.5 Demonstrate planning, persistence, and problem-solving skills while working independently, or with others, during the creative process.	TG1: 51, 87, 99 TG2: 9, 34, 35, 61, 87 TG3: 63, 76 TG4: 36, 62, 88 TG5: 10, 50, 61, 87, 89, 95 TG6: 10, 36, 62, 88 TG7: 8, 61 TG8: 9, 35, 61, 87 TG9: 9, 35, 63, 89

1.4.6 Create more recognizable representations as eye-hand coordination and fine-motor skills develop.	TG6: 21, 35, 47, 61, 66, 87, 92 TG7: 11, 35, 61, 62, 63, 87, 88 TG8: 9, 61, 87 TG9: 9, 35, 61, 87
1.4.7 Describe feelings and reactions and make increasingly thoughtful observations in response to a variety of culturally diverse works of art and objects in the everyday world.	<p>The Creativity Center and Fine Motor Center are theme related and provide opportunities to explore connections between art and other learning domains. Children are encouraged to make personal choices about their own artwork at the same time appreciating the work of others.</p> <p>Theme 3 Safe, Healthy, and Helpful Me, Week 1: Community Workers focuses on careers and workers within the community such as artists.</p> <p>TG1: 37, 50, 62, 87 TG2: 9, 35, 61, 69, 87, 103 TG3: 9, 63, 77 TG4: 35, 36, 62, 88 TG5: 10, 36, 45, 50-51, 61, 86, 87, 89, 95, 96, 98 TG6: 10, 36, 62, 76-77 TG7: 8, 10, 61, 87 TG8: 9, 61, 63, 87, 102-103 TG9: 9, 24-25, 34, 63, 89, 102-103</p>
HEALTH, SAFETY, AND PHYSICAL EDUCATION	
Standard 2.1: Children develop self-help and personal hygiene skills.	
2.1.1 Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).	<i>In Frog Street Pre-K, children develop an awareness of routines that promote health in Theme 3, Week 4: Active Me.</i>
2.1.2 Demonstrate emerging self-help skills (e.g., developing independence when pouring, serving, and using utensils and when dressing and brushing teeth).	TG1: 11, 15, 16, 18, 44, 69 TG2: 36 TG3: 11, 17, 39, 61, 64, 67, 68, 69, 71, 76, 90, 97 TG6: 18 TG8: 44
Standard 2.2: Children begin to develop the knowledge and skills necessary to make nutritious food choices.	
2.2.1 Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).	Theme 3, Safe, Healthy, Helpful Me, Week 3: Eating Well focuses on healthy choices from a variety of food groups.
2.2.2 Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings).	TG1: 11, 16 TG3: 55, 61, 62, 68, 69, 70, 71, 72, 73, 78 TG8: 44

Standard 2.3: Children begin to develop an awareness of potential hazards in their environment.	
2.3.1 Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).	Theme 3, Safe, Healthy, Helpful Me, Week1: Community Workers and Week 4: Active Me focus on those who can help keep children well and safe. TG1: 39, 44, 49, 69, 89 TG2: 11 TG3: 10, 11, 15, 17, 19, 22, 23, 39 TG7: 11, 89 95, 97 TG9: 36, 41, 42, 50-51, 63, 88
2.3.2 Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).	
2.3.3 Identify community helpers who assist in maintaining a safe environment.	
2.3.4 Know how to dial 911 for help.	
Standard 2.4: Children develop competence and confidence in activities that require gross- and fine-motor skills.	
2.4.1 Develop and refine gross-motor skills (e.g., hopping, galloping, jumping, running, and marching).	TG1: 35, 37, 61, 93 TG2: 27, 63, 88, 89 TG3: 11, 63, 64, 87, 88, 89, 90, 91, 93, 97, 100, 104 TG4: 10, 37, 63, 75, 89, 90 TG5: 41, 62, 67, 69, 87 TG6: 9, 11, 37, 38, 89 TG7: 35, 37, 39, 46, 63, 67, 89 TG8: 11, 35, 37, 93 TG9: 11, 61, 62, 88, 89
2.4.2 Develop and refine fine-motor skills (e.g., complete gradually more complex puzzles, use smaller-sized manipulatives during play, and use a variety of writing instruments in a conventional matter).	TG1: 8, 9, 37, 60, 63, 92, 101 TG2: 10, 37, 63, 87 TG3: 9, 35, 37, 49, 61, 62, 89 TG4: 8, 35, 36, 62, 73, 87, 88, 89, 99 TG5: 9, 10, 35, 36, 37, 61, 62, 89 TG6: 10, 35, 36, 61, 62, 73, 87, 88, 89 TG7: 10, 11, 35, 61, 62, 87, 88 TG8: 9, 10, 35, 36, 61, 62, 87, 88 TG9: 9, 10, 11, 35, 61, 63, 87
2.4.3 Use objects and props to develop spatial and coordination skills (e.g., throw and catch balls and Frisbees, twirl a hula hoop about the hips, walk a balance beam, lace different sized beads, and button and unbutton).	TG1: 35, 61, 93 TG2: 27, 63, 88 TG3: 11, 63, 64, 87, 88, 89, 90, 91, 93, 97, 100, 104 TG4: 10, 37, 63, 75, 90 TG5: 41, 62, 67, 69, 87 TG6: 9, 11, 38, 89 TG7: 35, 37, 39, 46, 63, 67, 89 TG8: 11, 35, 37, 93 TG9: 11, 61, 62, 88, 89
ENGLISH LANGUAGE ARTS	
Reading Literature	
Key Ideas and Details	
RL.PK.1 With prompting and support, ask and answer key elements in a familiar story or poem.	TG1: 18, 42, 44, 68, 71, 96, 103 TG2: 16, 18, 42, 44, 45, 68, 70, 71, 94, 96 TG3: 16, 18, 42, 44, 68, 70, 89, 94, 96 TG4: 16, 17, 18, 42, 44, 68, 71, 94, 96, 97 TG5: 17, 18, 44, 45, 68, 70, 71, 94, 96, 97 TG6: 16, 17, 18, 19, 42, 44, 68, 70, 73, 94, 96 TG7: 18, 42, 44, 45, 68, 70, 94, 96 TG8: 16, 18, 19, 42, 43, 44, 45, 68, 69, 70, 71, 94, 95, 96, 97 TG9: 16, 13, 18, 19, 42, 45, 68, 70, 71, 95, 96, 97 Resources: Literature Library

RL.PK.2 With prompting and support, retell familiar stories or poems.	TG1: 97 TG2: 18, 43, 71 TG3: 45, 71, 99 TG4: 11, 17, 41, 43, 44, 61, 69, 97 TG5: 11, 68 TG7: 9, 21 TG8: 36, 62 TG9: 95
RL.PK.3 With prompting and support, identify characters, settings, and major events in a familiar story.	TG1: 18, 71 TG2: 19, 42, 43, 70 TG3: 18, 19, 95, 97 TG4: 19, 21, 43, 45, 69 TG5: 69, 71, 95 TG6: 19, 42, 69, 95, 96 TG7: 17, 45 TG9: 16, 96
Craft and Structure	
RL.PK.4 With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud.	TG1: 17, 69, 94, 95 TG2: 19, 42, 72 TG3: 94 TG4: 42, 95 TG5: 71 TG6: 18 TG8: 42 TG9: 19, 45, 70, 71, 98
RL.PK.5 Recognize common types of literature (storybooks and poetry books).	<i>Children actively engage in a variety of reading experiences daily during the Read-Alouds #1 & 2 routine (pages 16-19, 42-45, 68-71 94-97 of each Teacher Guide).</i> TG2: 46, 89 TG3: 46, 89 TG4: 11, 14, 35, 61 TG6: 99 TG7: 73, 99 TG9: 21, 99
RL.PK.6 With prompting and support, identify the role of author and illustrator in telling the story.	TG1: 16, 18, 43 TG2: 18, 71 TG3: 96 TG5: 69, 71 TG6: 19
Integration of Knowledge and Ideas	
RL.PK.7 With prompting and support, using a familiar storybook, tell how the illustrations support the story.	TG1: 43, 96 TG2: 18, 19, 95, 96 TG3: 42 TG4: 68 TG5: 17, 71, 94 TG6: 16, 19, 21, 69 TG7: 45 TG8: 96 TG9: 19, 46, 72
RL.PK.8 (Not applicable to literature)	
RL.PK.9 With prompting and support using a familiar storybook, tell how adventures and experiences of characters are alike and how they are different.	TG1: 17, 71 TG2: 19, 43, 44-45, 94-95, 96-97 TG3: 19, 42 43, 44-45, 70-71, 95 TG4: 16-17, 42-43, 44-45, 68-69, 70-71, 95, 97 TG5: 15, 68-69, 70-71 TG6: 19, 68, 96 TG7: 19, 45, 97 TG8: 43, 70-71, 96-97 TG9: 16-17, 18-19, 45, 94-95, 96 97
Range of Reading and Level of Text Complexity	
RL.PK.10 Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups.	TG1: 16, 18, 43, 68, 70 TG2: 18, 42, 68, 69, 70, 71, 94, 96 TG3: 16, 18, 44, 68, 70, 94, 96 TG4: 16, 18, 44, 68, 94, 95, 96 TG5: 16, 18, 42, 44, 68, 70, 71, 73, 94, 96 TG6: 16, 18, 42, 44, 68, 70, 94, 96 TG7: 16, 18, 42, 44, 68, 70, 96 TG8: 16, 18, 42, 43, 44, 68, 69, 70, 94, 94, 95, 96, 97 TG9: 16, 17, 18, 19, 44, 45, 70, 71, 94, 96, 97
Reading Informational Text	
Key Ideas and Details	
RI.PK.1 With prompting and support, ask and answer questions about key elements in a familiar text.	TG1: 42, 44, 45 TG2: 16, 17, 69 TG3: 16, 17, 43, 69 TG4: 18 TG5: 42 TG6: 42 TG7: 18 TG8: 16, 42, 43, 68, 69, 94, 95 TG9: 16, 42, 68

