

# Rhode Island Early Learning and Development Standards Correlation to Frog Street Pre-K



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Rhode Island Early Learning and Development Standards	Frog Street Pre-K Teacher Guide Page References
<b>PHYSICAL HEALTH AND MOTOR DEVELOPMENT</b>	
<b>Component 1: Health and Safety Practices</b>	
<b>Learning Goal 1.a: Children engage in structured and unstructured physical activity.</b>	
Increase their amount of play and activity, using more muscles and for longer periods of time (i.e., at least 60 minutes total each day)	<b>TGI:</b> 35, 61, 93 <b>TGI:</b> 27, 63, 88 <b>TG3:</b> 11, 63, 64, 87, 88, 89, 90, 91, 93, 97, 100, 104 <b>TG4:</b> 10, 37, 63, 75, 90 <b>TG5:</b> 41, 62, 67, 69, 87 <b>TG6:</b> 9, 11, 38, 89 <b>TG7:</b> 35, 37, 39, 46, 63, 67, 89 <b>TG8:</b> <b>TG9:</b> 11, 61, 62, 88, 89
<b>Learning Goal 1.b: Children become increasingly able to identify unsafe situations and gradually learn strategies for responding to them.</b>	
Follow safety rules with adult assistance	<b>TGI:</b> 39, 44, 49, 69, 89 <b>TGI:</b> 11 <b>TG3:</b> 11, 17, 19, 23, 39 <b>TG6:</b> 18-19 <b>TG7:</b> 11, 89, 95, 97 <b>TG9:</b> 36, 41, 42, 50-51, 63, 88
Recognize symbols or signs for danger (e.g., poison labels) and avoid those objects or areas	
Follow emergency routines after adult instruction	
Understand the consequences of not following rules related to safety	
<b>Learning Goal 1.c: Children develop self-help skills.</b>	
Help in preparing snacks and meals	<b>TG3:</b> 68, 69 <b>TG6:</b> 97 <b>TG7:</b> 19, 63, 71 <b>TG8:</b> 19
Demonstrate independence in personal selfcare skills (e.g., washing hands, brushing teeth)	<b>TGI:</b> 44, 69 <b>TG3:</b> 11, 12, 17
Dress or undress	<b>TGI:</b> 8, 9, 34, 35, 37, 63, 77, 87 <b>TGI:</b> 9, 11, 64, 89 <b>TG3:</b> 9, 35, 37, 61, 62, 63 <b>TG4:</b> 22, 35, 36, 63, 87, 89 <b>TG5:</b> 9, 36, 37, 61, 89 <b>TG6:</b> 21, 35, 61, 66, 87, 92 <b>TG7:</b> 11, 35, 61, 62, 63, 87, 88 <b>TG8:</b> 9, 61, 87 <b>TG9:</b> 9, 35, 61, 87
Manage zippers, buttons, buckles, and Velcro	
Tell an adult caregiver when tired	<b>TGI:</b> 22 <b>TG3:</b> 14 <b>TG6:</b> 4 <b>TG7:</b> 4 <b>TG8:</b> 4 <b>TG9:</b> 4, 32
<b>Component 2: Gross Motor Development</b>	
<b>Learning Goal 2.a: Children develop large muscle control, strength, and coordination</b>	
Catch a ball with two hands	<b>TGI:</b> 35, 61, 93 <b>TGI:</b> 27, 63, 88, 89 <b>TG3:</b> 11, 63, 64, 87,

Bounce a ball and catch it	88, 89, 90, 91, 93, 97, 100, 104 <b>TG4:</b> 10, 37, 63, 75, 89, 90 <b>TG5:</b> 41, 62, 67, 69, 87 <b>TG6:</b> 9, 11, 37, 38, 89 <b>TG7:</b> 35, 37, 39, 46, 63, 67, 89 <b>TG8:</b> 11, 35, 37, 93 <b>TG9:</b> 11, 61, 62, 88, 89
Aim and throw a ball with some accuracy	
<b>Learning Goal 2.b: Children develop traveling skills.</b>	
Hop forward on one foot without losing balance	<b>TGI:</b> 35, 61, 93 <b>TGI:</b> 27, 63, 88, 89 <b>TG3:</b> 11, 63, 64, 87, 88, 89, 90, 91, 93, 97, 100, 104 <b>TG4:</b> 10, 37, 63, 75, 89, 90 <b>TG5:</b> 41, 62, 67, 69, 87 <b>TG6:</b> 9, 11, 37, 38, 89 <b>TG7:</b> 35, 37, 39, 46, 63, 67, 89 <b>TG8:</b> 11, 35, 37, 93 <b>TG9:</b> 11, 61, 62, 88, 89
Walk along a beam or edge	
Gallop	<b>TGI:</b> 35, 61, 93 <b>TGI:</b> 27, 63, 88, 89 <b>TG3:</b> 11, 63, 64, 87, 88, 89, 90, 91, 93, 97, 100, 104 <b>TG4:</b> 10, 37, 63, 75, 89, 90 <b>TG5:</b> 41, 62, 67, 69, 87 <b>TG6:</b> 9, 11, 37, 38, 89 <b>TG7:</b> 35, 37, 39, 46, 63, 67, 89 <b>TG8:</b> 11, 35, 37, 93 <b>TG9:</b> 11, 61, 62, 88, 89
Skip	
Run with control and balance, making quick turns without losing speed and quick stops	
Demonstrate how their body can move forward, backward, left and right	
Demonstrate how their body can move fast or slow	
<b>Component 3: Fine Motor development</b>	
<b>Learning Goal 3.a: Children develop small muscle control, strength, and coordination.</b>	
Fold a piece of paper with accuracy and symmetry	<b>TGI:</b> 8, 9, 34, 37, 63, 77, 87 <b>TGI:</b> 9, 11, 36, 64, 89 <b>TG3:</b> 9, 35, 37, 61, 62, 63, 64 <b>TG4:</b> 22, 35, 36, 63, 87, 89 <b>TG5:</b> 9, 35, 36, 37, 61, 89, 96 <b>TG6:</b> 21, 35, 47, 61, 66, 87, 92 <b>TG7:</b> 11, 14, 35, 61, 62, 63, 87, 88 <b>TG8:</b> 9, 35, 61, 87 <b>TG9:</b> 9, 35, 61, 87
Work a puzzle of up to 10 pieces	
Use simple tools (e.g., stapler, hole punch, scissors, tape dispenser)	
Hold paper and begin to cut with scissors along a straight line	
<b>Learning Goal 3.b: Children develop writing and drawing skills</b>	
Draw recognizable shapes	<b>TGI:</b> 51, 63, 77, 87 <b>TGI:</b> 9, 35, 61, 87, 102 <b>TG3:</b> 9, 89 <b>TG4:</b> 35, 36, 62, 88 <b>TG5:</b> 10, 36, 61, 87, 89 <b>TG6:</b> 10, 36, 62, 88 <b>TG7:</b> 10, 61, 87, 89 <b>TG8:</b> 9, 35, 61, 87, 102 <b>TG9:</b> 9, 35, 63
Write some letters and numerals	<b>TG2:</b> 47, 86, 99 <b>TG3:</b> 60, 73, 99 <b>TG4:</b> 21, 34, 47, 86, 99 <b>TG5:</b> 8, 21, 60, 86, 99 <b>TG6:</b> 8, 21, 34, 60, 73, 99 <b>TG7:</b> 8, 34, 47, 60, 73 <b>TG8:</b> 47, 60, 73, 86, 99 <b>TG9:</b> 21, 34, 47, 60, 73, 86, 99

