

Oregon's Early Learning and Kindergarten Guidelines Correlation to Frog Street Pre-K



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Oregon's Early Learning and Kindergarten Guidelines (Indicators – By Entry to Kindergarten)	Frog Street Pre-K Teacher Guide Page References
Approaches to Learning	
EMOTIONAL AND BEHAVIORAL SELF-REGULATION	
Social-Emotional Learning Competency: Self-Management	
Goal 1: Child manages emotions with increasing independence. P-ATL1	
Expresses emotions in ways that are appropriate to the situation according to their life experience and cultural beliefs.	Conscious Discipline® strategies for self-regulation are introduced in every Greeting Circle. Specifically, CALM and Commit provide opportunities for children to learn and practice self-regulation. TG1: 12, 13, 38, 64, 90 TG2: 9, 10, 11, 12, 21, 24, 35, 35, 37, 38, 44, 47, 62, 64, 76, 90 TG3: 9, 10, 12, 16, 35, 36, 39, 45, 64, 68, 71, 88, 91, 95, 97 TG4: 8, 12, 16, 19, 39, 44, 45, 65, 71, 91, 97 TG5: 12, 17, 23, 24, 39, 40, 44, 50 65, 76, 91, 97, 99 TG6: 12, 15, 2 17, 24, 38, 39, 40, 46, 60, 65, 66, 76, 91, 92, 96 TG7: 9, 13, 24, 39, 45, 64, 76, 86, 91, 102 TG8: 12, 18, 19, 24, 38, 44, 45, 63, 70, 71, 76, 96 TG9: 13, 18, 19, 24, 50, 65, 70, 71, 91, 94, 95, 97, 102
Often looks for adult assistance when emotions are most intense.	
With the support of an adult, uses a range of coping strategies to manage emotions, such as using words or symbols or taking deep breaths.	
Goal 2: Child follows rules and routines with increasing independence. P-ATL2	
Often demonstrates awareness of established rules, when asked, and is able to follow these rules most of the time.	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
Follows most routines, such as putting away their backpack when entering the room or sitting on the rug after outside time.	
Responds to signals when transitioning from one activity to another.	
	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
Goal 3: Child appropriately handles and takes care of materials. P-ATL3	
Often handles materials appropriately during activities.	TG1: 8, 9, 10, 11, 23, 86, 91 TG2: 8, 19, 34, 101 TG3: 12, 34, 35 TG4: 38 TG7: 8, 60 TG8: 60 TG9: 8, 63, 71, 89
With minimal adult support, cleans up and puts materials away appropriately, such as placing blocks back on the correct shelf or placing markers in the correct bin.	Conscious Discipline® Manual: 188-190 Welcome Guide: 47
Goal 4: Child manages actions, words, and behavior with increasing independence. P-ATL4	
Demonstrates control over actions and words in response to a challenging situation, such as wanting to use the same materials as another child or frustration over not being able to climb to the top of a structure. May need support from an adult.	TG1: 26, 38, 64, 90, 95 TG2: 12, 13, 38, 39, 64, 65, 90, 91 TG3: 12, 13, 39, 64, 65, 91 TG4: 12, 13, 26, 39, 65, 91 TG5: 12, 13, 39, 65, 91 TG6: 12, 13, 38, 39, 65, 91 TG7: 13, 39, 64, 65, 91 TG8: 12, 13, 38, 39, 65, 91 TG9: 13, 39, 65, 91, 95
	Welcome Guide: 40 Resources: Strategy Card – Conscious Discipline®
Often manages behavior according to expectations, such as using quiet feet when asked or sitting on the rug during circle time	TG1: 26, 38, 64, 90, 95 TG2: 12, 13, 38, 39, 64, 65, 90, 91 TG3: 12, 13, 39, 64, 65, 91 TG4: 12, 13, 26, 39, 65, 91 TG5: 12, 13, 39, 65, 91 TG6: 12, 13, 38, 39, 65, 91 TG7: 13, 39, 64, 65, 91 TG8: 12, 13, 38, 39, 65, 91 TG9: 13, 39, 65, 91, 95
	Welcome Guide: 40 Resources: Strategy Card – Conscious Discipline®
Often waits for their turn, such as waiting in line to wash their hands or waiting for their turn on a swing	TG1: 12, 13, 38, 64, 90 TG2: 9, 10, 11, 12, 21, 24, 35, 35, 37, 38, 44, 47, 62, 64, 76, 90 TG3: 9, 10, 12, 16, 35, 36, 39, 45, 64, 68, 71, 88, 91, 95, 97 TG4: 8, 12, 16, 19, 39, 44, 45, 65, 71, 91, 97 TG5: 12, 17, 23, 24, 39, 40, 44, 50, 65, 76, 91, 97, 99 TG6: 12, 15, 17, 24, 38, 39, 40, 46, 60, 65, 66, 76, 91, 92, 96 TG7: 9, 13, 24, 39, 45, 64, 76, 86, 91, 102 TG8: 12, 18, 19, 24, 38, 44, 45, 63, 70, 71, 76, 96 TG9: 13, 18, 19, 24, 50, 65, 70, 71, 91, 94, 95, 97, 102
Often refrains from aggressive behavior towards others.	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

	<i>acceptable ways.</i> TG1: 91 TG2: 99 TG3: 43
Begins to understand the consequences of behavior, such as spilling water on the floor means you will have to clean it up. Can describe the effects their behavior may have on others, such as noticing that another child.	TG1: 39, 78, 91, 97 TG2: 10, 11, 25, 37, 50-51 62, 63, 77, 87, 89, 102-103 TG3: 10, 37, 51, 61, 77, 103 TG4: 25, 35, 37, 61, 77, 103 TG5: 25, 51, 62, 65, 77, 102-103 TG6: 25, 63, 77, 89, 103 TG7: 25, 39, 50-51, 77, 103 TG8: 25, 51, 103 TG9: 25, 36, 39, 51, 77, 89, 95, 103
COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)	
Social-Emotional Learning Competency: Self-Management	
Goal 1: Child demonstrates an increasing ability to control impulses. P-ATL5	
With adult guidance and support, stops an engaging activity to transition to another less desirable activity.	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
Sometimes delays having desires met, such as agreeing to wait their turn to start an activity.	TG1: 12, 13, 38, 64, 90 TG2: 9, 10, 11, 12, 21, 24, 35, 35, 37, 38, 44, 47, 62, 64, 76, 90 TG3: 9, 10, 12, 16, 35, 36, 39, 45, 64, 68, 71, 88, 91, 95, 97 TG4: 8, 12, 16, 19, 39, 44, 45, 65, 71, 91, 97 TG5: 12, 17, 23, 24, 39, 40, 44, 50 65, 76, 91, 97, 99 TG6: 12, 15, 17, 24, 38, 39, 40, 46, 60, 65, 66, 76, 91, 92, 96 TG7: 9, 13, 24, 39, 45, 64, 76, 86, 91, 102 TG8: 12, 18, 19, 24, 38, 44, 45, 63, 70, 71, 76, 96 TG9: 13, 18, 19, 24, 50, 65, 70, 71, 91, 94, 95, 97, 102
Without adult reminders, waits to communicate information to a group.	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 communicate in socially acceptable ways. TG1: 11, 12, 36, 38, 39, 46, 89 TG2: 10, 11, 15, 25, 36, 37, 41, 50-51, 61, 62, 63, 67, 77, 87, 88, 89, 93, 103 TG3: 10, 15, 22-23, 34, 35, 37, 43, 50-51, 62, 77, 87 89, 103 TG4: 25, 35, 37, 41, 61, 63, 76-77, 102, 103 TG5: 9, 11, 19, 25, 35, 51, 62, 63, 77, 88, 102-103 TG6: 9, 11, 25, 35, 37, 41, 61, 63, 67, 77, 87, 89, 103 TG7: 8, 11, 12, 25, 51, 61, 65, 67, 68-69, 76-77, 88, 93, 103 TG8: 9, 10, 11, 23, 25, 41, 51, 62, 63, 67, 76-77, 87, 103 TG9: 11, 25, 36, 51, 61, 77, 89, 93, 101, 103
Sometimes refrains from responding impulsively, such as	TG1: 26, 38, 64, 90, 95 TG2: 12, 13, 38, 39, 64, 65, 90, 91 TG3:

<p>waiting to be called on during group discussion or requesting materials rather than grabbing them.</p>	<p>12, 13, 39, 64, 65, 91 TG4: 12, 13, 26, 39, 65, 91 TG5: 12, 13, 39, 65, 91 TG6: 12, 13, 38, 39, 65, 91 TG7: 13, 39, 64, 65, 91 TG8: 12, 13, 38, 39, 65, 91 TG9: 13, 39, 65, 91, 95</p> <p>Welcome Guide: 40</p> <p>Resources: Strategy Card – Conscious Discipline®</p>
<p>Goal 2: Child maintains focus and sustains attention with minimal trusted adult support. P-ATL6</p>	
<p>Frequently maintains focus on activities for extended periods of time, such as 15 minutes or more.</p>	<p>TG1: 14, 16, 18, 40, 50, 70, 77, 78, 92, 103 TG2: 25, 35, 50-51, 63, 68, 74, 76-77, 87, 94, 102-103 TG3: 16, 22-23, 24-25, 35,</p>
<p>Often engages in purposeful play for extended periods of time.</p>	<p>45, 51, 68, 70-71, 77, 95, 97, 103 TG4: 16, 19, 24-25, 44-45, 50, 51, 63, 70-71, 76-77, 100-101, 102-103 TG5: 17, 24-25, 40, 44, 49, 50-51, 74-75, 76-77, 97, 99, 102-103 TG6: 11, 15, 17, 24, 25, 40, 46, 50-51, 63, 66, 76-77, 92, 96 TG7: 24-25, 45, 50-51, 63, 71, 77, 97, 100-101, 102-103 TG8: 18-19, 23, 24-25, 37, 42, 44-45, 50-51, 71, 96, 102-103 TG9: 18-19, 20, 24-25, 44-45, 50, 51, 70, 76-77, 94, 97, 101, 102-103</p>
<p>With minimal support, attends to an adult during large- and small-group activities.</p>	<p>Conscious Discipline® <i>specifically guides children in being successful in their social and emotional endeavors during each day in both large and small-group activities. The CALM portion of the Greeting Circle (pages 12, 38, 64, 90 in each Teacher's Guide) focuses on developing positive relationships daily with both adults and peers.</i></p> <p>TG1: 39, 78, 91, 97 TG2: 10, 11, 25, 37, 50-51, 62, 63, 77, 87, 89, 102-103 TG3: 10, 37, 51, 61, 77, 103 TG4: 25, 35, 37, 61, 77, 103 TG5: 25, 51, 62, 65, 77, 102-103 TG6: 25, 63, 77, 89, 103 TG7: 25, 39, 50-51, 77, 103 TG8: 25, 51, 103 TG9: 25, 36, 39, 51, 77, 89, 95, 103</p>
<p>Goal 3: Child persists in tasks. P-ATL7</p>	
<p>With encouragement from an adult, expresses the desire to take on challenges through verbal or nonverbal means.</p>	<p>TG1: 11, 23, 36, 51, 77, 87, 103 TG2: 10, 11, 25, 35, 37, 63, 77, 89, 103 TG3: 10, 11, 25, 35, 37, 63, 77, 89, 103 TG4: 24, 25,</p>
<p>Shows some understanding that mistakes can provide information to learn from.</p>	<p>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,</p>

	102-103
Sometimes completes tasks that are challenging or less preferred despite frustration, either by persisting independently or by seeking help from a trusted adult or another child.	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
Sometimes returns with focus to an activity or project after having been away from it.	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
Goal 4: Child holds information in mind and manipulates it to perform tasks. P-ATL8	
Often accurately recounts recent experiences in the correct order and includes relevant details	TG1: 16, 17, 19, 20, 24, 26, 44, 99 TG2: 17, 45, 96, 97 TG3: 11, 17, 21, 38 TG6: 96, 97, 102 TG9: 17, 22, 23, 90, 95
Often successfully follows detailed, multistep directions, sometimes with reminders.	TG1: 22, 24, 26, 27, 28, 31, 33, 35, 37, 39, 40, 41, 60, 61, 62, 69, 75, 78, 84, 85, 86, 87, 94, 97, 98, 99, 102, 103, 104, 105, 109, 111, 112, 116, 118, 121, 130, 152, 159 TG2: 22, 28, 31, 40, 46, 58, 70, 73, 80, 107, 108, 130, 135, 141, 150 TG3: 22, 28, 29, 34, 37, 49, 65, 70, 72, 73, 100, 108, 109, 118, 137, 148, 159 TG4: 22, 25, 26, 31, 39, 42, 46, 48, 50, 69, 82, 85, 94, 98, 121, 123, 130, 134, 135, 141, 142, 154 TG5: 27, 34, 36, 37, 39, 44,
Often remembers actions to go with stories or songs shortly after being taught.	<i>Throughout Frog Street Pre-K, many opportunities are provided for children to draw on memory or experience (apply prior knowledge) including Greeting Circle, Practice Centers, and during the daily Closing Circle for a variety of purposes. In addition, weekly Practice Centers extend learning to allow children to recreate ideas, events, etc., using their own adaptations.</i> 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

Goal 5: Child demonstrates flexibility in thinking and learning. P-ATL5	
Tries different strategies to complete work or solve problems, including problems with other children.	<p>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 to develop problem-solving strategies and interactions with peers and adults.</p> <p>TG1: 24, 91, 95 TG2: 11, 99 TG3: 43, 75 TG4: 43 TG9: 95, 102-103</p> <p>Conscious Discipline® Manual: 113-115</p> <p>Welcome Guide: 46</p>
Often applies different rules in contexts that require different behaviors, such as using indoor voices or feet instead of outdoor voices or feet.	<p>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</p>
Often transitions between activities without getting upset.	<p>TG1: 13, 39, 65, 104 TG2: 13, 39, 65, 91 TG3: 13, 39, 65, 91 TG4: 13, 39, 65, 91 TG5: 13, 39, 65, 91 TG6: 13, 39, 65, 91 TG7: 13, 39, 65, 91 TG8: 8, 13, 39, 65, 91 TG9: 13, 39, 65, 91</p>
INITIATIVE AND CURIOSITY	
Social-Emotional Learning Competency: Self-Management	
Goal 1: Child demonstrates initiative and independence. P-ATL10	
Often engages in independent activities.	<p>TG1: 9, 102-103 TG2: 9, 11, 21, 24, 35, 37, 61, 62, 76 TG3: 9, 10, 35, 36, 88 TG4: 8, 9, 10, 11, 37 TG5: 24, 35, 50, 76, 99, 101 TG6: 24, 50-51, 60, 76 TG7: 8, 9, 23, 24, 76, 86, 102 TG8: 24, 63, 89, 102-103 TG9: 24, 50, 102</p>
Makes choices and usually communicates these to adults and other children.	
Usually independently identifies and seeks supplies to complete activities, such as gathering art supplies to make a mask or gathering cards to play a matching activity.	<p>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</p>
Plans play scenarios, such as dramatic play or construction, by establishing roles for play, using appropriate materials, and generating scenarios to be enacted.	<p>TG1: 11, 95 TG2: 10, 37, 62, 87, 95, 101 TG3: 10, 11 TG4: 37, 41, 61 TG5: 9, 11, 19, 24-25, 38, 63 TG6: 35, 87 TG7: 8, 9, 61, 88 TG8: 9, 10, 87 TG9: 51, 89</p> <p>Welcome Guide: 83</p>