RI.PK.2 With prompting and support, recall important facts from a familiar text.	TG1: 44, 45, 71, 97 TG2: 16, 17, 21, 68, 69, 94, 95 TG3: 16, 17, 43, 69 TG4: 17, 42, 69, 95 TG5: 19, 43 TG6: 19, 43, 70 TG7: 17, 42, 43, 69, 95 TG8: 16, 17, 21
RI.PK.3 With prompting and support, make a connection between pieces of essential information in a familiar text.	TG2: 68 TG4: 17 TG5: 18, 45 TG7: 19
Craft and Structure	
RI.PK.4 With prompting and support, ask and answer questions about unfamiliar words in informational text.	TG1: 17, 69, 94, 95 TG2: 19, 42, 72 TG3: 94 TG4: 42, 95 TG5: 71 TG6: 18 TG8: 42 TG9: 19, 45, 70, 71, 98
RI.PK.5 Identify the front and back cover of a book.	TG1: 16, 17 TG2: 43, 68, 71, 72 TG3: 16, 69, 71 TG4: 11, 16, 17, 42, 43, 69, 95 TG5: 19, 43, 69, 95, 96, 97 TG6: 43, 47, 69, 95 TG7: 17 TG8: 24, 50, 71 TG9: 46, 72, 97, 98
RI.PK.6 With prompting and support, identify the role of author and illustrator in presenting ideas in informational text.	TG1: 16, 18, 43 TG2: 18, 71 TG3: 96 TG5: 69, 71 TG6:
Integration of Knowledge and Ideas	
RI.PK.7 With prompting and support, tell how the illustrations support the text (information or topic) in informational text.	TG1: 43, 96 TG2: 18, 19, 95, 96 TG3: 42 TG4: 68 TG5: 17, 71, 94 TG6: 16, 19, 21, 69 TG7: 45 TG8: 96 TG9: 19, 46, 72
RI.PK.8 (Begins in kindergarten)	
Range of Reading and Level of Text Complexity	
RI.PK.10 Actively participate in read aloud experiences using age appropriate information books individually and in small and large groups.	TG1: 16, 18, 43, 68, 70 TG2: 18, 42, 68, 69, 70, 71, 94, 96 TG3: 16, 18, 44, 68, 70, 94, 96 TG4: 16, 18, 44, 68, 94, 95, 96 TG5: 16, 18, 42, 44, 68, 70, 71, 73, 94, 96 TG6: 16, 18, 42, 44, 68, 70, 94, 96 TG7: 16, 18, 42, 44, 68, 70, 96 TG8: 16, 18, 42, 43, 44, 68, 69, 70, 94, 94, 95, 96, 97 TG9: 16, 17, 18, 19, 44, 45, 70, 71, 94, 96, 97
Reading: Foundational Skills	
Print Concepts	
RF.PK.1,a,b,c,d Begin to demonstrate understanding of basic features of print.	<i>In Frog Street Pre-K children engage in activities that are age-appropriate for print concepts and build a foundation for future reading success.</i> TG1: 47, 73, 86, 94, 99 TG2: 8, 16, 34 TG3: 18, 34, 44, 70, 96 TG4: 18, 44, 96 TG5: 16, 21, 44, 70, 95, 96 TG6: 16, 44, 70, 96 TG7: 8, 16, 18, 44, 60, 70, 96 TG8: 8, 18, 44, 60, 70, 96 TG9: 8, 44, 70, 96
a) Follow words from left to right, top to bottom, page by page.	TG1: 9, 40, 66, 92 TG2: 14, 66, 92 TG5: 14, 92 TG6: 14, 40 TG7: 14 TG8: 14, 47, 73, 92 TG9: 8, 14, 40, 66, 92

b) Recognize that spoken words can be written and read.	<p>Daily Morning Message <i>guides children to understand words are formed with letters in Step 2 - Concepts of Print. This modeling begins in Theme 1, Week 3 and continues throughout the curriculum.</i></p> <p>TG1: 66, 92 TG2: 14, 40, 66, 92 TG3: 14, 40, 66, 92 TG4: 14, 40, 66, 92 TG5: 14, 40, 66, 92 TG6: 14, 40, 66, 92 TG7: 14, 40, 66, 92 TG8: 14, 40, 66, 92 TG9: 14, 40, 66, 92</p>
c) Recognize that words are separated by spaces.	<p>TG5: 14, 73, 89 TG6: 14, 34, 40, 47, 98 TG7: 20, 40, 47, 86 TG8: 21 TG9: 34, 44, 47, 66, 99</p> <p>Resources: Strategy Cards: Read-Aloud and Alphabet Knowledge</p>
d) Recognize and name many upper and lower case letters of the alphabet.	<p>TG1: 14, 21, 47, 61, 66, 73, 92, 99 TG2: 9, 14, 21, 35, 40, 47, 66, 73, 99 TG3: 14, 21, 40, 47, 66, 73, 92, 99 TG4: 8, 14, 21, 40, 47, 66, 73, 92, 99 TG5: 14, 21, 40, 47, 60, 66, 92 TG6: 14, 21, 40, 47, 66, 73, 92, 99 TG7: 14, 20, 21, 40, 47, 15 66, 73, 86, 92, 99 TG8: 8, 14, 21, 40, 47, 66, 73, 92, 99 TG9: 8, 14, 21, 40, 47, 66, 73, 86, 92</p>
Phonological Awareness	
RF.PK.2,a,b,c,d,e Demonstrate understanding of spoken words and begin to understand syllables and sounds (phonemes).	<p>TG3: 14, 35, 40, 46, 66, 72, 89, 92, 98 TG7: 40, 46, 66, 72, 92, 98 TG8: 40, 46, 66, 72 TG9: 66, 72</p>
a) Recognize and produce simple rhyming words.	<p>TG3: 95 TG4: 14, 20, 40, 46, 66, 72, 92, 98 TG5: 98 TG6: 17, 43, 72 TG8: 71, 92 TG9: 14, 20, 97</p>
b) Segment syllables in spoken words by clapping out the number of syllables.	<p>TG3: 14, 35, 40, 46, 66, 72, 89, 92, 98 TG8: 40, 46, 66, 72</p>
c) Identify many initial sounds of familiar words.	<p>TG6: 14, 20, 40, 46, 66, 92, 98 TG7: 14, 20 TG9: 40, 46</p>
d) (Begins in kindergarten)	
e) (Begins in kindergarten)	
Phonics and Word Recognition	
RF.PK.3,a,b,c,d Demonstrate an understanding of beginning phonics and word skills.	<p>In Frog Street Pre-K, children begin to explore and produce sounds associated with letters and the beginning of words which sets the foundation for further age-appropriate phonics and word analysis skill activities.</p>
a) Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.	