<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>	
<b>Component 1: Relationships with Others</b>	
<b>Learning Goal 1.a: Children develop trust in and engage positively with adults who are familiar and consistently present in children’s lives.</b>	
Maintain well-being while apart from parents or primary caretakers when in familiar settings or with familiar and trusted adults	<b>TGI:</b> 51, 102 <b>TGI:</b> 95 <b>TG4:</b> 76, 100 <b>TG5:</b> 72, 75, 97 <b>TG5:</b> 72, 75, 97
Have a close relationship with a consistent non-parental caregiver, showing interest in the adult’s feelings, preferences, and well-being and sharing their experiences	<b>TGI:</b> 39, 78, 91, 97 <b>TGI:</b> 10, 11, 25, 37, 50-51 62, 63, 77, 87, 89, 102-103 <b>TG3:</b> 10, 37, 51, 61, 77, 103 <b>TG4:</b> 25, 35, 37, 61, 77, 103 <b>TG5:</b> 25, 51, 62, 65, 77, 102-103 <b>TG6:</b> 25, 63, 77, 89, 103
Participate in longer and more reciprocal interactions (when interacting with familiar adults in role play, games, or structured activities) and take greater initiative in social interaction (including turn-taking)	
<b>Learning Goal 1.b: Children engage in positive relationships and interactions with other children</b>	
Make decisions with other children, with adult guidance and assistance	<b>TGI:</b> 51, 75, 77, 87, 103 <b>TGI:</b> 10, 11, 21, 25, 37, 47, 50-51, 63, 77, 87, 89, 103 <b>TG3:</b> 9, 35, 37, 51, 75, 77, 89, 103 <b>TG4:</b> 25, 37, 47, 50-51, 62, 63, 77, 89, 103 <b>TG5:</b> 9, 11, 25, 35, 49, 51, 62, 63, 74-75, 77, 99, 101, 102-103 <b>TG6:</b> 11, 25, 35, 51, 60, 61, 63, 77, 87, 89 <b>TG7:</b> 25, 51, 63, 77, 86, 89, 101, 103 <b>TG8:</b> 9, 10, 11, 25, 51, 63, 63, 89, 103 <b>TG9:</b> 51, 63, 77, 89, 101, 103
Demonstrate consideration for and cooperation with other children	<b>TGI:</b> 11, 12, 36, 38, 39, 46, 89 <b>TGI:</b> 10, 11, 15, 25, 36, 37, 41, 50-51, 61, 62, 63, 67, 77, 87, 88, 89, 93, 103 <b>TG3:</b> 10, 15, 22-23, 34, 35, 37, 43, 50-51, 62, 77, 87 89, 103 <b>TG4:</b> 25, 35, 37, 41, 61, 63, 76-77, 102, 103 <b>TG5:</b> 9, 11, 19, 25, 35, 51, 62, 63, 77, 88, 102-103 <b>TG6:</b> 9, 11, 25, 35, 37, 41, 61, 63, 67, 77, 87, 89, 103 <b>TG7:</b> 8, 11, 12, 25, 51, 61, 65, 67, 68-69, 76-77, 88, 93, 103 <b>TG8:</b> 9, 10, 11, 23, 25, 41, 51, 62, 63, 67, 76-77, 87, 103 <b>TG9:</b> 11, 25, 36, 51, 61, 77, 89, 93, 101, 103
Prefer to play with one or two special friends	<b>TGI:</b> 11, 12, 36, 38, 39, 46, 89 <b>TGI:</b> 10, 11, 15, 25, 36, 37, 41, 50-51, 61, 62, 63, 67, 77, 87, 88, 89, 93, 103 <b>TG3:</b> 10, 15, 22-23, 34, 35, 37, 43, 50-51, 62, 77, 87 89, 103 <b>TG4:</b> 25, 35, 37, 41, 61, 63, 76-77, 102, 103 <b>TG5:</b> 9, 11, 19, 25, 35, 51, 62, 63, 77, 88, 102-103 <b>TG6:</b> 9, 11, 25, 35, 37, 41,

	61, 63, 67, 77, 87, 89, 103 <b>TG7:</b> 8, 11, 12, 25, 51, 61, 65, 67, 68-69, 76-77, 88, 93, 103 <b>TG8:</b> 9, 10, 11, 23, 25, 41, 51, 62, 63, 67, 76-77, 87, 103 <b>TG9:</b> 11, 25, 36, 51, 61, 77, 89, 93, 101, 103
Suggest solutions to conflicts	<b>TG1:</b> 91 <b>TG2:</b> 99 <b>TG3:</b> 43 <b>TG4:</b> 43
Demonstrate an ability to compromise when working or playing in a group	<b>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 interactions with their peers.</b>  <b>TG1:</b> 11, 12, 36, 38, 39, 46, 89 <b>TG2:</b> 10, 11, 15, 25, 36, 37, 41, 50-51, 61, 62, 63, 67, 77, 87, 88, 89, 93, 103 <b>TG3:</b> 10, 15, 22-23, 34, 35, 37, 43, 50-51, 62, 77, 87 89, 103 <b>TG4:</b> 25, 35, 37, 41, 61, 63, 76-77, 102, 103 <b>TG5:</b> 9, 11, 19, 25, 35, 51, 62, 63, 77, 88, 102-103 <b>TG6:</b> 9, 11, 25, 35, 37, 41, 61, 63, 67, 77, 87, 89, 103 <b>TG7:</b> 8, 11, 12, 25, 51, 61, 65, 67, 68-69, 76-77, 88, 93, 103 <b>TG8:</b> 9, 10, 11, 23, 25, 41, 51, 62, 63, 67, 76-77, 87, 103 <b>TG9:</b> 11, 25, 36, 51, 61, 77, 89, 93, 101, 103
Sustain interactions with friends for increasing periods of time	<b>TGI:</b> 11, 35, 46, 89 <b>TGI:</b> 41, 61, 87, 88, 89 <b>TG3:</b> 22, 37 <b>TG4:</b> 63, 89, 102 <b>TG5:</b> 11, 19 <b>TG6:</b> 11, 35, 37, 67, 87, 89
Successfully enter into play when a group of children are already involved	<b>TG7:</b> 8, 11, 61, 67, 88, 93 <b>TG8:</b> 63 <b>TG9:</b> 89
Can predict the causes of other children’s emotions (e.g., “she is sad because . . .”)	<b>TGI:</b> 11, 12, 13, 36, 38, 39, 65, 91 <b>TGI:</b> 10, 11, 15, 37, 38, 50- 51, 62, 63, 67, 77, 87, 89, 93, 102-103 <b>TG3:</b> 10, 11, 24-25, 37, 51, 61, 77, 87, 89, 103 <b>TG4:</b> 25, 35, 37, 50-51, 61, 63, 89, 103 <b>TG5:</b> 9, 11, 12, 19, 25, 35, 39, 51, 62, 63, 77, 88 <b>TG6:</b> 9, 11, 35, 37, 41, 61, 63, 77, 87, 89 <b>TG7:</b> 8, 9, 11, 61, 88 <b>TG9:</b> 36, 38, 51, 61, 77, 89, 93,101
<b>Component 2: Sense of Self</b>	
<b>Learning Goal 2.a: Children develop an awareness of themselves as an individual with unique thoughts, feelings, and perspectives.</b>	
Differentiate themselves from others based on characteristics they use to describe themselves, such as “shy” or “smart.”	<b>TG1:</b> 64 <b>TG2:</b> 65 <b>TG3:</b> 13, 41 <b>TG5:</b> 95 <b>TG8:</b> 71