Goal 2: Child shows interest in and curiosity about the world around them. P-ATL11	
Often expresses the belief that they can develop new skills, interests, and talents.	TG1: 9, 50, 52 TG2: 9, 10, 36, 65, 87, 88, 91 TG3: 8, 13 TG5: 24, 50, 76, 90, 97, 99, 101 TG6: 24, 73, 76 TG7: 9, 24, 76, 86, 102 TG8: 24, 63, 89 TG9: 17, 21, 24, 50, 86, 89, 94, 98, 102
With prompting from adult, asks questions and seeks new information.	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
Often is willing to participate in new activities or experiences even if they are perceived as challenging.	
Often demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities	
CREATIVITY	
Social-Emotional Learning Competency: Relationship Skills	
Goal 1: Child expresses creativity in thinking and communication. P-ATL12	
Occasionally asks questions related to tasks or activities that indicate thinking about new ways to accomplish the task or activity.	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
With and without prompting from an adult, approaches tasks, activities, and play in ways that show creative problem solving	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, 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
With and without prompting from an adult, uses multiple means of communication to creatively express thoughts, feelings, or ideas	Conscious Discipline® specifically guides children in being successful in their social and emotional communication skills 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 listening, asking questions, and communicating ideas. 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

	<p><i>cooperative play with peers and are encourage to express their thoughts, feelings, and ideas.</i></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>
Goal 2: Child uses imagination in play and interactions with others. P-ATL13	
Engages in social and pretend play.	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, 93, 95, 102 TG5: 24, 37, 50, 63, 69, 76, 89, 93, 95, 98, 102 TG6: 4 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
Often uses imagination with materials to create stories or works of art.	
Often uses objects or materials to represent something else during play, such as using a paper plate or Frisbee as a steering wheel.	
Social-Emotional Development	
SENSES OF IDENTITY AND BELONGING	
Social and Emotional Learning Competency: Self-Awareness	
Goal 1: Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests P-SE9	
Describes self using several different characteristics	TG1: 12, 44, 64 TG2: 65 TG3: 13, 41 TG5: 95 TG8: 71
Demonstrates knowledge of uniqueness of self, such as talents, interests, preferences, language(s) spoken, or culture.	
Begins to demonstrate understanding that smartness, abilities, skills, and talents are developed through effort, hard work, and learning.	TG1: 8, 50, 52 TG6: 73 TG8: 11, 71 TG9: 89
Goal 2: Child expresses confidence in own skills and positive feelings about self. P-SE10	
Shows satisfaction or seeks acknowledgment when completing a task or solving a problem	TG1: 12, 64 TG2: 65 TG3: 13, 41 TG5: 95 TG8: 71
Expresses own ideas or beliefs in group contexts or in interactions with others.	Frog Street Pre-K encourages children to engage in prosocial behavior through interactions in both whole group and small group activities throughout the day. Conscious Discipline® strategies are addressed daily during the UNITE portion of the Greeting Circle as well as the CONNECT portion of the Greeting Circle to provide guidance to children to develop healthy relationships and socially appropriate interactions with their peers.
Uses descriptive words to define self that are acceptable within the child's culture.	
	TG1: 11, 12, 36, 38, 39, 46, 89 TG2: 10, 11, 15, 25, 36, 37, 41,

	50 51, 61, 62, 63, 67, 77, 87, 88, 89, 93, 103 TG3: 10, 15, 22-23, 34, 35, 37, 43, 50-51, 62, 77, 87 89, 103 TG4: 25, 35, 37, 41, 61, 63, 76-77, 102, 103 TG5: 9, 11, 19, 25, 35, 51, 62, 63, 77, 88, 102-103 TG6: 9, 11, 25, 35, 37, 41, 61, 63, 67, 77, 87, 89, 103 TG7: 8, 11, 12, 25, 51, 61, 65, 67, 68-69, 76-77, 88, 93, 103 TG8: 9, 10, 11, 23, 25, 41, 51, 62, 63, 67, 76-77, 87, 103 TG9: 11, 25, 36, 51, 61, 77, 89, 93, 101, 103
Goal 3: Child has a sense of belonging to family, community, and other groups. P-SE11	
Identifies self as being a part of different groups, such as family, community, team, organization, culture, faith, or preschool.	TG1: 12, 13, 38, 64, 89, 90 TG2: 12, 13, 38, 39, 64, 65, 90, 91 TG3: 12, 13, 37, 38, 39, 64, 65, 90, 91 TG4: 12, 13, 38, 64, 65, 90 TG5: 12, 38, 39, 64, 65, 90, 91 TG6: 12, 13, 38, 39, 64, 65, 90, 91 TG7: 13, 39, 65, 91 TG8: 13, 39, 65, 91 TG9: 13, 39, 65, 91
Sometimes relates personal stories about being a part of different groups.	<i>Children are invited to relate personal stories about their families, community groups, etc. as they make real-world connections between stories and real-life experiences.</i> TG1: 16, 18, 20, 42, 43, 44, 68, 69, 70, 72, 94-95, 98 TG2: 16-17, 21, 60, 68-69, 72 TG3: 16-17, 18- 19, 42-43, 45, 63, 68-69, 71, 94-95, 96-97 96-97 TG4: 16-17, 19, 42-43, 44-45, 68-69, 71, 94-95, 96 TG5: 16-17, 42-43, 44-45, 46, 47, 95, 96-97 TG6: 17, 18-19, 42-43, 45, 68-69, 94-95, 96-97 TG7: 19, 42, 45, 68, 70, 73, 94, 96 TG8: 16-17, 43, 44, 68, 71, 94, 97 TG9: 16-17, 18-19, 20, 42- 43, 68-69, 70-71, 72-73, 94-95, 98 Resources: Strategy Card – Read Aloud
Identifies similarities and differences about self across familiar environments and settings.	Cultural Responsiveness reminders are embedded across all content areas of the curriculum. Opportunities to explore family cultures, events, celebrations, and holidays of the local community are encouraged in each theme. <i>The Frog Street Pre-K Welcome Guide encourages teachers to be inclusive and culturally responsive as a habit of mind to all. (pages 94-95)</i> TG1: 44 TG2: 48, 89, 102-103 TG3: 62 TG4: 35, 61 TG5: 90