	TG4: 40 TG5: 73, 92, 99 TG7: 21 TG8: 14, 21, 40, 47, 66, 73, 92, 99 TG9: 8, 14, 21, 47, 73, 86
b) (Begins in kindergarten)	
c) Recognize their name in print as well as other familiar print in the environment.	TG1: 14, 21, 47, 61, 66, 73, 92, 99 TG2: 9, 14, 15, 21, 35, 40, 47, 66, 67, 73, 99 TG3: 14, 15, 21, 40, 47, 66, 73, 92, 99 TG4: 8, 14, 21, 40, 47, 66, 73, 92, 99 TG5: 14, 21, 40, 47, 60, 66, 92 TG6: 14, 21, 40, 47, 66, 73, 92, 99 TG7: 14, 20, 21, 40, 47, 66, 73, 86, 92, 99 TG8: 8, 14, 21, 40, 47, 66, 73, 92, 99 TG9: 8, 14, 21, 40, 47, 66, 73, 86, 92
d) (Begins in kindergarten)	
Fluency	
RF.PK.4 Begin to engage in a variety of texts with purpose and understanding.	TG1: 9, 11, 42, 71, 73, 94, 96, 99 TG2: 18, 21, 42, 44, 45, 60, 73 TG3: 15, 16, 17, 42, 44, 45, 48, 68, 71, 89, 94, 97 TG4: 11, 14, 16, 19, 42, 43, 44, 61, 68, 71, 97 TG5: 11, 17, 18, 21, 42, 44, 47, 68, 71, 94, 97 TG6: 17, 18, 42, 45, 68, 70, 71, 94 TG7: 14, 16, 21, 42, 47, 68, 99 TG8: 16, 42, 47, 68, 94, 99 TG9: 21, 47, 73, 94, 99 Welcome Guide: 58
WRITING	
Text Types and Purposes	
W.PK.1 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share a preference or opinion during play or other activities.	<i>Children are encouraged to use their emergent writing skills each week in the Writer's Corner. Literacy Small Group lessons, beginning in Theme 4, model text types and purposes for writing.</i>
W.PK.2 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share information during play or other activities.	TG1: 8, 21, 34, 47, 60, 86 TG2: 8, 21, 34, 46, 47, 73, 86 TG3: 8, 21, 34, 47, 49, 60, 86 TG4: 21, 47, 60, 73, 86, 99 TG5: 8, 21, 34, 47, 73, 86, 99 TG6: 8, 21, 34, 47, 73, 86, 99 TG7: 8, 20, 21, 23, 34, 43, 47, 60, 73, 86, 99 TG8: 21, 34, 47, 60, 73, 86, 99 TG9: 21, 34, 47, 60, 73, 99 Resources: Strategy Card – Expressive Writing
W.PK.3 (Begins in kindergarten)	

Production and Distribution of Writing	
W.PK.4 (Begins in grade 3)	
W.PK.5 With guidance and support, share a drawing with dictation, scribble-writing, letter-strings, or invented spelling to describe an event real or imagined.	<p><i>Children are encouraged to use their emergent writing skills each week in the Writer’s Corner. Literacy Small Group lessons, beginning in Theme 4, model text types and purposes for writing.</i></p> <p>TG1: 8, 21, 34, 47, 60, 86 TG2: 8, 21, 34, 46, 47, 73, 86 TG3: 8, 21, 34, 47, 49, 60, 86 TG4: 21, 47, 60, 73, 86, 99 TG5: 8, 21, 34, 47, 73, 86, 99 TG6: 8, 21, 34, 47, 73, 86, 99 TG7: 8, 20, 21, 23, 34, 43, 47, 60, 73, 86, 99 TG8: 21, 34, 47, 60, 73, 86, 99 TG9: 21, 34, 47, 60, 73, 99</p> <p>Resources: Strategy Card – Expressive Writing</p>
W.PK.6 With guidance and support, use digital tools to express ideas (e.g., taking a picture of a block structure to document or express ideas, etc.).	TG2: 60, 86 TG3: 8, 60, 86 TG4: 8, 34, 60, 86 TG5: 8, 34, 60, 86, 102 TG6: 8, 34, 60, 86 TG7: 8, 34, 50, 60, 86 TG8: 8, 34, 60, 76, 86 TG9: 8, 34, 60, 76, 86
Research to Build and Present Knowledge	
W.PK.7 With guidance and support, participate in shared research and shared writing projects.	TG1: 21, 47, 73, 99 TG2: 21, 43, 46, 47, 73, 99 TG3: 21, 47, 49, 73, 99 TG4: 21, 47, 73, 99 TG5: 21, 34, 73, 97, 99 TG6: 21, 47, 73, 99 TG7: 21, 47, 73, 99 TG8: 21, 47, 73, 99 TG9: 21, 47, 73, 86, 94, 99
W.PK.8 With guidance and support, recall information from experience or familiar topic to answer a question.	TG1: 16 TG2: 43, 45, 46, 47 TG3: 19, 43, 44 TG4: 16-17, 42, 43, 45, 68, 70 TG5: 97, 99 TG6: 17, 73, 99, 100-101 TG7: 47, 73, 94, 99 TG8: 21, 47, 68, 73, 99 TG9: 45, 47, 73, 97
W.PK.9 (Begins in grade 4)	
Speaking and Listening	
Comprehension and Collaboration	
SL.PK.1.a,b Participate in conversations and interactions with peers and adults individually and in small and large groups.	TG1: 26, 43, 62, 96, 103 TG2: 26, 52, 78, 104 TG3: 26, 52, 78, 97, 104 TG4: 18, 26, 44, 45, 52, 70, 71, 78, 96, 97, 104 TG5: 16, 17, 26, 45, 52, 70, 71, 78, 88, 96, 97, 104 TG6: 17, 26, 44, 45, 52, 71, 78, 89, 96, 97, 104 TG7: 19, 26, 42, 43, 45, 52, 68, 69, 71, 78, 94, 95, 97, 104 TG8: 16, 17, 18, 19, 26, 42, 43, 44, 45, 52, 68, 69, 71, 78, 94, 95, 96, 97, 104 TG9: 16, 17, 18, 19, 26, 43, 45, 52, 68, 69, 70, 71, 78, 94, 95, 96, 97, 104

a) Follow-agreed upon rules for discussions during group interactions	TG1: 13, 51 TG2: 26, 52, 78, 104 TG3: 26, 52, 78, 104 TG4: 26, 45, 52, 78, 104 TG5: 26, 34, 78, 104 TG6: 26, 52, 78, 104 TG7: 26, 42, 52, 68, 69, 78, 94, 95, 104 TG8: 16, 17, 26, 52, 78, 104 TG9: 14, 26, 52, 104
b) Continue a conversation through several back and forth exchanges.	
SL.PK.2 Ask and answer questions about a text or other information read aloud or presented orally.	TG1: 18, 42, 44, 68, 71, 96 TG2: 16, 18, 42, 44, 45, 68, 70, 71, 94, 96 TG3: 16, 18, 42, 44, 68, 70, 94, 96 TG4: 16, 17, 18, 42, 44, 68, 71, 94, 96, 97 TG5: 17, 18, 44, 45, 68, 70, 71, 94, 96, 97 TG6: 16, 17, 18, 19, 42, 44, 68, 70, 94, 96 TG7: 18, 42, 44, 45, 68, 70, 94, 96 TG8: 16, 18, 19, 42, 43, 44, 45, 68, 69, 70, 71, 94, 95, 96, 97 TG9: 16, 13, 18, 19, 42, 45, 68, 70, 71, 95, 96, 97
SL.PK.3 Ask and answer questions to seek help, get information, or follow directions.	TG1: 26, 43, 62, 96, 103 TG2: 26, 52, 78, 104 TG3: 26, 52, 78, 97, 104 TG4: 18, 26, 44, 45, 52, 70, 71, 78, 96, 97, 104 TG5: 16, 17, 26, 45, 52, 70, 71, 78, 88, 96, 97, 104 TG6: 17, 26, 44, 45, 52, 71, 78, 89, 96, 97, 104 TG7: 19, 26, 42, 43, 45, 52, 68, 69, 71, 78, 94, 95, 97, 104 TG8: 16, 17, 18, 19, 26, 42, 43, 44, 45, 52, 68, 69, 71, 78, 94, 95, 96, 97, 104 TG9: 16, 17, 18, 19, 26, 43, 45, 52, 68, 69, 70, 71, 78, 94, 95, 96, 97, 104
Presentation of Knowledge and Ideas	
SL.PK.4 Begin to describe familiar people, places, things, and events and sometimes with detail.	TG1: 17, 19, 24, 35, 42, 43, 44, 45, 69, 70, 71, 72, 73, 90, 97, 98, 99 TG2: 19, 20, 42, 46, 47, 60, 70, 95, 96, 98 TG3: 8, 18, 20, 45, 46, 71, 72, 95, 97, 98 TG4: 20, 46, 47, 60, 72, 73, 87, 89, 95, 96, 98, 99, 101 TG5: 10, 11, 20, 34, 46, 71 TG6: 11, 73, 95 TG7: 18, 20, 45, 60, 89, 94, 98 TG8: 9, 11, 20, 34, 46, 72, 73, 98, 99 TG9: 14, 17, 20, 43, 46, 60, 69, 72, 99
SL.PK.5 Use drawings or visual displays to add to descriptions to provide additional detail.	TG1: 51, 63, 77, 87 TG2: 9, 35, 61, 87, 102 TG3: 9, 89 TG4: 35, 36, 62, 88 TG5: 10, 36, 61, 87, 89 TG6: 10, 36, 62, 88 TG7: 10, 61, 87, 89 TG8: 9, 35, 61, 87, 102 TG9: 9, 35, 63
SL.PK.6 With guidance and support, speak audibly and express thoughts, feelings, and ideas.	TG1: 40, 52 TG6: 72
LANGUAGE	
Conventions of Standard English	
L.PK.1,a,b,c,d,e,f Begin to understand the conventions of standard English grammar when speaking during interactions and activities.	TG1: 21, 34, 47, 60, 99 TG2: 8, 21, 34, 47, 99 TG3: 21, 34, 47 TG4: 21, 47, 73, 99 TG5: 47, 60, 86, 95, 99 TG6: 47, 60, 86, 99 TG7: 21, 34, 47, 73 TG8: 21, 35, 47, 73, 99 TG9: 21, 47, 73
a) Print many alphabet letters.	TG2: 21, 34, 47, 60, 86, 99 TG3: 60, 73, 99 TG4: 21, 34, 47, 86, 99 TG5: 8, 21, 60, 86, 99 TG6: 8, 21, 34, 60, 73, 99 TG7: 8, 34,