Differentiate themselves from others in terms of specific abilities (e.g., “I am a fast runner,” or “I am a good climber.”)	
<b>Learning Goal 2.b: Children develop the confidence to complete an action successfully or independently</b>	
Resist help and demonstrate a sense of competence (e.g., insisting on dressing themselves, pouring their own juice, etc.)	<b>TGI:</b> 9, 102-103 <b>TGI:</b> 9, 11, 21, 24, 35, 37, 61, 62, 76 <b>TG3:</b> 9, 10, 35, 36, 88 <b>TG4:</b> 8, 9, 10, 11, 37 <b>TG5:</b> 24, 35, 50, 76, 99, 101 <b>TG6:</b> 24, 50-51, 60, 76 <b>TG7:</b> 8, 9, 23, 24, 76, 86, 102 <b>TG8:</b> 24, 63, 89, 102-103 <b>TG9:</b> 24, 50, 102
Stay with a task until it is completed	<b>TG1:</b> 9 <b>TG2:</b> 9, 11, 21, 24, 35, 37, 61, 62, 76 <b>TG3:</b> 9, 10, 36, 88 <b>TG4:</b> 8 <b>TG5:</b> 24, 50, 76, 99, 101 <b>TG6:</b> 24, 60, 76 <b>TG7:</b> 8, 24, 76, 86, 102 <b>TG8:</b> 24, 63, 89 <b>TG9:</b> 24, 50, 102
Move between independence and dependence in a way that meets their needs for both and that is appropriate for the circumstances	<b>TGI:</b> 14, 16, 18, 24-25, 40, 50, 70, 77, 78, 92, 103 <b>TGI:</b> 25, 35, 50-51, 63, 68, 74, 76-77, 87, 94, 102-103 <b>TG3:</b> 16, 22-23, 24-25, 35, 45, 51, 68, 70-71, 77, 95, 97, 102-103 <b>TG4:</b> 16, 19, 24-25, 44-45, 50-51, 63, 70-71, 76-77, 100-101, 102-103 <b>TG5:</b> 17, 24-25, 40, 44, 49, 50-51, 74-75, 76-77, 97, 99, 101, 102-103 <b>TG6:</b> 11, 15, 17, 24-25, 40, 46, 50-51, 63, 66, 76-77, 92, 96 <b>TG7:</b> 24-25, 45, 50-51, 63, 71, 77, 97, 100-101, 102-103 <b>TG8:</b> 18-19, 23, 24-25, 37, 42, 44-45, 50-51, 71, 96, 102-103 <b>TG9:</b> 18-19, 20, 24-25, 44-45, 50-51, 70, 76-77, 94, 97, 101, 102-103
<b>Component 3: Self-regulation</b>	
<b>Learning Goal 3.a: Children develop the ability to express and regulate their own emotions</b>	
Control strong emotions most of the time in an appropriate manner	<b>TGI:</b> 12, 13, 38, 64, 90 <b>TGI:</b> 9, 10, 11, 12, 21, 24, 35, 35, 37, 38, 44, 47, 62, 64, 76, 90 <b>TG3:</b> 9, 10, 12, 16, 35, 36, 39, 45, 64, 68, 71, 88, 91, 95, 97 <b>TG4:</b> 8, 12, 16, 19, 39, 44, 45, 65, 71, 91, 97 <b>TG5:</b> 12, 17, 23, 24, 39, 40, 44, 50, 65, 76, 91, 97, 99 <b>TG6:</b> 12, 15,
Persist at a difficult task with decreasing amounts of frustration	
Can name emotions using words, signs, or other communication methods	<b>TGI:</b> 86, 89, 94-95 <b>TGI:</b> 13, 39, 65, 91 <b>TG3:</b> 13, 39, 65, 91 <b>TG4:</b> 91 <b>TG5:</b> 39, 65, 91 <b>TG6:</b> 13, 39, 65, 91 <b>TG7:</b> 13, 39, 65, 91 <b>TG8:</b> 13, 39, 65, 91 <b>TG9:</b> 13, 39, 65, 91

<b>Learning Goal 3.b: Children develop the ability to control impulses.</b>	
With adult assistance, demonstrate control over actions, words, and emotions in response to a situation	<p><b>TG1:</b> 26, 38, 64, 90, 95 <b>TG2:</b> 12, 13, 38, 39, 64, 65, 90, 91  <b>TG3:</b> 12, 13, 39, 64, 65, 91 <b>TG4:</b> 12, 13, 26, 39, 65, 91  <b>TG5:</b> 12, 13, 39, 65, 91 <b>TG6:</b> 12, 13, 38, 39, 65, 91 <b>TG7:</b> 13, 39, 64, 65, 91 <b>TG8:</b> 12, 13, 38, 39, 65, 91 <b>TG9:</b> 13, 39, 65, 91, 95</p> <p><b>Welcome Guide:</b> 40</p> <p><b>Resources:</b> Strategy Card – <b>Conscious Discipline®</b></p>
Follow rules and apply them to new situations and environments (e.g., putting their coat in a cubby at school but hanging it on a peg at home)	<p><b>TG1:</b> 38, 64, 90 <b>TG2:</b> 12, 13, 38, 39, 64, 65, 90, 91 <b>TG3:</b> 12, 13, 39, 64, 65, 91 <b>TG4:</b> 12, 13, 26, 39, 65, 91 <b>TG5:</b> 12, 13, 39, 65, 91 <b>TG6:</b> 12, 13, 38, 39, 65, 91 <b>TG7:</b> 13, 39, 64, 65, 91 <b>TG8:</b> 12, 13, 38, 39, 65, 91 <b>TG9:</b> 13, 39, 65, 91, 95</p>
Participate in group activities for increasing amounts of time	<p><b>TG1:</b> 13, 14, 16, 18, 40, 55, 68, 70, 92, 94, 102 <b>TG2:</b> 18, 23, 44, 47, 94 <b>TG3:</b> 16, 35, 45, 68, 71, 91, 97, 103 <b>TG4:</b> 16, 19, 44, 45, 71, 97 <b>TG5:</b> 17, 40, 44, 97 <b>TG6:</b> 15, 17, 40, 43, 46, 66, 92, 96 <b>TG7:</b> 23, 44, 45, 71, 97 <b>TG8:</b> 18, 19, 42, 44, 45, 70, 76, 96 <b>TG9:</b> 18, 19, 44, 45, 70, 71, 94, 95, 97</p>
Consistently demonstrate the ability to stop an engaging activity to transition to another less desirable activity	<p><b>TG6:</b> 13, 39, 65, 91 <b>TG7:</b> 13, 39, 65, 91 <b>TG8:</b> 8, 13, 39, 65, 91 <b>TG9:</b> 13, 22, 39, 65, 91</p> <p><b>Conscious Discipline® Manual:</b> 111-112</p> <p><b>Welcome Guide:</b> 84</p>
<b>LANGUAGE DEVELOPMENT</b>	
<b>Component 1: Receptive Language</b>	
<b>Learning Goal 1.a: Young children attend to, understand, and respond to increasingly complex language.</b>	
Demonstrate an understanding of complex statements, questions, and stories containing multiple phrases and ideas	<p><i>Two daily <b>Read-Aloud</b> lessons engage children in dialogue for asking and answering questions related to literature and information text. Daily <b>Math</b> lessons and weekly <b>STEAM</b> lessons also provide opportunities for children to react appropriately to information.</i></p> <p><b>TG2:</b> 73 <b>TG3:</b> 46, 60, 72 <b>TG4:</b> 60, 72 <b>TG5:</b> 16-17, 72, 73, 98 <b>TG6:</b> 34, 47, 63, 70-71, 73, 98, 99, 100-101 <b>TG7:</b> 9,</p>