	TG6: 97 TG8: 70-71 TG9: 10, 89, 90, 93, 100-101
EMOTIONAL FUNCTIONING	
Social and Emotional Learning Competency: Self-Awareness and Social Awareness	
Goal 1: Child expresses a broad range of emotions and recognizes these emotions in self and others. P-SE6	
Recognizes and labels basic emotions in books, photographs, or other media images.	TG1: 12, 13, 86, 89, 90, 91, 93, 94, 95, 97 TG2: 13, 16, 39, 65, 68, 71, 90, 91 TG3: 13, 21, 34, 39, 42, 43, 46, 50-51, 65, 91 TG4: 13, 39, 65, 90, 91 TG5: 13, 39, 65, 70, 91, 95 TG6: 13, 39, 65, 90, 91, 96 TG7: 13, 39, 65, 91 TG8: 13, 39, 65, 91 TG9: 12, 13, 39, 65, 91, 95 Welcome Guide: 47, 48 Resources: Photo Cards
Uses at least 3–5 words or gestures to describe own feelings, such as happy, sad, mad, or surprised.	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
Uses at least 3–5 words or gestures to describe the feelings of adults or other children.	Welcome Guide: 46 Resources: Conscious Discipline® Manual
Social and Emotional Learning Competency: Social Awareness	
Goal 2: Child expresses care and concern toward others. P-SE7	
Sometimes makes empathetic statements or gestures to adults or other children.	<i>Recognizing and respecting the feelings, needs, and rights of others is addressed daily during the CONNECT portion of the Greeting Circle (pages 13, 39, 65, 91 in each Teacher's Guide).</i> 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
Offers support to adults or other children who are distressed	
Social and Emotional Learning Competency: Self-Management	
Goal 3: Child manages emotions with increasing independence. P-SE8	
Expresses feelings in ways that are appropriate to the situation	TG1: 86, 89, 94-95 TG2: 13, 39, 65, 91 TG3: 13, 39, 65, 91

according to their life experience and cultural beliefs	<p>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</p> <p>Welcome Guide: 46</p> <p>Resources: Conscious Discipline® Manual</p>
Looks for adult assistance when feelings are most intense.	<p>TG1: 26, 27, 28, 41, 45 TG2: 22, 28, 34, 40, 46, 64, 94 TG3: 112, 118 TG4: 34, 42, 107, 108 TG5: 28, 58, 100 TG6: 31, 34, 45 TG7: 94, 118, 142, 154 TG8: 63, 141, 148 TG9: 28, 46, 131, 144, 145</p>
With adult support, uses a variety of coping strategies to manage emotions, such as using words or taking a deep breath.	
RELATIONSHIPS WITH A TRUSTED ADULT	
Social and Emotional Learning Competency: Relationship Skills	
Goal 1: Child engages in and maintains positive relationships and interactions with a trusted adult. P-SE1	
Interacts with trusted adults.	<p><i>Conscious Discipline® specifically guides children in being successful in their social and emotional endeavors with trusted adults during each day. The CALM portion of the Greeting Circle focuses on developing positive relationships daily.</i></p> <p>TG1: 39, 78, 91, 97 TG2: 10, 11, 25, 37, 50-51 62, 63, 77, 87, 89, 102-103 TG3: 10, 37, 51, 61, 77, 103 TG4: 25, 35, 37, 61, 77, 103 TG5: 25, 51, 62, 65, 77, 102-103 TG6: 25, 63, 77, 89, 103 TG7: 25, 39, 50-51, 77, 103 TG8: 25, 51, 103 TG9: 25, 36, 39, 51, 77, 89, 95, 103</p>
Sometimes engages in positive interactions with less familiar adults, such as volunteers.	
Shows affection and preference for trusted adults who interact with them on a regular basis.	
Usually seeks help from adults when needed.	<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, 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</p>
Goal 2: Child engages in prosocial and cooperative behavior with trusted adult. P-SE2	
Engages in prosocial behaviors with adults, such as using respectful language or greetings.	<p><i>Conscious Discipline® specifically guides children in being successful in their social and emotional endeavors with trusted adults during each day. The CALM portion of the Greeting Circle focuses on developing positive relationships daily.</i></p> <p>TG1: 39, 78, 91, 97 TG2: 10, 11, 25, 37, 50-51 62, 63, 77, 87, 89, 102-103 TG3: 10, 37, 51, 61, 77, 103 TG4: 25, 35, 37, 61,</p>
Attends to an adult when asked.	

	77, 103 TG5: 25, 51, 62, 65, 77, 102-103 TG6: 25, 63, 77, 89, 103 TG7: 25, 39, 50-51, 77, 103 TG8: 25, 51, 103 TG9: 25, 36, 39, 51, 77, 89, 95, 103
Often follows adult guidelines and expectations for behavior.	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
Often asks or waits for adult permission before doing something when they are unsure.	
RELATIONSHIPS WITH OTHER CHILDREN	
Social and Emotional Learning Competency: Relationship Skills	
Goal 1: Child engages in and maintains positive interactions and relationships with other children. P-SE3	
Engages in and maintains positive interactions with other children at times.	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. 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
Uses a variety of skills for entering social situations with other children, such as suggesting something to do together, joining an existing activity, or sharing a toy.	
Often takes turns in conversations and interactions with other children.	
Develops at least one friendship with another child	
Goal 2: Child engages in cooperative play with other children. P-SE4	
Engages in joint play, such as using coordinated goals, planning, roles, and games with rules, with at least one other child at a time.	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, 76-77, 87, 103 TG9: 11, 25, 36, 51, 61, 77, 89, 93, 101, 103
Shows a willingness to include others’ ideas during interactions and play.	TG1: 11, 12, 36, 38, 39, 46, 89 TG2: 10, 11, 15, 25, 36, 37, 41, 50-51, 61, 62, 63, 67, 77, 87, 88, 89, 93, 103 TG3: 10, 15, 22-23, 34, 35, 37, 43, 50-51, 62, 77, 87 89, 103 TG4: 25, 35, 37, 41, 61, 63, 76-77, 102, 103 TG5: 9, 11, 19, 25, 35, 51, 62, 63,

	77, 88, 102-103 TG6: 9, 11, 25, 35, 37, 41, 61, 63, 67, 77, 87, 89, 103 TG7: 8, 11, 12, 25, 51, 61, 65, 67, 68-69, 76-77, 88, 93, 103 TG8: 9, 10, 11, 23, 25, 41, 51, 62, 63, 67, 76-77, 87, 103 TG9: 11, 25, 36, 51, 61, 77, 89, 93, 101, 103
Demonstrates enjoyment of play with other children, such as through verbal exchanges, smiles, and laughter.	Conscious Discipline® specifically guides children in being successful in their social and emotional communication skills 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 listening, asking questions, and communicating ideas. 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 and are encouraged to express their thoughts, feelings, and ideas. 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
Engages in reflection and conversation about past play experiences.	TG1: 16, 17, 19, 24, 26, 44, 99 TG2: 17, 45, 96, 97 TG3: 11, 17, 21, 38 TG5: 11, 17 TG6: 69, 96, 102 TG9: 22, 23, 90
Goal 3: Child uses basic problem-solving skills to resolve conflicts with other children. P-SE5	
Often recognizes and describes basic social problems in books or pictures, such as both children wanting the same toy, and during interactions with other children, such as "Why do you think your friend might be sad?"	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, 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, 26, 42, 44, 52, 68, 70, 78, 94, 96, 97, 104 TG9: 16, 17, 18, 22, 26, 42, 44, 52, 68, 70, 78, 94, 96, 104 Resources: Strategy Card - Vocabulary
Uses basic strategies for dealing with common conflicts, such as sharing, taking turns, and compromising some of the time.	Conscious Discipline® strategies are addressed daily during the UNITE portion of the Greeting Circle (pages 12, 38, 64, 90)