	47, 60, 73 TG8: 47, 60, 73, 86, 99 TG9: 21, 34, 47, 60, 73, 86, 99
b) Use frequently occurring nouns and verbs.	TG1: 24, 46 TG2: 20, 47, 73, 98, 99 TG3: 20, 21, 46, 47, 60, 72, 98 TG4: 20, 22-23, 46, 48-49, 72, 74-75, 98 TG5: 11, 20, 22-23, 46, 47, 72, 73, 98-99 TG6: 8, 11, 20, 46, 60, 63, 72, 89, 98, 99 TG7: 8, 15, 20, 22-23, 34, 46, 48-49, 72-73, 98, 100-101 TG8: 9, 11, 2-, 35, 36, 46, 72, 99 TG9: 20, 46-47, 60, 98-99
c) Form regular plural nouns.	
d) Understand and use question words (e.g., who, what, where, when, why, how).	TG2: 20, 24-25, 47, 98 TG3: 8, 10, 20, 46, 47, 60, 98 TG4: 22-23, 46, 48-49, 72, 74-75, 98 TG5: 11, 22-23, 46, 63, 72, 73, 74-75, 98 TG6: 11, 20, 46, 63, 72, 74-75, 89, 100-101 TG7: 34, 50-52, 72-73, 74-75, 87, 98, 100-101 TG8: 46, 72, 98 TG9: 20, 22-23, 36, 60, 98
e) Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, by, with).	TG1: 36, 48 TG2: 23, 37, 50-51, 96-97 TG3: 10, 22-23, 47 TG4: 22-23, 48-49, 72, 74-75 TG5: 16-17, 18-19, 22-23, 42 43, 44-45, 72, 74-75, 96-97 TG6: 11, 16-17, 18-19, 20, 42-43, 44-45, 46, 48-49, 62, 68-69, 70-71, 74-75 TG7: 15, 50-51, 70 71 TG8: 68-69 TG9: 42-43, 44-45, 60, 70-71, 94-95
f) Begin to speak in complete sentences.	TG1: 21, 46, 71, 75, 97 TG2: 21, 47, 98, 99 TG3: 20, 46, 72, 73, 99 TG4: 20, 46, 68 TG5: 20, 46, 47 TG6: 19, 42, 43, 45, 94
g) Understands and can follow simple multi-step directions.	TG1: 24, 40, 46, 66, 72, 92, 98 TG2: 14, 15, 40, 66, 67, 99 TG3: 15, 19, 47, 47, 94 TG4: 16, 37, 46, 67, 76 TG5: 72 TG6: 11, 20, 35, 38, 61, 63, 72, 75 TG7: 63 TG8: 46, 72, 98 TG9: 72
L.PK.2,a,b,c,d Begin to understand the simple conventions of standard English grammar during reading and writing experiences throughout the day.	Morning Message provides a daily lesson that develops the ability to detect, manipulate, and analyze the auditory parts of spoken language using the convention of academic English grammar and usage when writing or speaking. TG1: 40, 45, 52, 71 TG4: 88 TG5: 73 TG6: 21, 43, 71 TG7: 21, 47, 99 TG8: 47, 51, 73, 86 TG9: 94, 99 Resources: Photo Cards
a) (Begins in kindergarten)	
b) (Begins in kindergarten)	
c) Attempt to write a letter or letters by using scribble-writing, letter-like forms, letter-strings, and invented spelling during writing activities throughout the day.	TG6: 47 TG8: 60 TG9: 60

d) (Begins in kindergarten)	
L.PK.3 (Begins in grade 2)	
Vocabulary Acquisition and Use	
L.PK.4,a,b Begin to determine the meaning of new words and phrases introduced through preschool reading and content.	TG1: 19, 46, 48, 69, 72, 96, 98 TG2: 20, 73, 99 TG3: 17, 44, 70, 73, 96 TG4: 72, 98 TG5: 72, 98 TG6: 46, 69, 72, 98 TG7: 14, 72, 73 TG9: 17, 20, 64
a) With guidance and support, generate words that are similar in meaning (e.g., rock/stone, happy/glad).	<i>Day 1 of each Read Aloud lesson and Literacy Small Group lesson focuses on the vocabulary used throughout the week with activities to understand meaning, classify and compare, and use word-meaning relationships. Additional citations:</i> TG1: 12, 18, 19, 20, 43, 44 TG2: 19 TG3: 17 TG4: 81, 86, 87, 88, 89, 90, 91, 93, 94, 95, 96, 97, 98, 104 TG 6: 42 TG7: 98
b) (Begins in kindergarten)	
L.PK.5,a,b,c,d With guidance and support, explore word relationships.	TG1: 18, 19, 20, 26, 42, 43, 44, 46, 52, 68, 69, 72, 78, 94, 96, 97, 98, 104 TG2: 16, 18, 19, 20, 26, 42, 44, 45, 52, 68, 71, 78, 94, 95, 104 TG3: 17, 18, 19, 26, 42, 44, 52, 68, 70, 78, 104 TG4: 16, 18, 26, 42, 44, 52, 68, 70, 78, 89, 94, 96, 104 TG5: 16, 18, 26, 42, 43, 44, 52, 68, 70, 78, 94, 96, 98, 104 TG6: 16, 17, 18, 20, 26, 42, 44, 45, 52, 68, 71, 72, 78, 94, 96, 97, 98, 104 TG7: 16, 17, 18, 26, 42, 44, 46, 52, 68, 70, 72, 78, 96, 104 TG8: 16, 18, 20, 21, 26, 42, 44, 46, 52, 68, 70, 72, 78, 94, 96, 97, 98, 104 TG9: 16, 17, 18, 22, 26, 42, 44, 52, 68, 70, 78, 94, 96, 104
a) Begin to sort familiar objects (e.g., sort a collection of plastic animals into groups: dogs, tigers, and bears).	TG1: 17, 21, 23, 62, 74, 75, 88, 89, 100 TG2: 9, 22 TG3: 61, 62, 69, 74, 75 TG4: 10, 11, 23, 36, 48, 49, 61, 74, 100, 101 TG7: 36 TG8: 63 TG9: 49 Resources: Strategy Card – Classification
b) Begin to understand opposites of simple and familiar words.	TG4: 81, 86, 87, 89, 90, 91, 93, 94-5, 96, 98, 102, 104
c) Identify real-life connections between words and their use (e.g., “Tell me the name of a place in the classroom that is noisy or quiet.”).	<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> Resources: Strategy Cards - Read Aloud, Vocabulary