	20-21, 46, 72, 89, 99 <b>TG8:</b> 20-21, 72-73 <b>TG9:</b> 46-47, 72
Respond appropriately to a specific and varied vocabulary	<b>TGI:</b> 18, 38, 40, 48, 76 <b>TGI:</b> 14, 46, 48, 65, 97 <b>TG3:</b> 19, 44, 70 <b>TG4:</b> 94 <b>TG5:</b> 19, 41, 88 <b>TG6:</b> 14, 40, 66, 92 <b>TG7:</b> 40, 66, 92 <b>TG8:</b> 14, 40, 66
Follow detailed, multistep directions (e.g., “Put away your toys, wash your hands, and come to the table.”)	<b>TGI:</b> 12, 24, 40, 46, 66, 72, 92, 98 <b>TGI:</b> 14, 15, 36, 40, 62, 66, 67, 99 <b>TG3:</b> 15, 19, 25, 37, 47, 47, 74, 94 <b>TG4:</b> 9, 16, 37, 46, 67, 76, 88 <b>TG5:</b> 72 <b>TG6:</b> 11, 20, 35, 38, 61, 63, 72, 75 <b>TG7:</b> 63 <b>TG8:</b> 9, 21, 46, 61, 72, 98 <b>TG9:</b> 72
<b>Component 2: Expressive Language</b>	
<b>Learning Goal 2.a: Young children use increasingly complex vocabulary, grammar, and syntax to express thoughts and needs.</b>	
Communicate clearly enough to be understood by unfamiliar listeners, with few pronunciation errors	<i>Use of language to express thoughts are addressed Days 1 and 5 of the <b>STEAM</b> routine (pages 24-25, 50-51, 76-77, and 102-103 of each <b>Teacher Guide</b>) and daily during the <b>Closing Circle</b> routine (pages 26, 52, 78 and 104 of each <b>Teacher Guide</b>). The activities provide children with opportunities to speak clearly and audibly.</i>  <b>TGI:</b> 40, 61 <b>TG4:</b> 73 <b>TG5:</b> 88 <b>TG6:</b> 9, 11, 14, 63, 72 <b>TG8:</b> 47, 99
Expand their vocabulary with words of increasing specificity and variety	<b>TGI:</b> 18, 19, 20, 26, 42, 43, 44, 46, 52, 68, 69, 72, 78, 94, 96, 97, 98, 104 <b>TGI:</b> 16, 18, 19, 20, 26, 42, 44, 45, 52, 68, 71, 78, 94, 95, 104 <b>TG3:</b> 17, 18, 19, 26, 42, 44, 52, 68, 70, 78, 104 <b>TG4:</b> 16, 18, 26, 42, 44, 52, 68, 70, 78, 89, 94, 96, 104 <b>TG5:</b> 16, 18, 26, 42, 43, 44, 52, 68, 70, 78, 94, 96, 98, 104 <b>TG6:</b> 16, 18, 20, 26, 42, 44, 45, 52, 68, 71, 72, 78, 94, 96, 97, 98, 104 <b>TG7:</b> 16, 17, 18, 26, 42, 44, 46, 52, 68, 70, 72, 78, 96, 104 <b>TG8:</b> 16, 18, 26, 42, 44, 52, 68, 70, 78, 94, 96, 97, 104 <b>TG9:</b> 16, 17, 18, 22, 26, 42, 44, 52, 68, 70, 78, 94, 96, 104
Demonstrate an increasing knowledge of the meanings of words and skill in determining the meaning of unknown words	<i>Day 1 of each <b>Literacy Small Group</b> lesson focuses on age appropriate vocabulary used throughout the week with activities to understand meaning and use word-meaning relationships. (<b>Teaching Guide</b>, pages 20, 46, 72, and 98)</i>  <b>TGI:</b> 17, 42, 68-69, 94, 96-97 <b>TG2:</b> 16, 19, 42, 44-45, 72,



	<p>94-95 <b>TG3:</b> 18, 42, 44, 68-69, 70, 94, 96-97 <b>TG4:</b> 16, 18-19, 42, 44-45, 68-69, 70, 94, 96 <b>TG5:</b> 16-17, 18-19, 42-43, 44-45, 68, 70-71, 94-95 <b>TG6:</b> 16-17, 18-19, 68, 96-97 <b>TG7:</b> 16-17, 18-19, 20, 42-43, 44-45, 68-69, 70-71, 95, 96-97 <b>TG8:</b> 16-17, 18-19, 20-21, 42, 44, 46-47, 68, 70-71, 94-95, 96-97 <b>TG9:</b> 16-17, 18-19, 42-43, 44-45, 46, 68-69, 70-71, 72, 94-95, 96</p> <p><b>Resources:</b> Strategy Cards: <b>Read Aloud, Vocabulary</b></p>
Use increasingly complex, longer sentences, including sentences that combine two or three phrases	<p><b>Read-Aloud</b> <i>questioning strategies encourage children to expand their understandings with higher level descriptions.</i></p> <p><b>TG4:</b> 88 <b>TG6:</b> 21, 73 <b>TG7:</b> 21, 47, 99 <b>TG8:</b> 47</p> <p><b>Resources:</b> Photo Cards</p>
Use more complex grammar and parts of speech, including prepositions, regular and irregular plural forms of nouns, correct subject verb agreement, pronouns, possessives, and regular and irregular past tense verb	<p><b>TGI:</b> 47, 48, 75, 97 <b>TGI:</b> 15, 48, 93, 99 <b>TG3:</b> 52, 86 <b>TG4:</b> 38 <b>TG5:</b> 35, 38, 52, 89 <b>TG6:</b> 9, 95 <b>TG7:</b> 12, 35 <b>TG8:</b> 18, 64, 90 <b>TG9:</b> 17</p> <p><b>Resources:</b> Photo Cards</p>
<b>Component 3: Pragmatics</b>	
<b>Learning Goal 3.a: Young children understand, follow, and use appropriate social and conversational rules.</b>	
Follow commonly accepted norms of communication in group settings with increasing independence (e.g., responding appropriately to such direction as “Only one child speaks at once; raise your hand.”)	<p><b>TGI:</b> 13, 51 <b>TG2:</b> 26, 52, 78, 104 <b>TG3:</b> 26, 52, 78, 104 <b>TG4:</b> 26, 45, 52, 78, 104 <b>TG5:</b> 26, 34, 78, 104 <b>TG6:</b> 26, 52, 78, 104 <b>TG7:</b> 26, 42, 52, 68, 69, 78, 94, 95, 104 <b>TG8:</b> 16, 17, 26, 52, 78, 104 <b>TG9:</b> 14, 26, 52, 104</p>
Engage, with support and modeling, in conversations of at least five turns, with each exchange relating to and building upon what was said previously	<p><b>TG1:</b> 37, 50, 62, 87 <b>TG2:</b> 9, 35, 61, 69, 87, 103 <b>TG3:</b> 9, 63, 77 <b>TG4:</b> 35, 36, 62, 88 <b>TG5:</b> 10, 36, 45, 50-51, 61, 86, 87, 89, 95, 98 <b>TG6:</b> 10, 36, 62, 76-77 <b>TG7:</b> 8, 10, 61, 87 <b>TG8:</b> 9, 61, 63, 87, 102-103 <b>TG9:</b> 9, 24-25, 34, 63, 89, 102-103</p>
Use language to communicate with others in familiar and unfamiliar social situations for a variety of purposes	<p><b>TGI:</b> 18, 52, 62, 64, 91, 103 <b>TG2:</b> 16, 18, 26, 42, 52, 78, 104 <b>TG3:</b> 26, 47, 52, 71, 78, 97, 104 <b>TG4:</b> 18, 19, 26, 44, 52, 60, 70, 78, 96, 104 <b>TG5:</b> 14, 16, 26, 40, 45, 52, 66, 70, 78, 92, 104 <b>TG6:</b> 26, 47, 52, 73, 78, 99, 104 <b>TG7:</b> 14, 26, 42, 43, 52, 69, 78, 104 <b>TG8:</b> 22, 26, 52, 78, 104 <b>TG9:</b> 14,</p>