	<p><i>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 to develop problem-solving strategies and interactions with peers and adults.</i></p> <p>TG1: 24, 91, 95 TG2: 11, 99 TG3: 43, 75 TG4: 43 TG9: 95, 102-103</p> <p>Conscious Discipline® Manual: 113-115</p> <p>Welcome Guide: 46</p>
Often expresses feelings, needs, and opinions in conflict situations.	<p>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</p> <p>Welcome Guide: 46</p> <p>Resources: Conscious Discipline® Manual</p>
Often seeks adult help when needed to resolve conflicts.	<p><i>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 to develop problem-solving strategies and interactions with peers and adults.</i></p> <p>TG1: 24, 91, 95 TG2: 11, 99 TG3: 43, 75 TG4: 43 TG9: 95, 102-103</p> <p>Conscious Discipline® Manual: 113-115</p> <p>Welcome Guide: 46</p>
Language and Communication	
ATTENDING AND UNDERSTANDING	
Goal 1: Child attends to communication and language from others. P-LC1	
Uses verbal and nonverbal signals to acknowledge the comments or questions of others.	<p>TG1: 22, 23, 24, 25, 26, 28, 29, 30, 35, 36, 37, 41, 42, 43, 44, 45, 48, 49, 59, 60, 61, 62, 63, 64, 65, 69, 70, 71, 72, 73, 76, 77,</p>

Shows ongoing connection to a conversation, group discussion, or presentation.	78, 79, 82, 84, 85, 96, 97, 98, 99, 102, 107, 108, 109, 111, 113, 118, 132, 137, 143, 144, 152, 155, 159 TG2: 22, 23, 24, 25, 28, 31, 34, 36, 37, 40, 41, 46, 58, 66, 72, 76, 77, 78, 83, 87, 94, 102, 107, 109, 113, 115, 130, 131, 135, 136, 137, 141, 143, 144, 149, 150, 155 TG3: 29, 33, 39, 68, 71, 72, 87, 111, 115, 120, 130, 137, 138, 142, 143, 149 TG4: 24, 29, 35, 41, 46, 65, 81, 95, 96, 101, 108, 119, 123, 130, 150, 157 TG5: 23, 33, 34, 35, 39, 42, 48, 67, 71, 75, 97, 99, 109, 114, 121, 131, 132, 133, 140, 141, 145, 148, 150, 155 TG6: 30, 31, 33, 39, 48, 58, 60, 63, 68, 69, 82, 84, 99, 100, 101, 107, 112, 117, 137, 141, 149, 153, 154 TG7: 25, 36, 46, 47, 51, 61, 64, 69, 71, 72, 74, 75, 83, 85, 87, 94, 95, 101, 102, 107, 110, 113, 118, 121, 132, 133, 135, 137, 138, 141, 142, 143, 144, 146, 147, 148, 150, 152, 154, 156 TG8: 22, 30, 36, 37, 39, 42, 43, 48, 65, 72, 75, 77, 78, 81, 82, 83, 85, 95, 97, 101, 103, 105, 107, 108, 111, 113, 114, 118, 120, 137, 138, 141, 143, 144, 145, 150, 153, 156, 158 TG9: 23, 24, 25, 29, 30, 32, 33, 35, 36, 39, 40, 45, 47, 51, 58, 59, 64, 65, 69, 71, 72, 74, 75, 77, 78, 83, 87, 95, 96, 98, 99, 100, 101, 102, 103, 105, 108, 113, 114, 118, 130, 135, 136, 142, 143, 148, 149, 153, 154, 155, 156
Goal 2: Child understands and responds to increasingly complex communication and language from others. P-LC2	
Shows an ability to recall (in order) multiple step directions.	TG1: 12, 24, 40, 46, 66, 72, 92, 98 TG2: 14, 15, 36, 40, 62, 66, 67, 99 TG3: 15, 19, 25, 37, 47, 47, 74, 94 TG4: 9,16, 37, 46, 67, 76, 88 TG5: 72 TG6: 11, 20, 35, 38, 61, 63, 72, 75 TG7: 63 TG8: 9, 21, 46, 61, 72, 98 TG9: 72
Demonstrates understanding of a variety of question types, such as “Yes/No?” or “Who/ What/When/ Where?” or “How/ Why?”	<i>Two daily Read-Aloud lessons engage children in dialogue for asking and answering questions related to literature and information text. Daily Math lessons and weekly STEAM lessons also provide opportunities for children to react appropriately to information.</i> TG2: 73 TG3: 46, 60, 72 TG4: 60, 72 TG5: 16-17, 72, 73, 98 TG6: 34, 47, 63, 70-71, 73, 98, 99, 100-101 TG7: 9, 20-21, 46, 72, 89, 99 TG8: 20-21, 72-73 TG9: 46-47, 72
Shows understanding of a variety of sentence types, such as multiclause, cause effect, sequential order, or if-then.	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
Shows an understanding of talk related to the past or future.	TG1: 17, 19, 26 TG3: 11 TG5: 11, 17 TG6: 69 TG9: 22
Shows understanding, such as nodding or gestures, in response to the content of books read aloud, stories that are told, or lengthy explanations on a given topic.	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 Resources: Strategy Card - Vocabulary
Children who are dual language learners may demonstrate more complex communication and language in their home language than in English	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 Resources: Strategy Card - Vocabulary
COMMUNICATING AND SPEAKING	
Goal 1: Child varies the amount of information provided to meet the demands of the situation. P-LC3	
Usually provides sufficient detail in order to get needs met, such as explaining a point of difficulty in a task or sharing a request from home with the teacher.	TG1: 13, 18, 52, 62, 64, 103 TG2: 16, 18, 26, 42, 47, 52, 78, 104 TG3: 26, 47, 52, 71, 78, 97, 104 TG4: 18, 19, 26, 44, 45, 52, 60, 70, 78, 96, 104 TG5: 14, 16, 26, 40, 45, 52, 66, 70, 78, 92, 104 TG6: 26, 47, 52, 73, 78, 89, 99, 104 TG7: 14, 26, 42, 43, 52, 69, 78, 104 TG8: 26, 52, 78, 104 TG9: 14, 16, 17, 26, 43, 52, 66, 68, 69, 78, 92, 94, 95, 104
Uses language, spoken or sign, to clarify a word or statement when misunderstood	
Children who are dual language learners may switch between their languages.	Read Aloud Lessons offer point of use support for Dual/English Language Learners to engage in various forms of communication. TG1: 12, 39 TG2: 64 Welcome Guide: 25, 58
Goal 2: Child understands, follows, and uses appropriate social and conversational rules. P-LC4	
Maintains multi-turn conversations with adults, other children, and within larger groups by responding in increasingly sophisticated ways, such as asking related questions or expressing agreement.	<i>Two daily Read-Aloud lessons engage children in asking and responding to dialogue exchanges. Practice Center activities encourage children to participate in conversations with peers and adults.</i> 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
With increasing independence, matches the tone and volume of expression to the content and social situation, such as by using a whisper to tell a secret.	<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> TG1: 24, 43 TG4: 89 TG5: 72, 88, 98 TG7: 42, 43, 68, 69, 94, 95 TG8: 17 TG9: 94
Goal 3: Child expresses self in increasingly long, detailed, and sophisticated ways. P-LC5	
Communicates clearly enough to be understood by a trusted adult across a range of situations. Pronunciation errors and grammatical errors are isolated and infrequent.	TG1: 40, 52 TG6: 72
Shows proficiency with prepositions, regular/ irregular past tense, possessives, and noun-verb agreement.	TG1: 47 TG2: 21 TG4: 21, 99 TG5: 47, 73 TG6: 21, 47, 99 TG7: 47, 73, 99
Typically uses complete sentences of more than 5 words with complex structures, such as sentences involving sequence and causal relations.	TG4: 88 TG6: 21, 73 TG7: 99 TG8: 47
Can produce and organize multiple sentences on a topic, such as giving directions or telling a story, including information about the past or present or things not physically present, and can answer a variety of question types	TG1: 40, 52 TG5: 73 TG6: 43, 71 TG7: 99
VOCABULARY	
Goal 1: Child understands and uses a wide variety of words for a variety of purposes. P-LC6	
Demonstrates the use of multiple (2–3) new words or signs a day during play and other activities.	TG1: 13, 19, 46, 48, 69, 72, 96, 98 TG2: 16, 20, 73, 99 TG3: 17, 44, 70, 73, 96 TG4: 72, 98 TG5: 72, 98 TG6: 46, 69, 72, 98 TG7: 14, 20, 72, 73 TG8: 42, 98 TG9: 10, 17, 20, 26, 52, 64 Resources: Vocabulary Cards, Photo Cards
Shows recognition of and/or familiarity with key domain-specific	TG1: 28, 38, 39, 40, 42, 43, 48, 49, 51, 62, 69, 75, 83, 95, 108,