	TG1: 36, 48-49 TG6: 62, 74-75
d) (Begins in kindergarten)	
L.PK.6 Use words and phrases acquired through conversations, activities and read alouds.	TG1: 19, 46, 48, 69, 72, 96, 98 TG2: 20, 73, 99 TG3: 17, 44, 70, 73, 96 TG4: 72, 98 TG5: 72, 98 TG6: 46, 69, 72, 98 TG7: 14, 72, 73 TG9: 17, 20, 64
APPROACHES TO LEARNING	
Standard 9.1: Children demonstrate initiative, engagement, and persistence.	
9.1.1 Make plans and decisions to actively engage in learning (e.g., two children greet each other as they arrive to school and decide that they will finish counting all the bottle caps they collected during choice time.)	TG1: 51, 75, 77, 87, 103 TG2: 10, 11, 21, 25, 37, 47, 50-51, 63, 77, 87, 89, 103 TG3: 9, 35, 37, 51, 75, 77, 89, 103 TG4: 25, 37, 47, 50-51, 62, 63, 77, 89, 103 TG5: 9, 11, 25, 35, 49, 51, 62, 63, 74-75, 77, 99, 101, 102-103 TG6: 11, 25, 35, 51, 60, 61, 63, 77, 87, 89 TG7: 25, 51, 63, 77, 86, 89, 101, 103 TG8: 9, 10, 11, 25, 51, 63, 63, 89, 103 TG9: 51, 63, 77, 89, 101, 103
9.1.2 Show curiosity and initiative by choosing to explore a variety of activities and experiences with a willingness to try new challenges (e.g., choosing harder and harder puzzles).	TG1: 11, 23, 36, 51, 77, 87, 103 TG2: 10, 11, 25, 35, 37, 63, 77, 89, 103 TG3: 10, 11, 25, 35, 37, 63, 77, 89, 103 TG4: 24, 25, 35, 50-51, 61, 62, 63, 77, 89, 102-103 TG5: 9, 11, 25, 35, 49, 50-51, 62, 63, 76-77, 87, 89 TG6: 25, 35, 37, 50-51, 61, 76-77, 87, 89 TG7: 11, 24-25, 50-51, 76-77, 89, 91, 103 TG8: 9, 24-25, 50-51, 63, 102-103 TG9: 11, 24-25, 50-51, 61, 63, 76-77, 89, 102-103
9.1.3 Focus attention on tasks and experiences, despite interruptions or distractions (e.g., working hard on a drawing even when children nearby are playing a game).	TG1: 9 TG2: 9, 11, 21, 24, 35, 37, 61, 62, 76 TG3: 9, 10, 36, 88 TG4: 8 TG5: 24, 50, 76, 99, 101 TG6: 24, 60, 76 TG7: 8, 24, 76, 86, 102 TG8: 24, 63, 89 TG9: 24, 50, 102
9.1.4 Show persistence when faced with challenging tasks and uncertainty, seeking and accepting help when appropriate (e.g., saying to a friend, 'This is hard. Can you help me figure it out?').	TG1: 9, 14, 16, 18, 40, 68, 70, 92, 94, 102 TG2: 9, 11, 21, 24, 35, 37, 44, 47, 62, 62, 76, 94 TG3: 9, 10, 16, 35, 36, 45, 68, 71, 88, 97 TG4: 8, 16, 19, 44, 45, 71, 97 TG5: 17, 24, 40, 44, 50, 76, 97, 99, 101 TG6: 15, 17, 24, 40, 46, 60, 66, 76, 92, 96 TG7: 8, 23, 24, 44, 45, 71, 76, 86, 97, 102 TG8: 18, 19, 42, 44, 45, 46, 66, 70, 72, 76, 92, 96, 98 TG9: 18, 19, 20, 44, 45, 46, 66, 70, 71, 94, 97
9.1.5 Bring a teacher-directed or self-initiated task, activity or project to completion (e.g., showing the teacher, "Look—I finished it all by myself!").	
Standard 9.2: Children show creativity and imagination.	
9.2.1 Show flexibility in approaching tasks by being open to new ideas (i.e., doesn't cling to one approach to a task, but is willing to experiment and to risk trying out a new idea or approach).	<i>Centers invite children to use their own creativity and imagination to recreate experiences/ideas, further knowledge and understanding.</i>
9.2.2 Use the imagination to solve problems, use materials, role play, write stories, move the body, or create works of art (e.g.,	

<p>create pretend spinach out of torn green construction paper to serve for dinner).</p>	<p>TG1: 9, 35, 89, 91 TG2: 9, 10, 11, 21, 24, 35, 36, 37, 61, 62, 63, 74, 76 TG3: 9, 10, 22, 36, 48, 61, 67, 87, 88 TG4: 8, 9, 35, 61, 97 TG5: 24, 50, 67, 69, 76, 87, 88, 99, 101 TG6: 24, 11, 60, 63, 76, 89 TG7: 8, 24, 71, 76, 86, 89, 102 TG8: 24, 63, 89, 93 TG9: 15, 24, 36, 50, 102</p>
<p>9.2.3 Use multiple means of communication to creatively express thoughts, ideas, and feelings (e.g., sing a song and act out the story of the life cycle of a butterfly).</p>	<p>Frog Street Pre-K provides children with a multitude of engaging lessons and rich resources to express themselves through the visual arts, music and movement, and dramatic play. Creative experiences are sometimes for free expression and representation. Other times the creative experiences are 4 integrated with the other disciplines and domains to enrich the learning experience.</p> <p>TG1: 15, 38, 41, 48, 64, 93 TG2: 15, 41, 67, 93 TG3: 12, 15, 38, 41, 67, 93 TG4: 15, 41, 67, 93 TG5: 15, 38, 41, 64, 67, 89, 93 TG6: 12, 15, 37, 41, 64, 67, 90, 93 TG7: 41, 67, 93, 95 TG8: 15, 67, 93 TG9: 15, 41, 67, 93</p>
<p>Standard 9.3: Children identify and solve problems.</p>	
<p>9.3.1 Recognize a problem and describe or demonstrate ways to solve it alone or with others (e.g., “I know! Jamar and I can work together to clean off the table so that we can have a place to eat lunch.”)</p>	<p>TG1: 36, 51, 75, 77, 87, 101, 103 TG2: 22-23, 25, 35, 37, 48 49, 50-51, 74-75, 77, 87, 94-95, 99, 100-101, 103 TG3: 24 25, 36, 37, 51, 75, 77, 103 TG4: 25, 37, 43, 50-51, 74-75, 77, 89, 100-101, 103 TG5: 24-25, 35, 42-43, 50-51, 62, 74-75, 76-77, 100-101, 102-103 TG6: 22-23, 25, 50-51, 61, 76-77, 87, 89, 102-103 TG7: 25, 35, 50-51, 75, 76-77, 100-101, 103 TG8: 22-23, 24-25, 48-49, 50-51, 76-77, 102-103 TG9: 25, 51, 74-75, 76-77, 100, 103</p>
<p>9.3.2 Use varied strategies to seek or recall information and to find answers (e.g., questioning, trial and error, testing, building on ideas, finding resources, drawing, or thinking aloud).</p>	<p>TG2: 26, 52, 78, 103 TG3: 26, 52, 78, 104 TG4: 26, 45, 52, 78, 104 TG6: 26, 52, 78, 104 TG7: 26, 42, 52, 68, 69, 78, 94, 95, 104 TG8: 16, 17, 26, 52, 78, 104 TG9: 14, 26, 52, 78, 104</p>
<p>9.3.3 Predict what will happen next based on prior experience and knowledge and test the prediction for accuracy (e.g., raising the height of the ramp to see if the ball will roll farther than when the ramp was lower).</p>	<p>TG1: 25, 103 TG4: 37, 87 TG5: 35, 49 TG8: 89 TG9: 18</p>
<p>9.3.4 Reflect on, evaluate, and communicate what was learned (e.g., children in the class demonstrating and explaining their project to children in a younger group).</p>	<p>TG1: 42, 50, 87, 97, 102 TG2: 9, 11, 24, 35, 43, 47, 61, 69, 76, 102 TG3: 9, 36, 42, 44, 50, 76, 89, 94, 97, 99, 102 TG4: 17, 21, 45, 62, 73, 76-77, 93, 95, 102 TG5: 24, 37, 50, 63, 69, 76, 89,</p>

	93, 95, 98, 102 TG6: 11, 17, 24, 50, 76, 89, 97 TG7: 19, 24, 76, 87, 97 TG8: 11, 24, 50, 63, 87, 102 TG9: 24, 50, 87, 89, 102
Standard 9.4: Children apply what they have learned to new situations.	
9.4.1 Use prior knowledge to understand new experiences or a problem in a new context (e.g., after learning about snakes, children make comparisons when finding a worm on the playground).	TG1: 11, 24, 91, 95 TG2: 10, 11, 37, 62, 87, 95, 99, 101 TG3: 10, 11, 43, 75 TG4: 37, 41, 43, 61 TG5: 9, 11, 19, 24-25, 38, 63 TG6: 35, 87 TG7: 8, 9, 61, 88 TG8: 9, 10, 87 TG9: 51, 89, 95, 102-103 Conscious Discipline® Manual: 113-115 Welcome Guide: 46, 83
9.4.2 Make connections between ideas, concepts, and subjects (e.g., children take pictures from a field trip or nature walk, and use them to write and illustrate classroom books).	TG1: 18, 70, 71, 97 TG2: 18-19, 42-43, 70, 94, 96-97 TG3: 18, 19, 42-43, 44-45, 70-71, 89, 94-95, 96-97 TG4: 16-17, 19, 21, 42, 43, 44-45, 60, 68-69, 70-71, 95, 97 TG5: 17, 18-19, 42, 45, 68-69, 70-71, 95 TG6: 18-19, 68-69, 96-97 TG7: 17, 19, 22-23, 44-45, 48-49, 73, 74, 96-97, 100-101 TG8: 18, 22-23, 43, 44-45, 70-71, 94, 96-97 TG9: 16-17, 18-19, 44-45, 94-95, 96-97
9.4.3 Demonstrate understanding of what others think and feel through words or actions (e.g., children act out a story that the teacher has told them, mirroring the characters' emotions).	TG1: 11, 38, 91, 93, 94, 95, 99 TG2: 10, 11, 37, 50-51, 62, 63, 77, 87, 89, 95, 102-103 TG3: 10, 11, 24, 25, 37, 51, 61, 77, 87, 89, 103 TG4: 25, 35, 37, 50-51, 61, 77, 87, 89, 103 TG5: 9, 11, 12, 19, 25, 35, 39, 51, 62, 63, 77, 88 TG6: 9, 11, 35, 37, 61, 63, 77, 87, 89, 102-103 TG7: 8, 9, 11, 61 TG8: 9, 0, 11, 23, 25, 37, 62, 63, 76-77, 89, 103 TG9: 36, 51, 61, 77, 89, 93, 95, 101, 103
MATHEMATICS	
Standard 4.1: Children begin to demonstrate an understanding of number and counting.	
4.1.1 Count to 20 by ones with minimal prompting.	TG1: 23 TG2: 74, 75, 100, 101 TG6: 22 TG5: 101 TG6: 10, 22, 23, 36, 49 TG9: 23
4.1.2 Recognize and name one-digit written numbers up to 10 with minimal prompting.	TG3: 10, 22, 23, 36, 49, 88 TG5: 88 TG6: 10, 22, 75 TG8: 23, 49, 76 TG9: 23, 87
4.1.3 Know that written numbers are symbols for number quantities and, with support, begin to write numbers from 0 to 10	TG3: 10, 22, 23, 36, 49, 88 TG6: 10, 22, 75 TG8: 23, 49, 76 TG9: 23, 87
4.1.4 Understand the relationship between numbers and quantities (i.e., the last word stated when counting tells "how many"):	TG1: 22, 23 TG2: 40, 74, 75, 100, 101 TG3: 48, 49, 74, 76 TG5: 48, 49, 88, 100, 101 TG6: 10, 22, 23, 36, 49, 62, 100 TG7: 22, 48, 74, 77 TG8: 48, 49, 74, 75, 88 TG9: 23, 75, 87