	16, 17, 26, 43, 52, 66, 68, 69, 78, 92, 94, 95, 104 <b>Resources:</b> Photo Cards
<b>Component 4: Language Development of Dual Language Learners</b>	
<b>Learning Goal 4.a: Young children attend to, understand, and respond to increasingly complex language as well as a range of topics and types of texts (including digital texts) in English.</b>	
Demonstrate an understanding of a larger set of words in English (for objects and actions, personal pronouns, and possessives) in both real and pretend activities	<b>TG1:</b> 13, 20, 42, 50, 68, 70, 96, 102 <b>TG2:</b> 17, 44, 78 <b>TG3:</b> 18, 44, 96 <b>TG4:</b> 18, 44, 68, 70, 94, 96 <b>TG5:</b> 16, 18, 42, 43, 44, 68, 70, 94, 95, 96 <b>TG6:</b> 16, 18, 20, 42, 44, 46, 68, 70, 94, 96 <b>TG7:</b> 16, 18, 44, 46, 70, 72, 90, 96 <b>TG8:</b> 16, 18, 44, 70, 94, 96 <b>TG9:</b> 18, 44, 64, 70, 92, 96
Demonstrate an understanding of words in English related to more advanced concepts (e.g., abstract emotions and ideas)	104 <b>TG4:</b> 16, 18, 26, 42, 44, 52, 68, 70, 78, 89, 94, 96, 104 <b>TG5:</b> 16, 18, 26, 42, 43, 44, 52, 68, 70, 78, 94, 96, 98, 104 <b>TG6:</b> 16, 18, 20, 26, 42, 44, 45, 52, 68, 71, 72, 78, 94, 96, 97, 98, 104 <b>TG7:</b> 16, 17, 18, 26, 42, 44, 46, 52, 68, 70, 72, 78, 96, 104 <b>TG8:</b> 16, 18, 26, 42, 44, 52, 68, 70, 78, 94, 96, 97, 104 <b>TG9:</b> 16, 17, 18, 22, 26, 42, 44, 52, 68, 70, 78, 94, 96, 104
Follow directions that involve a one- or two-step sequence, relying less on contextual cues	<b>TG1:</b> 24, 40, 46, 66, 72, 92, 98 <b>TG2:</b> 14, 15, 40, 66, 67, 99 <b>TG3:</b> 15, 19, 47, 47, 94 <b>TG4:</b> 16, 37, 46, 67, 76 <b>TG5:</b> 72 <b>TG6:</b> 11, 20, 35, 38, 61, 63, 72, 75 <b>TG7:</b> 63 <b>TG8:</b> 46, 72, 98 <b>TG9:</b> 72
<b>Learning Goal 4.b: Young children become increasingly proficient in expressing their thoughts and ideas in English.</b>	
Demonstrate increasing reliance on verbal communication in English to be understood by others	<b>TG1:</b> 19, 46, 48, 69, 72, 96, 98 <b>TG2:</b> 20, 73, 99 <b>TG3:</b> 17, 44, 70, 73, 96 <b>TG4:</b> 72, 98 <b>TG5:</b> 72, 98 <b>TG6:</b> 46, 69, 72, 98 <b>TG7:</b> 14, 72, 73 <b>TG9:</b> 17, 20, 64
Use new English vocabulary to share knowledge of concepts, including conversational and academic vocabulary	<b>TG1:</b> 17, 19, 24, 35, 42, 43, 44, 45, 69, 70, 71, 72, 73, 90, 97, 98, 99 <b>TG2:</b> 19, 20, 42, 46, 47, 60, 70, 95, 96, 98 <b>TG3:</b> 8, 18, 20, 45, 46, 71, 72, 95, 97, 98 <b>TG4:</b> 20, 46, 47, 60, 72, 73, 87, 89, 95, 96, 98, 99, 101 <b>TG5:</b> 10, 11, 20, 34, 46, 71 <b>TG6:</b> 11, 73, 95 <b>TG7:</b> 18, 20, 45, 60, 89, 94, 98 <b>TG8:</b> 9, 11, 20, 34, 46, 72, 73, 98, 99 <b>TG9:</b> 14, 17, 20, 43, 46, 60, 69, 72, 99
Sustain a conversation in English with increasingly complex syntax, adding conjunctions, subject-verb object	<b>TG1:</b> 21, 46, 71, 75, 97 <b>TG2:</b> 21, 47, 98, 99 <b>TG3:</b> 20, 46, 72, 73, 99 <b>TG4:</b> 20, 46, 68 <b>TG5:</b> 20, 46, 47 <b>TG6:</b> 19, 42,