words heard during reading or discussions.	109, 117, 119, 144, 145, 147, 152 TG2: 22, 23, 24, 25, 31, 65, 66, 71, 83, 94, 95, 99, 102, 109, 111, 113, 117, 120, 136, 137, 138, 144, 155 TG3: 94, 118, 120, 148, 156, 159 TG4: 23, 26, 27, 35, 65, 117 TG5: 35, 63, 66, 69, 72, 115, 123, 131, 151 TG6: 33, 63, 69, 83, 99, 103, 105, 120, 133, 139, 145, 153 TG7: 35, 36, 60, 61, 63, 65, 67, 70, 73, 75, 77, 81, 85, 95, 99, 102, 112, 118, 136, 142, 156 TG8: 61, 108, 113, 115, 120, 138, 155, 157, 158
With multiple exposures, uses new domain-specific vocabulary during activities, such as using the word “cocoon” when learning about the lifecycle of caterpillars or “cylinder” when learning about 3D shapes.	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
With support, forms guesses about the meaning of new words from context clues.	TG1: 47 TG2: 15, 67 TG3: 15 TG5: 47, 73, 99 TG7: 99 TG8: 47, 99 TG9: 21, 47, 99
Goal 2: Child shows understanding of word categories and relationships among words. P-LC7	
Categorizes words or objects, such as sorting a hard hat, machines, and tools into the construction group, or giving many examples of farm animals.	TG1: 23, 29, 33, 44, 47, 56, 59, 60, 63, 81, 101, 102, 104, 108, 109, 110, 111, 113, 114, 115, 119, 120, 122, 155 TG2: 20, 24, 33, 36, 59, 63, 71, 72, 77, 82, 84, 102, 107, 108, 123, 138, 147, 152, 153, 156, 159 TG3: 30, 35, 36, 59, 71, 75, 77, 83, 86, 87, 123, 138, 147 TG4: 21, 27, 47, 48, 59, 60, 61, 69, 73, 75, 99, 111, 131, 155 TG5: 23, 24, 35, 47, 59, 60, 65, 72, 75, 77, 78, 83, 87, 95, 99, 101, 107, 108, 113, 114, 131, 135, 139, 141, 144, 145, 147, 149, 153, 155 TG6: 30, 47, 59, 65, 71, 72, 74, 76, 77, 83, 84, 96, 101, 107, 111, 113, 119, 131, 132, 138, 143 TG7: 35, 42, 47, 48, 59, 71, 72, 77, 83, 95, 96, 101, 107, 108, 113, 114, 119, 151, 155 TG8: 23, 24, 27, 29, 30, 35, 41, 42, 48, 63, 66, 71, 72, 73, 75, 77, 78, 83, 84, 87, 96, 102, 103, 107, 108, 114, 119, 120, 131, 132, 137, 139, 143, 149, 155 TG9: 21, 23, 30, 31, 36, 41, 49, 56, 60, 71, 72, 78, 84, 97, 99, 102, 105, 107, 108, 109, 114, 118, 120, 123, 128, 132, 137, 150, 159
	Welcome Guide: 26
Discusses new words in relation to known words and word categories, such as “It fell to the bottom when it sank” or “When you hop it’s like jumping on one leg” or “The bear and fox are both wild animals.”	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,

Identifies shared characteristics among people, places, things, or actions, such as identifying that both cats and dogs are furry and have four legs.	18, 26, 42, 43, 44, 52, 68, 70, 78, 94, 96, 98, 104 TG6: 16, 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, 26, 42, 44, 52, 68, 70, 78, 94, 96, 97, 104 TG9: 16, 17, 18, 22, 26, 42, 44, 52, 68, 70, 78, 94, 96, 104
Identifies key common antonyms, such as black/white or up/down. Identifies 1–2 synonyms for very familiar words, such as glad or happy.	<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
Shows an ability to distinguish similar words, such as “I don’t like it, I love it!” or “It’s more than tall, it’s gigantic” or “It’s so cold, it’s freezing.”	
Literacy	
PHONOLOGICAL AWARENESS	
Goal 1: Child demonstrates awareness that spoken language is composed of smaller segments of sound. P-Lit1	
Provides one or more words that rhyme with a given word, such as “What rhymes with log?”	TG3: 95 TG4: 14, 20, 40, 46, 66, 72, 92, 98 TG5: 98 TG6: 17, 43, 72 TG8: 71, 92 TG9: 14, 20, 97 Resources: Strategy Card – Rhyming Words
Produces the beginning sound in a spoken word, such as “Dog begins with /d/.”	TG6: 14, 20, 40, 46, 66, 92, 98 TG7: 14, 20 TG9: 40, 46
With adult support, provides a word that fits with a group of words that have the same beginning sound, such as “Sock, Sara, and song all start with the /s/ sound. What else starts with the /s/ sound?”	TG5: 14, 20, 40, 46, 66, 72, 92, 98 TG9: 92, 96, 98, 104
PRINT AND ALPHABET KNOWLEDGE	
Goal 1: Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print). P-Lit2	
Understands that print is organized differently for different purposes, such as a note, list, or storybook.	<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> TG1: 26, 43, 62, 96, 103 TG2: 26, 52, 78, 104 TG3: 26, 52, 78,