	Resources: Strategy Card – Counting , Photo Cards
(a) Accurately count quantities of objects up to 10, using one-to-one-correspondence, and accurately count as many as 5 objects in a scattered configuration.	TG1: 22, 23 TG2: 74, 75, 101 TG3: 48, 49, 74 TG5: 48, 49, 88, 100, 101 TG6: 23, 62, 100 TG7: 22, 48, 74 TG8: 48, 49, 74, 75, 88 TG9: 75, 87
(b) Arrange and count different kinds of objects to demonstrate understanding of the consistency of quantities (i.e., “5” is constant, whether it is a group of 5 people, 5 blocks or 5 pencils.)	TG1: 22, 23 TG2: 40, 74, 75, 101 TG3: 48, 49, 74, 76 TG5: 48, 49, 88, 100, 101 TG6: 22, 23, 36, 49, 62, 100 TG7: 22, 48, 74, 77 TG8: 48, 49, 74, 75, 88 TG9: 75, 87
(c) Instantly recognize, without counting, small quantities of up to 3 or 4 objects (i.e., subitize).	TG2: 36, 48, 49, 62, 101 TG3: 48 TG4: 101 TG5: 101 TG6: 49, 74, 75 TG7: 75 TG8: 75 TG9: 75, 88
4.1.5 Use one to one correspondence to solve problems by matching sets (e.g., getting just enough straws to distribute for each juice container on the table) and comparing amounts (e.g., collecting the number of cubes needed to fill the spaces in a muffin tin with one cube each).	TG7: 10, 22, 23, 36, 50, 62, 74, 75, 100, 101 TG8: 10, 23, 36 TG9: 88
4.1.6 Compare groups of up to 5 objects (e.g., beginning to use terms such as “more,” “less,” “same”)	TG1: 66 TG2: 36, 40, 48, 49, 62, 75, 88, 100, 101 TG3: 48, 49, 74, 75 TG5: 9, 48 TG6: 88, 101 TG7: 10, 23, 36, 49, 88, 100, 101 TG8: 10, 23, 36, 48, 49, 62, 74, 76, 88, 100, 101 TG9: 10, 36, 62, 100, 101
Standard 4.2: Children demonstrate an initial understanding of numerical operations.	
4.2.1 Represent addition and subtraction by manipulating up to 5 objects:	TG1: 23 TG2: 94 TG7: 10, 22, 23, 36, 50, 62, 74, 75, 100, 101 TG8: 10, 23, 36, 48 TG9: 62, 74, 75, 88
(a) putting together and adding to (e.g., “3 blue pegs, 2 yellow pegs, 5 pegs altogether.”); and	TG7: 10, 22, 23, 36, 50, 62, 74, 75, 100, 101 TG8: 10, 23, 36 TG9: 88
(b) taking apart and taking from (“I have four carrot sticks. I’m eating one. Now I have 3.”).	TG5: 88 TG7: 48, 49, 62, 100, 101 TG8: 10, 22
4.2.2 Begin to represent simple word problem data in pictures and drawings.	TG7: 10, 22, 23, 36, 50, 62, 74, 75, 100, 101 TG8: 10, 23, 36 TG9: 88
	Resources: Strategy Card – Number Operations

Standard 4.3: Children begin to conceptualize measurable attributes of objects.	
4.3.1 Sort, order, pattern, and classify objects by non-measurable (e.g., color, texture, type of material) and measurable attributes (e.g., length, capacity, height).	TG2: 10, 11, 22, 23, 24, 48, 76, 101 TG4: 62, 63, 74, 75, 87, 88 TG5: 24, 35, 36, 48, 49, 76 TG6: 19, 24, 45, 50, 76, 95, 101 TG7: 24, 37, 76, 87, 101 TG8: 16, 24, 89, 101, 104 TG9: 11, 19, 22, 36, 50, 102
4.3.2 Begin to use appropriate vocabulary to demonstrate awareness of the measurable attributes of length, area, weight and capacity of everyday objects (e.g., long, short, tall, light, heavy, full).	Resources: Strategy Card – Measurement , Photo Cards
4.3.3 Compare (e.g., which container holds more) and order (e.g., shortest to longest) up to 5 objects according to measurable attributes.	TG1: 23 TG2: 10, 11, 22-23, 24-25, 49, 62, 76-77, 102-103 TG4: 62, 74 75, 88, 102-103 TG5: 9, 24-25, 36, 48-49, 62, 76, 77 TG6: 24-25, 45, 50 51, 77 TG7: 24-25, 37, 42, 76-77, 87 TG8: 17, 24-25, 42, 101 TG9: 11, 22, 51, 88, 103
	Resources: Strategy Card – Measurement
Standard 4.4: Children develop spatial and geometric sense.	
4.4.1 Respond to and use positional words (e.g., in, under, between, down, behind).	TG1: 36, 48, 49 TG2: 23, 37, 61 TG3: 22, 23 TG4: 74, 75 TG5: 75 TG6: 48, 62, 74, 75 TG9: 49, 75
4.4.2 Use accurate terms to name and describe some two-dimensional shapes and begin to use accurate terms to name and describe some three-dimensional shapes (e.g., circle, square, triangle, sphere, cylinder, cube, side point, angle).	TG1: 101 TG2: 92 TG3: 75, 76 TG4: 10, 22, 23, 36, 48, 49, 101 TG5: 10, 15, 22, 23, 62, 74, 75 TG7: 61 TG8: 37 TG9: 100
4.4.3 Manipulate, compare and discuss the attributes of:	Resources: Strategy Card - Geometry
(a) two-dimensional shapes (e.g., use two dimensional shapes to make designs, patterns and pictures by manipulating materials such as paper shapes, puzzle pieces, tangrams; construct shapes from materials such as straws; match identical shapes; sort shapes based on rules [something that makes them alike/different]; describe shapes by sides/angles; use pattern blocks to compose/decompose shapes when making and taking apart compositions of several shapes).	TG1: 23, 101 TG3: 75, 76 TG4: 22, 23, 36, 48, 49, 62, 88, 101 TG5: 15, 22, 23, 62, 74, 75 TG9: 75
(b) three-dimensional shapes by building with blocks and with other materials having height, width and depth (e.g., unit blocks, hollow blocks, attribute blocks, boxes, empty food containers, plastic pipe).	TG2: 11, 37, 63 TG3: 87 TG4: 48, 102-103 TG5: 10, 11, 36, 62 TG6: 63, 89 TG7: 35. TG8: 9, 35 TG9: 61, 87

SCIENCE

Standard 5.1: Children develop inquiry skills.

5.1.1 Display curiosity about science objects, materials, activities, and longer-term investigations in progress (e.g., ask who, what, when, where, why, and how questions during sensory explorations, experimentation, and focused inquiry).