patterns, and other more advanced elements of English sentence construction	43, 45, 94 <b>TG9:</b> 17
Expand their use of different forms of grammar in English (e.g., plurals; possessive pronouns; simple past tense verbs), sometimes with errors	<b>TG1:</b> 47 <b>TG2:</b> 21 <b>TG4:</b> 21, 99 <b>TG5:</b> 47, 73 <b>TG6:</b> 21, 47, 99 <b>TG7:</b> 47, 73, 99
Use “what,” “why,” “how,” “when,” and “where” questions in more complete forms in English, sometimes with errors	<b>TG1:</b> 18, 42, 44, 68, 71, 96 <b>TG2:</b> 16, 18, 42, 44, 45, 68, 70, 71, 94, 96 <b>TG3:</b> 16, 18, 42, 44, 68, 70, 94, 96 <b>TG4:</b> 16, 17, 18, 42, 44, 68, 71, 94, 96, 97 <b>TG5:</b> 17, 18, 44, 45, 68, 70, 71, 94, 96, 97 <b>TG6:</b> 16, 17, 18, 19, 42, 44, 68, 70, 94, 96 <b>TG7:</b> 18, 42, 44, 45, 68, 70, 94, 96 <b>TG8:</b> 16, 18, 19, 42, 43, 44, 45, 68, 69, 70, 71, 94, 95, 96, 97 <b>TG9:</b> 16, 13, 18, 19, 42, 45, 68, 70, 71, 95, 96, 97
<b>LITERACY</b>	
<b>Component 1: Phonological Awareness</b>	
<b>Learning Goal 1.a: Children notice and discriminate the sounds of spoken language.</b>	
Match beginning sounds of some words; are able to name several words that begin with the letter sound of their name	<b>TG5:</b> 14, 20, 40, 46, 66, 72, 92, 98 <b>TG9:</b> 92, 96, 98, 104 <b>Welcome Guide:</b> 50 <b>Resources:</b> Strategy Card – <b>Alliteration</b>
Produce words (real or nonsense) that rhyme with other common words (e.g., “dance, prance, krance”)	<b>TG3:</b> 95 <b>TG4:</b> 14, 20, 40, 46, 66, 72, 92, 98 <b>TG5:</b> 98 <b>TG6:</b> 17, 43, 72 <b>TG8:</b> 71, 92 <b>TG9:</b> 14, 20, 97 <b>Resources:</b> Strategy Card – <b>Rhyming Words</b>
Identify whether or not two words begin with the same sound (i.e., when an adult gives three or four oral words, children can select those that begin with same sound, although they may not be able to identify the letter)	<b>TG6:</b> 14, 20, 40, 46, 66, 92, 98 <b>TG7:</b> 14, 20 <b>TG9:</b> 40, 46 <b>Resources:</b> Onset and Rime Card Set, Phonemes Card Set, Strategy Card - <b>Onset and Rime</b>
Blend and delete compound words without the support of pictures or objects (e.g., “butterfly, butter crunch, butter sandwich, butter bear	<b>TG2:</b> 35, 66, 72, 92, 96, 104 <b>TG3:</b> <b>20, 46, 72, 98</b> <b>TG7:</b> 14 <b>Welcome Guide:</b> 50 <b>Resources:</b> Strategy Card – <b>Compound Words</b> , Compound Word Cards
With modeling and support, identify, blend, and segment syllables in spoken words	<b>TG3:</b> 14, 35, 40, 46, 66, 72, 89, 92, 98, 104 <b>TG8:</b> 40, 46, 66, 72, 78

	<b>Resources: Strategy Card – Syllables</b>
With modeling and support, delete the onsets of words (e.g., “pair-air, fruit-root”)	<b>TG3:</b> 14, 35, 40, 46, 66, 72, 89, 92, 98 <b>TG6:</b> 14, 20, 40, 46, 66, 92, 98 <b>TG7:</b> 14, 20, 40, 46, 66, 72, 92, 98 <b>TG8:</b> 40, 46, 66, 72 <b>TG9:</b> 40, 46, 66, 72
	<b>Resources: Strategy Card - Syllables</b>
With modeling and support, blend onsets and rimes in single-syllable words (e.g., the hard “c” sound with “-ook” to make “cook”)	<b>TG6:</b> 14, 20, 40, 46, 66, 92, 98 <b>TG7:</b> 14, 20, 40 <b>TG9:</b> 40, 46
	<b>Resources: Onset and Rime Card Set, Phonemes Card Set, Strategy Card: Onset and Rime</b>
<b>Component 2: Alphabet Knowledge</b>	
<b>Learning Goal 2.a: Children recognize and identify letters and make letter-sound connections.</b>	
Recognize and name at least half of the letters in the alphabet, including letters in their own name (first name and last name) as well as letters that occur frequently in environmental print	<b>TG1:</b> 14, 21, 47, 61, 66, 73, 92, 99 <b>TG2:</b> 9, 14, 21, 35, 40, 47, 66, 73, 99 <b>TG3:</b> 14, 21, 40, 47, 66, 73, 92, 99 <b>TG4:</b> 8, 14, 21, 40, 47, 66, 73, 92, 99 <b>TG5:</b> 14, 21, 40, 47, 60, 66, 92 <b>TG6:</b> 14, 21, 40, 47, 66, 73, 92, 99 <b>TG7:</b> 14, 20, 21, 40, 47, 66, 73, 86, 92, 99 <b>TG8:</b> 8, 14, 21, 40, 47, 66, 73, 92, 99 <b>TG9:</b> 8, 14, 21, 40, 47, 66, 73, 86, 92
Produce the sound for many of the letters they recognize	<b>TG4:</b> 14, 21, 40, 47, 66, 73, 92, 99 <b>TG5:</b> 14, 21, 40, 47, 66, 73, 92, 99 <b>TG6:</b> 20, 46, 98 <b>TG7:</b> 17, 20 <b>TG8:</b> 21, 47, 73 <b>TG9:</b> 21, 40, 46, 47, 66, 92
Correctly sort letters and find words that contain specified letters	<b>TG1</b> 14, 21, 47, 61, 66, 73, 92, 99 <b>TG2:</b> 9, 14, 21, 35, 40, 47, 66, 73, 99 <b>TG3:</b> 14, 21, 40, 47, 66, 73, 92, 99 <b>TG4:</b> 8, 14, 21, 40, 47, 66, 73, 92, 99 <b>TG5:</b> 14, 21, 40, 47, 60, 66, 92 <b>TG6:</b> 14, 21, 40, 47, 66, 73, 92, 99 <b>TG7:</b> 14, 20, 21, 40, 47, 66, 73, 86, 92, 99 <b>TG8:</b> 8, 14, 21, 40, 47, 66, 73, 92, 99 <b>TG9:</b> 8, 14, 21, 40, 47, 66, 73, 86, 92
Demonstrate an understanding that strings of letters represent a sequence of spoken sounds	<b>TG6:</b> 14, 20, 40, 46, 66, 92, 98 <b>TG7:</b> 14, 20 <b>TG9:</b> 40, 46