	97, 104
Understands that written words are made up of a group of individual letters.	TG1: 66, 92 TG2: 14, 40, 66, 92 TG3: 14, 40, 66, 92 TG4: 14, 40, 66, 92 TG5: 14, 40, 66, 92 TG6: 14, 40, 66, 92 TG7: 92 TG8: 14, 20, 40, 66, 92 TG9: 14, 40
Begins to point to one-syllable words while reading simple, memorized texts.	TG1: 9, 21, 40, 43, 61, 87 TG2: 8, 21, 34, 40 TG3: 14, 40, 66, 73, 92 TG5: 14 TG6: 14, 34, 40, 98 TG7: 20, 40, 47, 86 TG8: 21 TG9: 66, 99
Identifies book parts and features, such as the front, back, title, and author.	TG1: 23, 35, 95, 101, 113 TG2: 29, 41, 47, 59, 65, 71, 95, 101, 107, 119, 131, 143, 159 TG3: 23, 41, 47, 59, 65, 77, 95, 101, 113, 119, 149, 155, 156 TG4: 23, 29, 41, 47, 59, 65, 101, 107, 159 TG5: 41, 77, 95, 101, 108, 113, 131 TG6: 23, 29, 35, 71, 77, 83, 95, 96, 119, 131, 137, 143, 149 TG7: 23, 35, 41, 47, 131, 137 TG8: 23, 41, 59, 64, 71, 95, 101, 107, 131, 149, 155 TG9: 23, 29, 35, 41, 101, 113, 137, 144
Goal 2: Child identifies letters of the alphabet and produces correct sounds associated with letters. P-Lit3	
Names 18 uppercase and 15 lowercase letters.	TG1: 14, 21, 47, 61, 66, 73, 92, 99 TG2: 9, 14, 21, 35, 40, 47, 66, 73, 99 TG3: 14, 21, 40, 47, 66, 73, 92, 99 TG4: 8, 14, 21, 40, 47, 66, 73, 92, 99 TG5: 14, 21, 40, 47, 60, 66, 92 TG6: 14, 21, 40, 47, 66, 73, 92, 99 TG7: 14, 20, 21, 40, 47, 66, 73, 86, 92, 99 TG8: 8, 14, 21, 40, 47, 66, 73, 92, 99 TG9: 8, 14, 21, 40, 47, 66, 73, 86, 92
Knows the sounds associated with several letters.	TG4: 14, 21, 40, 47, 66, 73, 92, 99 TG5: 14, 21, 40, 47, 66, 73, 92, 99 TG6: 20, 46, 98 TG7: 17, 20 TG8: 21, 47, 73 TG9: 21, 40, 46, 47, 66, 92
COMPREHENSION AND TEXT STRUCTURE	
Goal 1: Child demonstrates an understanding of narrative structure through storytelling/re-telling. P-Lit4	
Retells or acts out a story that was read, putting events in the appropriate sequence, and demonstrating more sophisticated understanding of how events relate, such as cause-and-effect relationships.	TG1: 97 TG2: 18, 43, 71 TG3: 45, 71, 99 TG4: 17, 41, 43, 44, 61, 69 TG5: 11, 68 TG7: 9, 21 TG8: 36, 62 TG9: 95
Tells fictional or personal stories using a sequence of at least 2–3 connected events.	TG1: 40, 45, 52, 71 TG5: 73 TG6: 43, 71 TG7: 47, 99 TG8: 51, 73, 86 TG9: 94, 99
Identifies characters and main events in books and stories.	TG1: 18, 21, 43, 44, 70, 71, 96, 97 TG2: 18, 19, 42, 43, 44, 46, 70, 71, 94, 95, 96 TG3: 18, 19, 42, 45, 70, 71, 94, 95, 96, 97, 99 TG4: 16, 17, 19, 21, 41, 42, 43, 44, 45, 61, 68, 69, 72 TG5: 11, 17, 18, 42, 68, 69, 70, 71, 94, 95 TG6: 18, 19, 42, 68, 69, 94,

	95, 96 TG7: 9, 17, 21, 42, 45, 96 TG8: 36, 62, 71 TG9: 16, 18, 95, 96
Goal 2: Child asks and answers questions about a book that was read aloud. P-Lit5	
Answers questions about details of a story with increasingly specific information, such as when asked “Who was Mary?” responds “She was the girl who was riding the horse and then got hurt.”	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
Answers increasingly complex questions that require making predictions based on multiple pieces of information from the story, understanding characters’ feelings or intentions, or explaining why something happened in the story.	TG1: 16, 21, 43, 44, 70, 96, 97 TG2: 18, 42, 44, 46, 70, 71, 94, 95, 96 TG3: 18, 42, 70, 71, 94, 96 TG4: 16, 17, 42, 44, 68, 72 TG5: 17, 18, 42, 68, 70, 94 TG6: 18, 68, 69, 94 TG7: 17, 42, 96 TG8: 71 TG9: 18
Provides a summary of a story, highlighting a number of the key ideas in the story and how they relate.	TG1: 18, 21, 43, 44, 70, 71, 96, 97 TG2: 18, 19, 42, 43, 44, 46, 70, 71, 94, 95, 96 TG3: 18, 19, 42, 45, 70, 71, 94, 95, 96, 97, 99 TG4: 16, 17, 19, 21, 41, 42, 43, 44, 45, 61, 68, 69, 72 TG5: 11, 17, 18, 42, 68, 69, 70, 71, 94, 95 TG6: 18, 19, 42, 68, 69, 94, 95, 96 TG7: 9, 17, 21, 42, 45, 96 TG8: 36, 62, 71 TG9: 16, 18, 95, 96
WRITING	
Goal 1: Child writes for a variety of purposes using increasingly sophisticated marks. P-Lit6	
With minimal adult prompting, holds a writing tool with a three-finger grasp.	TG1: 8, 9, 34, 37, 63, 77, 87 TG2: 9, 11, 64, 89 TG3: 9, 35, 37, 61, 62, 63 TG4: 22, 35, 36, 63, 87, 89 TG5: 9, 35, 36, 37, 61, 89 TG6: 21, 35, 47, 61, 66, 87, 92 TG7: 11, 35, 61, 62, 63, 87, 88 TG8: 9, 61, 87 TG9: 9, 35, 61, 87
Able to copy more sophisticated figures, such as squares, crossed lines, and triangles	
Creates a variety of written products that may or may not phonetically relate to intended messages.	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
Shows an interest in copying simple words posted in the	TG2: 47, 86, 99 TG3: 60, 73, 99 TG4: 21, 34, 47, 86, 99 TG5: 8,

environment.	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
Attempts to independently write some words using invented spelling, such as K for kite.	TG6: 47 TG8: 60 TG9: 60
Writes first name correctly or close to correctly.	<i>Children are encouraged to write their names using multisensory materials in Writer's Corner, Shared Writing, journals, and Creativity Station.</i> TG1: 21, 34, 60, 73 TG2: 8, 21, 34, 46, 47 TG3: 21, 47, 86 TG5: 86, 99 TG6: 60, 86, 99 TG7: 34, 47 TG8: 99 TG9: 21, 73 Welcome Guide: 55 Resources: Strategy Card – Expressive Writing
Writes (draws, illustrates) for a variety of purposes and demonstrates evidence of many aspects of print, such as creating a book that moves left to right.	TG1: 8, 21, 34, 60, 86 TG2: 8, 21, 34, 46, 47, 73, 86 TG3: 8, 21, 34, 47, 60, 86 TG4: 21, 47, 60, 73, 86, 99 TG5: 8, 21, 34, 47, 73, 86, 99 TG6: 21, 38, 47, 73, 86, 99 TG7: 8, 21, 34, 47, 60, 73, 99 TG8: 21, 34, 47, 60, 73, 86, 99 TG9: 21, 34, 47, 60, 73, 99
Mathematics	
COUNTING AND CARDINALITY	
Goal 1: Child knows number names and the count sequence. P-Math1	
Counts verbally or signs to at least 20 by ones.	TG5: 101 TG6: 10, 22, 23, 36, 49 TG9: 23
Goal 2: Child recognizes the number of objects in a small set. P-Math2	
Instantly recognizes, without counting, small quantities of up to five objects and says or signs the number	TG2: 36, 48, 49, 62, 101 TG3: 48 TG4: 101 TG5: 101 TG6: 49, 74, 75 TG7: 75 TG8: 75 TG9: 75, 88
Goal 3: Child understands the relationship between numbers and quantities. P-Math3	
When counting objects, says or signs the number names in order, pairing one number word that corresponds with one object, up to at least 10.	TG1: 18, 19, 22, 23, 62, 92 TG2: 14, 16, 40, 48, 62, 74, 75, 78, 88, 101 TG3: 9, 36, 37, 48, 74 TG4: 50 TG5: 102 TG7: 102 TG8: 62, 65, 100, 102 TG9: 10, 101
Counts and answers “How many?” questions for approximately 10 objects.	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
Accurately counts as many as five objects in a scattered configuration.	TG2: 75, 101 TG5: 101 TG8: 74, 75 TG9: 48, 74, Resources: Strategy Card – Counting