TG1: 11, 25, 36, 38, 44, 45, 47, 62, 69, 74, 77, 102-103 **TG2:** 24-25, 72, 76-77 **TG3:** 11, 24-25, 37, 50-51, 61, 63, 68-69, 76-77, 87, 102 103 **TG4:** 9, 11, 18-19, 24-25, 37, 63, 76-77, 87, 89, 96-97, 102-103 18 **TG5:** 11, 16-17, 18-19, 24-25, 35, 37, 42-43, 49, 50-51, 63, 89 **TG6:** 11, 19, 24-25, 37, 50-51, 69, 76-77, 89 **TG7:** 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 **TG8:** 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 **TG9:** 9, 11, 24-25, 37, 42-43, 44-45, 50-51, 68-69, 70-71, 76-77, 97, 102-103

5.1.2 Observe, question, predict, and investigate materials, objects, and phenomena during classroom activities indoors and outdoors and during any longer-term investigations in progress. Seek answers to questions and test predictions using simple experiments or research media (e.g., cracking a nut to look inside; putting a toy car in water to determine whether it sinks).

TG2: 50 **TG3:** 24, 37, 87 **TG4:** 50, 96, 97 **TG5:** 89, 102 **TG6:** 11, 19, 37, 42, 50 **TG7:** 11 **TG8:** 88, 101 **TG9:** 9, 11, 35, 76

5.1.3 Use basic science terms (e.g., observe, predict, experiment) and topic-related science vocabulary (e.g., words related to living things [fur, fins, feathers, beak, bark, trunk, stem]; weather terms [breezy, mild, cloudy, hurricane, shower, temperature]; vocabulary related to simple machines [wheel, pulley, lever, screw, inclined plane]; words for states of matter [solid, liquid]; names of basic tools [hammer, screwdriver, awl, binoculars, stethoscope, magnifier]).

A Word of the Week is introduced in the Greeting Circle. Theme and concept vocabulary are introduced in Read-Alouds and Literacy Small Groups. Math and content vocabulary are taught in the context of the appropriate lessons.

TG1: 17, 19, 24, 35, 42, 43, 44, 45, 47, 48, 49, 61, 69, 70, 71, 72, 73, 90, 95, 97, 98, 99 **TG2:** 9, 19, 20, 22, 42, 43, 45, 46, 47, 60, 70, 95, 96, 98 **TG3:** 8, 10, 17, 18, 19, 20, 45, 46, 60, 68, 69, 71, 72, 74, 95, 97, 98 **TG4:** 20, 23, 46, 47, 48, 49, 60, 72, 73, 87, 89, 95, 96, 98, 99, 101 **TG5:** 8, 10, 11, 16, 18, 19, 20, 34, 46, 47, 71, 74, 89 **TG6:** 8, 9, 11, 17, 24, 42, 70, 71, 72, 73, 95, 98 **TG7:** 18, 20, 34, 38, 45, 60, 89, 94, 98 **TG8:** 9, 11, 20, 34, 46, 72, 73, 98, 99 **TG9:** 14, 17, 20, 40, 43, 46, 47, 60, 69, 72, 99

Resources: Vocabulary Cards, Photo Cards

5.1.4 Communicate with other children and adults to share observations, pursue questions, make predictions, and/or conclusions.	TG1: 103 TG3: 102 TG4: 37, 87 TG5: 35 TG6: 47 TG9: 11, 37, 63 TG1: 21, 47, 73, 99 TG2: 21, 43, 46, 47, 73, 99 TG3: 21, 47, 49, 73, 99 TG4: 21, 47, 73, 99 TG5: 21, 34, 73, 97, 99 TG6: 21, 47, 73, 99 TG7: 21, 47, 73, 99 TG8: 21, 47, 73, 99 TG9: 21, 47, 73, 86, 94, 99
5.1.5 Represent observations and work through drawing, recording data, and “writing” (e.g., drawing and “writing” on observation clipboards, making rubbings, charting the growth of plants).	
Standard 5.2: Children observe and investigate matter and energy.	
5.2.1 Observe, manipulate, sort, and describe objects and materials (e.g., water, sand, clay, paint, glue, various types of blocks, collections of objects, simple household items that can be taken apart, or objects made of wood, metal, or cloth) in the classroom and outdoor environment based on size, shape, color, texture, and weight.	TG2: 50 TG3: 24, 37, 87 TG4: 50, 96, 97 TG5: 89, 102 TG6: 11, 19, 37, 42, 50 TG7: 11 TG8: 88, 101 TG9: 9, 11, 35, 76
5.2.2 Explore changes in liquids and solids when substances are combined, heated, or cooled (e.g., mixing sand or clay with various amounts of water; preparing gelatin; mixing different colors of tempera paint; and longer term investigations, such as the freezing and melting of water and other liquids).	TG5: 89
5.2.3 Investigate sound, heat, and light energy through one or more of the senses (e.g., comparing the pitch and volume of sounds made by commercially made and homemade instruments, recording how shadows change during the course of a day or over time, using flashlights or lamp light to make shadows indoors).	TG1: 37, 52 TG5: 16 TG8: 11 TG9: 37
5.2.4 Investigate how and why things move (e.g., slide block, balance structures, push structures over, use ramps to explore how far and how fast different objects move or roll).	TG1: 36, 48, 49 TG2: 10-11, 16, 50, 61 TG3: 24, 25, 37 TG4: 36, 50-51, 96, 97 TG5: 102-103 TG6: 11, 19, 35, 37, 62, 74, 75, 78 TG7: 11, 35, 76, 77, 88 TG8: 88 TG9: 21, 37, 43, 76
Standard 5.3: Children observe and investigate living things.	
5.3.1 Investigate and compare the basic physical characteristics of plants, humans, and other animals (e.g., observing and discussing leaves, stems, roots, body parts; observing and drawing different insects; sorting leaves by shape; comparing animals with fur to those with feathers)	TG1: 35 TG2: 63, 72 TG4: 9, 11, 15, 11, 17, 18, 19, 45 TG5: 69 TG6: 87, 89, 94 TG7: 8, 9, 11, 17, 18, 19, 20, 36, 42, 44, 50, 60, 63, 70, 71, 94, 96, 97, 98 TG8: 9, 10, 16, 17, 18, 19, 35, 36, 42, 43, 44, 45, 50, 62, 63, 68, 69, 70, 71, 89, 94, 95, 96, 97 TG9: 10, 11, 18, 41, 67, 69, 70, 90, 96
	Resources: Photo Cards

5.3.2 Observe similarities and differences in the needs of living things, and differences between living and nonliving things (e.g., observing and discussing similarities between animal babies and their parents; discussing the differences between a living thing, such as a hermit crab, and a nonliving thing, such as a shell).	TG1: 35 TG4: 9, 19, 45 TG5: 69 TG6: 87, 94 TG7: 8, 9, 11, 17, 18, 20, 36, 42, 44, 50, 60, 63, 94, 96, 97, 98 TG8: 9, 10, 16, 17, 18, 19, 35, 36, 42, 43, 44, 45, 50, 62, 63, 68, 69, 70, 71, 89, 94, 95, 96, 97 TG9: 10
5.3.3 Observe and describe how natural habitats provide for the basic needs of plants and animals with respect to shelter, food, water, air, and light (e.g., digging outside in the soil to investigate the kinds of animal life that live in and around the ground or replicating a natural habitat in a classroom terrarium).	TG2: 72 TG4: 9, 15, 18, 19 TG7: 19, 70, 71, 94, 96, 97 TG9: 10, 11, 18, 41, 67, 70, 90, 96
5.3.4 Observe and record change over time and cycles of change that affect living things (e.g., monitoring the life cycle of a plant, using children's baby photographs to discuss human change and growth, using unit blocks to record the height of classroom plants).	TG7: 19, 63, 70, 97 TG9: 10, 18
Standard 5.4: Children observe and investigate the Earth.	
5.4.1 Explore and describe characteristics of soil, rocks, water, and air (e.g., sorting rocks by shape and/or color, observing water as a solid and a liquid, noticing the wind's effect on playground objects).	TG1: 63 TG2: 11, 17, 37, 89 TG3: 63 TG4: 43, 63, 89 TG5: 11, 24, 37 TG6: 72 TG7: 37 TG8: 11, 37, 61 TG9: 26, 37, 43, 68, 69 Resources: Photo Cards
5.4.2 Explore the effects of sunlight on living and nonliving things (e.g., growing plants with and without sunlight, investigating shadows that occur when the sun's light is blocked by objects).	TG9: 42, 43, 45
5.4.3 Observe and record weather (e.g., chart temperatures throughout the seasons or represent levels of wind by waving scarves outdoors).	TG1: 44, 45, 71 TG3: 47 TG8: 97 TG9: 34, 37, 38, 40, 41, 42, 43, 44, 45
5.4.4 Demonstrate emergent awareness of the need for conservation, recycling, and respect for the environment (e.g., turning off water faucets, collecting empty yogurt cups for reuse as paint containers, separating materials in recycling bins, re-using clean paper goods for classroom collage and sculpture projects).	TG1: 11, 63, 89, 104 TG2: 11 TG3: 47, 61 TG4: 11 TG6: 44, 70 TG7: 11 TG8: 69 TG9: 63, 68, 69, 70, 71