<b>Component 3: Print Knowledge</b>	
<b>Learning Goal 3.a: Children demonstrate book awareness and knowledge of basic print conventions; they understand that print carries meaning and spoken words are represented by text</b>	
Demonstrate an awareness of various conventions of print (e.g., upper and lower-case letters, different fonts) and indicate where to start reading on a page and how to progress across and down a page	<p><b>TG1:</b> 9, 14, 21, 35, 40, 43, 52, 61, 66, 73, 87, 92, 95 <b>TG2:</b> 8, 14, 21, 34, 39, 40, 92 <b>TG3:</b> 14, 40, 47, 66, 73, 92 <b>TG4:</b> 89, 95 <b>TG5:</b> 14, 73, 89 <b>TG6:</b> 14, 34, 40, 47, 98 <b>TG7:</b> 20, 40, 47, 86 <b>TG8:</b> 21 <b>TG9:</b> 34, 44, 47, 66, 99</p> <p><b>TG1:</b> 9, 19, 40, 66, 92, 99 <b>TG2:</b> 14, 21, 60, 66, 92 <b>TG3:</b> 23 <b>TG4:</b> 21, 73 <b>TG5:</b> 14, 47, 73, 92 <b>TG6:</b> 14, 40 <b>TG7:</b> 14, 47, 99 <b>TG8:</b> 14, 47, 73, 92 <b>TG9:</b> 8, 14, 40, 66, 92</p> <p><b>Resources:</b> Strategy Cards: <b>Read-Aloud, Alphabet Knowledge</b></p>
Describe roles of authors and illustrators and connect books to specific authors of illustrators	<p><b>TG1:</b> 16, 18, 43, 96-97 <b>TG2:</b> 18, 68-69, 71, 94, 96 <b>TG3:</b> 18, 42-43, 96 <b>TG4:</b> 16, 42-43, 44-45, 94 <b>TG5:</b> 68-69, 70-71, 94-95, 96-97 <b>TG6:</b> 19, 96-97 <b>TG7:</b> 45 <b>TG8:</b> 18, 70-71, 96 <b>TG9:</b> 45, 92</p> <p><b>Resources:</b> Strategy Card - <b>Read Aloud</b></p>
Identify familiar words in books and the environment	<b>TG1:</b> 47 <b>TG2:</b> 15, 67 <b>TG3:</b> 15 <b>TG5:</b> 47, 73, 99 <b>TG7:</b> 99
Recognize their own printed name and those of their siblings or friends	<b>TG8:</b> 47, 99 <b>TG9:</b> 21, 47, 99
<b>Resources:</b> Letter Wall Cards, Letter Cards, Letter Builder Set with Cards, Strategy Cards – <b>Letter Wall, Alphabet Knowledge</b>	
<b>Component 4: Comprehension and Interest</b>	
<b>Learning Goal 4.a: Children show interest and an understanding of a variety of literacy experiences.</b>	
Attend to and request longer and more complex books or stories	<p><i>Two daily Read Aloud lessons encourage children to interact to build comprehension of written text and expand their understanding of a variety of literacy experiences.</i></p> <p><b>TG1:</b> 36, 52, 68 <b>TG2:</b> 20, 96-97 <b>TG3:</b> 8, 43, 46, 68-69, 70, 72, 96-97, 98 <b>TG4:</b> 16-17, 20, 22-23, 45, 46, 68-69, 70-71, 72, 94-95, 96-97 <b>TG5:</b> 10, 11, 14, 22-23, 42-43, 44-45, 63, 66, 70-71 <b>TG6:</b> 9, 11, 14, 18-19, 20, 40, 44, 47, 62, 70-71,</p>

	72, 92, 98, 100-101 <b>TG7:</b> 14, 16-17, 40, 50-51, 70-71, 72, 87, 89, 94-95, 96-97 <b>TG8:</b> 18-19, 42- 43, 44-45, 60, 61, 62, 68-69, 94-95, 96-97 <b>TG9:</b> 14, 36, 42-43, 64, 68-69, 70-71, 96, 72-73
Engage in independent writing activities during routine times, such as pretending to write in their own journal	<b>TG1:</b> 8, 21, 34, 60, 86 <b>TG2:</b> 8, 21, 34, 46, 47, 73, 86 <b>TG3:</b> 8, 21, 34, 47, 60, 86 <b>TG4:</b> 21, 47, 60, 73, 86, 99 <b>TG5:</b> 8, 21, 34, 47, 73, 86, 99 <b>TG6:</b> 21, 47, 73, 86, 99 <b>TG7:</b> 8, 21, 34, 47, 60, 73, 99 <b>TG8:</b> 21, 34, 47, 60, 73, 86, 99 <b>TG9:</b> 21, 34, 47, 60, 73, 99
Demonstrate knowledge of details from familiar stories (e.g., about characters, events, story-related problems, and resolutions)	<b>TG1:</b> 18, 21, 43, 44, 70, 71, 96, 97 <b>TG2:</b> 18, 19, 42, 43, 44, 46, 70, 71, 94, 95, 96 <b>TG3:</b> 18, 19, 42, 45, 70, 71, 94, 95, 96, 97, 99 <b>TG4:</b> 16, 17, 19, 21, 41, 42, 43, 44, 45, 61, 68, 69, 72 <b>TG5:</b> 11, 17, 18, 42, 68, 69, 70, 71, 94, 95 <b>TG6:</b> 18, 19, 42, 68, 69, 94, 95, 96 <b>TG7:</b> 9, 17, 21, 42, 45, 96 <b>TG8:</b> 36, 62, 71 <b>TG9:</b> 16, 18, 95, 96
Engage in higher-order thinking during shared reading experiences, such as making predictions and inferences, determining cause-and-effect relationships, and summarizing stories	
Retell a familiar story in the proper sequence, including major events and cause-and-effect relationships	<b>TG1:</b> 97 <b>TG2:</b> 18, 43, 71 <b>TG3:</b> 45, 71, 99 <b>TG4:</b> 17, 41, 43, 44, 61, 69 <b>TG5:</b> 11, 68 <b>TG7:</b> 9, 21 <b>TG8:</b> 36, 62 <b>TG9:</b> 95
Demonstrate knowledge from informational texts in a variety of ways (e.g., recognizing and naming a plastic model of a Triceratops after being read a book about dinosaurs)	<b>TG1:</b> 42, 44, 45 <b>TG2:</b> 16, 17, 68, 69 <b>TG3:</b> 16, 17, 43, 69 <b>TG4:</b> 17, 18 <b>TG5:</b> 18, 42, 45 <b>TG6:</b> 42 <b>TG7:</b> 18, 19 <b>TG8:</b> 16, 42, 43, 68, 69, 94, 95 <b>TG9:</b> 16, 42, 68
With guidance and support, relate events and information from stories to their own experiences	<b>TG1:</b> 16, 18, 20, 42, 43, 44, 68, 69, 70, 72, 94-95, 98 <b>TG2:</b> 16-17, 21, 60, 68-69, 72 <b>TG3:</b> 16-17, 18- 19, 42-43, 45, 63, 68-69, 71, 94-95, 96- 97 96-97 <b>TG4:</b> 16-17, 19, 42-43, 44-45, 68-69, 71, 94-95, 96 <b>TG5:</b> 16- 17, 42-43, 44-45, 46, 47, 95, 96-97 <b>TG6:</b> 17, 18-19, 42-43, 45, 68-69, 94-95, 96-97 <b>TG7:</b> 19, 42, 45, 68, 70, 73, 94, 96 <b>TG8:</b> 16-17, 43, 44, 68, 71, 94, 97 <b>TG9:</b> 16-17, 18-19, 20, 42- 43, 68-69, 70-71, 72-73, 94- 95, 98
<b>Resources: Strategy Card – Read Aloud</b>	
<b>Component 5: Literacy Development for Dual Language Learners</b>	
<b>Learning Goal 5.a: Children become increasingly engaged in literacy experiences in English.</b>	
Participate in reading activities, using a variety of genres that are written in English	<b>TG1:</b> 11, 42, 71, 73, 96, 99 <b>TG2:</b> 18, 42, 44, 45, 73 <b>TG3:</b> 16, 17, 42, 44, 45, 68, 71, 89, 94, 97 <b>TG4:</b> 14, 16, 19, 42,