Understands that each successive number name refers to a quantity that is one larger. For example, knows that six is larger than five.	TG1: 73 TG3: 10, 36, 48, 49 TG5: 36, 48, 49, 88, 100, 101 TG6: 75, 101 TG7: 23, 49, 50, 62, 74 TG8: 23, 48, 49, 62, 88, 101 TG9: 100
Understands that the last number said represents the number of objects in a set	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
Goal 4: Child compares numbers. P-Math4	
Identifies whether the number of objects in one group is more than, less than, or the same as objects in another group for up to at least five objects.	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
Identifies and uses numbers related to order or position from 1–10.	TG3: 10, 22, 23 TG4: 104 TG5: 17 TG6: 21, 48, 49 TG7: 41
Goal 5: Child associates a quantity with written numerals and begins to write numbers. P-Math5	
Associates a number of objects with a written numeral 0–5.	TG3: 22, 49 TG6: 8, 10 TG9: 87, 101
Recognizes and, with support, writes some numerals up to 10.	TG3: 10, 22, 23, 36, 49, 88 TG6: 8, 10, 22, 75 TG8: 23, 49, 76 TG9: 23, 87, 101
OPERATIONS AND ALGEBRAIC THINKING	
Goal 1: Child understands addition as adding to and understands subtraction as taking away from. P-Math6	
Represents addition and subtraction in different ways, such as with fingers, objects, and drawings.	TG1: 22 TG7: 10, 22, 23, 36, 48, 49, 50, 62, 74, 75, 100, 101 TG8: 10, 22, 23, 36, 48, 64 TG9: 62, 74, 75, 88
Solves addition and subtraction word problems. For example, when told “You have two carrots and your friend gives you two more. How many do you have now?” Adds and subtracts up to five to or from a given number.	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 Resources: Strategy Card – Number Operations
With adult assistance, begins to use counting on from the larger number for addition. For example, when adding a group of three and a group of two, counts “One, two, three ...” and then counts on “four, five!” (keeping track with fingers). When counting back for subtraction such as taking away three from five, counts, “Five, four, three ... two!” (keeping track with fingers)	TG3: 10, 22, 23 TG6: 48-49 TG7: 22-23, 36, 74-75 TG8: 10, 22-23, 48-49, 76-77 Resources: Strategy Card - Number Operations
Goal 2: Child understands simple patterns. P-Math7	
Fills in missing elements of simple patterns. Duplicates simple patterns in a different location than demonstrated, such as making the same alternating color pattern with blocks at a table that was demonstrated on the rug. Extends patterns, such as	TG1: 23, 72 TG2: 87, 103 TG3: 88, 100, 101 TG4: 10 TG5: 50 TG6: 22, 23, 36, 48, 49, 62 TG8: 22, 23, 36, 49 TG9: 36, 48, 49, 62 TG5: 50

making an eight block tower of the same pattern that was demonstrated with four blocks.	Resources: Strategy Card - Patterning
Identifies the core unit of sequentially repeating patterns, such as color in a sequence of alternating red and blue blocks.	TG1: 72 TG2: 87 TG3: 88, 100, 101 TG4: 10 TG5: 50 TG6: 22, 23, 36, 48, 49, 62 TG8: 22, 23, 36, 49 TG9: 36, 48, 49, 62
MEASUREMENT AND DATA	
Goal 1: Child measures objects by their various attributes using standard and non-standard measurement and uses differences in attributes to make comparisons. P-Math9	
Measures using the same unit, such as putting together snap cubes to see how tall a book is.	Describes, compares and measures lengths and heights: TG2: 10, 11, 22, 23, 24, 48, 76, 101 TG4: 62, 74, 75, 88 TG5: 24, 36, 48, 49, 76 TG6: 24, 45, 50, 76 TG7: 24, 37, 76, 87 TG8: 24, 101 TG9: 19, 22, 50, 102 Describes, compares and measures volumes: TG4: 63, 87 TG5: 35 TG6: 95 TG7: 76 TG8: 16, 88, 89, 100, 101, 104 TG9: 11, 36 Describes, compares and measures weight: TG4: 63 TG8: 101 TG9: 11 Resources: Strategy Card – Measurement
Compares or orders up to five objects based on their measurable attributes, such as height or weight.	
Uses comparative language, such as shortest, heavier, or biggest.	TG1: 17, 23, 62, 74, 75, 88, 89, 100 TG2: 9, 22 TG3: 61, 62, 69, 74, 75 TG4: 10, 11, 23, 49, 61, 63, 74, 100, 101 TG7: 36 TG8: 63, 101 TG9: 11, 49
GEOMETRY AND SPATIAL SENSE	
Goal 1: Child identifies, describes, compares, and composes shapes. P-Math11	
Names and describes shapes in terms of length of sides, number of sides, and number of angles.	TG1: 101 TG2: 92 TG3: 75, 76 TG4: 10, 22, 23, 36, 48, 49, 101 TG5: 10, 15, 22, 23, 51, 62, 74, 75 TG7: 61 TG8: 37 TG9: 100
Correctly names basic shapes regardless of size and orientation.	
Analyzes, compares, and sorts two- and three-dimensional shapes and objects in different sizes. Describes their similarities, differences, and other attributes, such as size and shape.	TG1: 9, 21, 37, 40, 47, 61, 66, 73, 76, 92, 99, 100 TG2: 21, 66, 92 TG3: 21, 47, 99 TG4: 22, 23, 36, 48, 49, 101 TG5: 22, 23 TG8: 37 TG9: 100
Creates and builds shapes from components.	TG1: 23, 37, 99 TG2: 11 TG4: 10, 22, 23, 49 TG5: 9, 10, 22, 23, 62, 74, 75, 101 TG6: 77 TG8: 74 TG9: 88, 100

	Resources: Strategy Card - Geometry
Goal 2: Child explores the positions of objects in space. P-Math12	
Understands and uses language related to directionality, order, and the position of objects, including up/down, and front/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
Correctly follows directions involving their own position in space, such as “Stand up” and “Move forward.”	TG1: 36, 48, 48, 49 TG2: 23, 37 TG3: 22, 23 TG4: 74, 75 TG5: 75 TG6: 48, 62, 74, 75 TG9: 49, 75