Standard 5.5: Children gain experience in using technology.	
5.5.1 Identify and use basic tools and technology to extend exploration in conjunction with science investigations (e.g., writing, drawing, and painting utensils, scissors, staplers, magnifiers, balance scales, ramps, pulleys, hammers, screwdrivers, sieves, tubing, binoculars, whisks, measuring cups, appropriate computer software and website information, video and audio recordings, digital cameras, tape recorders).	TG1: 10, 24, 36, 77 TG3: 11, 36 TG4: 37, 87 TG5: 9, 17, 35, 37, 37, 89 TG6: 95 TG7: 11, 63 TG8: 11, 37, 89, 100, 101 TG9: 9, 23, 35, 37, 61, 63, 97
SOCIAL STUDIES, FAMILY, AND LIFE SKILLS	
Standard 6.1: Children identify unique characteristics of themselves, their families, and others.	
6.1.1 Describe characteristics of oneself, one's family, and others.	<i>In Theme 2, My Family and Friends, children engage in activities to identify characteristics of their own families and those of others.</i> TG2: 9, 16, 17, 20, 26, 48, 97 TG6: 97 Resources: Photo Cards
6.1.2 Demonstrate an understanding of family roles and traditions.	
6.1.3 Express individuality and cultural diversity (e.g., through dramatic play).	TG1: 16, 19, 44, 55, 75, 78, 100 TG2: 17, 42, 96, 97 TG3: 19 TG4: 61 TG6: 71, 97 TG9: 10, 95 Resources: Photo Cards
Standard 6.2: Children become contributing members of the classroom community.	
6.2.1 Demonstrate understanding of rules by following most classroom routines.	TG1: 13, 19, 22, 39, 65, 104 TG2: 13, 39, 65, 91 TG3: 11, 13, 17, 21, 39, 65, 91 TG4: 13, 39, 65, 91 TG5: 13, 39, 65, 91 TG6: 13, 39, 65, 91 TG7: 13, 39, 65, 91 TG8: 8, 13, 39, 65, 91 TG9: 13, 22, 39, 65, 91 Conscious Discipline® Manual: 111-112 Welcome Guide: 84
6.2.2 Demonstrates responsibility by initiating simple classroom tasks and jobs.	TG1: 13, 24, 26, 39, 65, 78, 90, 91 TG2: 12, 74, 69, 93 TG3: 12, 13, 21, 37, 39, 43, 44, 99 TG4: 13, 52, 64, 73, 77 TG5: 12, 69, 93 TG7: 13, 65, 73 TG9: 13 Conscious Discipline® Manual: 111-112

	Welcome Guide: 45-47
6.2.3 Demonstrate appropriate behavior when collaborating with others.	TG2: 69 TG4: 18, 20 TG5: 14, 71
Standard 6.3: Children demonstrate knowledge of neighborhood and community.	
6.3.1 Develop an awareness of the physical features of the neighborhood/community.	TG1: 63 TG2: 11 TG5: 11 TG6: 44, 63, 71 TG7: 89 TG8: 89
6.3.2 Identify, discuss, and role-play the duties of a range of community workers.	<p>Theme 1, Week 1 focuses on My School and Theme 2, Weeks 1 and 2 focuses on My Family. In each of these lessons, the roles and responsibilities of family, school, and community are discussed.</p> <p>TG1: 19 TG2: 17, 19, 21, 26, 68 TG3: 8, 11, 15, 16, 17, 19, 20, 21, 26, 50 TG5: 19 TG9: 89, 95</p> <p>Resources: Photo Cards</p>
Standard 6.4: Children develop an awareness of the cultures within their classroom and their community.	
6.4.1 Learn about and respect other cultures within the classroom and community.	<p>Cultural Responsiveness reminders are embedded across all content areas of the curriculum. Opportunities to explore events, celebrations, and holidays of the local community and culture are encouraged in each theme.</p> <p>Frog Street Pre-K Welcome Guide: Foundations for Implementation Guide encourages teachers to be inclusive and culturally responsive as a habit of mind to all. (pages 94-95)</p> <p>TG1: 13 TG2: 11, 16, 17, 34, 35 TG3: 22, 34, 62, 69, 88 TG4: 9, 17, 71 TG5: 38, 75 TG6: 35 TG8: 44 TG9: 95</p>
WORLD LANGUAGES	
Standard 7.1: Children know that people use different languages (including sign language) to communicate, and will express simple greetings, words, and phrases in a language other than their own.	
7.1.1 Acknowledge that a language other than their own is being spoken or used (e.g., in a story, rhyme, or song).	<i>Children engage in a diverse, multi-cultural literacy collection throughout all 9 themes of Frog Street Pre-K. Various languages are presented in the literature that provide opportunities for children to learn and comprehend words in languages other than their own which may include gestures and/or facial features that include American Sign Language.</i>
7.1.2 Say simple greetings, words, and phrases in a language other than their own.	
7.1.3 Comprehend previously learned simple vocabulary in a language other than their own.	

<p>7.1.4 Communicate effectively with adults and/or classmates who speak other languages by using gestures, pointing, or facial expressions to augment oral language.</p>	<p><i>Dual Language support is embedded in the instruction throughout the curriculum.</i></p> <p><i>In addition, the Frog Street Pre-K curriculum is offered in English and Spanish.</i></p>
TECHNOLOGY	
Standard 8.1: Navigate simple on screen menus.	
<p>8.1.1 Use the mouse to negotiate a simple menu on the screen (e.g., to print a picture).</p>	<p>TG2: 60, 73, 86 TG3: 8, 60, 86 TG4: 8, 34, 60, 86 TG5: 8, 16, 34, 60, 86 TG6: 8, 34, 60, 70, 86 TG7: 8, 34, 60, 86 TG8: 8, 17, 34, 60, 68, 86 TG9: 8, 34, 60, 86</p>
<p>8.1.2 Navigate the basic functions of a browser, including how to open or close windows and use the “back” key.</p>	
Standard 8.2: Use electronic devices independently.	
<p>8.2.1 Identify the “power keys” (e.g., ENTER, spacebar) on a keyboard.</p>	<p>TG1: 50 TG2: 50-51, 60, 86 TG3: 8, 25, 60, 86 TG4: 8, 22, 24, 34, 50, 60, 74, 86 TG5: 8, 34, 60, 86, 102 TG6: 8, 34, 60, 86, 89 TG7: 8, 34, 50, 60, 86 TG8: 8, 34, 60, 76, 86 TG9: 8, 34, 60, 76, 86</p> <p>Resources: Photo Cards</p>
<p>8.2.2 Access materials on a disk, cassette tape, or DVD. Insert a disk, cassette tape, CD-ROM, DVD, or other storage device and press “play” and “stop.”</p>	
<p>8.2.3 Turn smart toys on and/or off.</p>	
<p>8.2.4 Recognize that the number keys are in a row on the top of the keyboard.</p>	
<p>8.2.5 Operate frequently used, high quality, interactive games or activities in either screen or toy-based formats.</p>	
<p>8.2.6 Use a digital camera to take a picture.</p>	
Standard 8.3: Begin to use electronic devices to communicate.	
<p>8.3.1 Use electronic devices (e.g., computer) to type name and to create stories with pictures and letters/words.</p>	<p><i>Children have opportunities to use technology to use appropriate technology/media to communicate in Frog Street Pre-K.</i></p> <p>TG2: 60, 73, 86 TG3: 8, 60, 86 TG4: 8, 34, 60, 86 TG5: 8, 16, 34, 60, 86 TG6: 8, 34, 60, 70, 86 TG7: 8, 34, 60, 86 TG8: 8, 34, 60, 68, 86 TG9: 8, 34, 60, 86</p>
Standard 8.4: Use common technology vocabulary.	
<p>8.4.1 Use basic technology terms in conversations (e.g. digital camera, battery, screen, computer, Internet, mouse, keyboard, and printer).</p>	<p>TG1: 50 TG2: 50-51, 60, 86 TG3: 8, 25, 60, 86 TG4: 8, 22, 24, 34, 50, 60, 74, 86 TG5: 8, 34, 60, 86, 102 TG6: 8, 34, 60, 86, 89 TG7: 8, 34, 50, 60, 86 TG8: 8, 34, 60, 76, 86 TG9: 8, 34, 60, 76, 86</p>

	Resources: Photo Cards
Standard 8.5: Begin to use electronic devices to gain information.	
8.5.1 Use the Internet to explore and investigate questions with a teacher's support.	TG2: 60, 73, 86 TG3: 8, 60, 86 TG4: 8, 34, 60, 86 TG5: 8, 16, 34, 60, 86 TG6: 8, 34, 60, 70, 86 TG7: 8, 34, 60, 86 TG8: 8, 17, 34, 60, 68, 86 TG9: 8, 34, 60, 86