	44, 68, 71, 97 <b>TG5:</b> 17, 18, 21, 42, 44, 47, 68, 71, 94, 97 <b>TG6:</b> 17, 18, 42, 45, 68, 71, 94 <b>TG7:</b> 16, 42, 47, 68, 99 <b>TG8:</b> 16, 42, 47, 68, 94, 99 <b>TG9:</b> 21, 47, 73, 94, 99
Choose to read familiar books written in English with increasing independence and to talk about the books in English	<b>TG1:</b> 18, 42, 44, 68, 71, 96 <b>TG2:</b> 16, 18, 42, 44, 45, 68, 70, 71, 89, 94, 96 <b>TG3:</b> 16, 18, 42, 44, 68, 70, 89, 94, 96 <b>TG4:</b> 11, 16, 17, 18, 42, 44, 61, 68, 71, 94, 96, 97 <b>TG5:</b> 17, 18, 44, 45, 68, 70, 71, 94, 96, 97 <b>TG6:</b> 16, 17, 18, 19, 42, 44, 68, 70, 94, 96 <b>TG7:</b> 18, 42, 44, 45, 68, 70, 94, 96 <b>TG8:</b> 16, 18, 19, 24, 42, 43, 44, 45, 50, 68, 69, 70, 71, 94, 95, 96, 97 <b>TG9:</b> 16, 13, 18, 19, 42, 45, 68, 70, 71, 95, 96, 97
Engage in extended conversations in English about stories	<b>TG1:</b> 16, 18, 20, 70 <b>TG2:</b> 21, 42, 44, 45, 70, 71, 96 <b>TG3:</b> 18, 19, 42, 44, 63, 71, 94, 95, 96, 97 <b>TG4:</b> 17, 42, 43, 44, 68, 69, 71, 97 <b>TG5:</b> 17, 18, 19, 45, 68, 69, 70, 95 <b>TG6:</b> 17, 18, 19, 43, 68, 69, 94, 95, 97 <b>TG7:</b> 45, 68 <b>TG8:</b> 16, 44, 71, 94
Retell in English the majority of a story read or told in English	<i>Children are invited to role play during the two daily Read-Aloud lessons and in the Pretend and Learn Center, use magnetic Story Folders props to retell stories, and act out rhymes and songs.</i>  <b>TG1:</b> 97 <b>TG2:</b> 18, 43, 71 <b>TG3:</b> 45, 71, 99 <b>TG4:</b> 17, 41, 43, 44, 61, 69 <b>TG5:</b> 11, 68 <b>TG7:</b> 9, 21 <b>TG8:</b> 36, 62 <b>TG9:</b> 95
<b>Component 6: Emergent Writing</b>	
<b>Learning Goal 6.a: Children learn writing skills and show knowledge of writing conventions; they demonstrate an understanding of writing as a means of communication</b>	
With modeling and support, print some letters of meaningful words, sometimes using letters and sometimes using letter-like forms	<b>TG1:</b> 8, 21, 34, 47, 60, 86 <b>TG2:</b> 8, 21, 34, 46, 47, 73, 86 <b>TG3:</b> 8, 21, 34, 47, 49, 60, 86 <b>TG4:</b> 21, 47, 60, 73, 86, 99 <b>TG5:</b> 8, 21, 34, 47, 73, 86, 99 <b>TG6:</b> 8, 21, 34, 47, 73, 86, 99 <b>TG7:</b> 8, 20, 21, 23, 34, 43, 47, 60, 73, 86, 99 <b>TG8:</b> 21, 34, 47, 60, 73, 86, 99 <b>TG9:</b> 21, 34, 47, 60, 73, 99  <b>Resources:</b> Strategy Card – <b>Expressive Writing</b>
Write their first name nearly correctly (may switch the order of letters or write some letters backwards)	<i>Children are encouraged to write their names using multisensory materials in <b>Writer’s Corner, Shared Writing, journals, and Creativity Station.</b></i>

	<p><b>TG1:</b> 21, 34, 60, 73 <b>TG2:</b> 8, 21, 34, 46, 47 <b>TG3:</b> 21, 47, 86  <b>TG5:</b> 86, 99 <b>TG6:</b> 60, 86, 99 <b>TG7:</b> 34, 47 <b>TG8:</b> 99 <b>TG9:</b> 21, 73</p> <p><b>Welcome Guide:</b> 55</p> <p><b>Resources:</b> Strategy Card – <b>Expressive Writing</b></p>
Use invented spelling	<p><b>TG2:</b> 47, 86, 99 <b>TG3:</b> 60, 73, 99 <b>TG4:</b> 21, 34, 47, 86, 99  <b>TG5:</b> 8, 21, 60, 86, 99 <b>TG6:</b> 8, 21, 34, 60, 73, 99 <b>TG7:</b> 8, 34, 47, 60, 73 <b>TG8:</b> 47, 60, 73, 86, 99 <b>TG9:</b> 21, 34, 47, 60, 73, 86, 99</p>
With modeling and support, write numerals one through twenty	<p><i>Children are invited to read and write numerals in <b>Math Small Group</b> activities and in throughout the week in <b>Practice Centers</b>.</i></p> <p><b>TG3:</b> 10, 22, 23, 36, 49, 88 <b>TG6:</b> 8, 10, 22, 75 <b>TG8:</b> 23, 49, 76 <b>TG9:</b> 23, 87, 101</p>
<p><b>Learning Goal 6.b: Children use writing to represent and communicate ideas in a variety of contexts; they use a combination of drawing, dictating, and writing to communicate; they participate in shared writing</b></p>	
With modeling and support, use writing and or digital tools to communicate information, tell a story, or answer a question	<p><i>Children are encouraged to use their emergent writing skills each week in the <b>Writer’s Corner</b>. <b>Literacy Small Group</b> lessons, beginning in <b>Theme 4</b>, model text types and purposes for writing.</i></p> <p><b>TG1:</b> 8, 21, 34, 47, 60, 86 <b>TG1:</b> 8, 21, 34, 46, 47, 73, 86  <b>TG3:</b> 8, 21, 34, 47, 49, 60, 86 <b>TG4:</b> 21, 47, 60, 73, 86, 99  <b>TG5:</b> 8, 21, 34, 47, 73, 86, 99 <b>TG6:</b> 8, 21, 34, 47, 73, 86, 99  <b>TG7:</b> 8, 20, 21, 23, 34, 43, 47, 60, 73, 86, 99 <b>TG8:</b> 21, 34, 47, 60, 73, 86, 99 <b>TG9:</b> 21, 34, 47, 60, 73, 99</p> <p><b>Resources:</b> Strategy Card – <b>Expressive Writing</b></p>
Use writing to convey meaning (e.g., writing a note to themselves during play, writing a note to their mother, taking a restaurant “order” in a dramatic play area, writing a grocery list)	<p><b>TG1:</b> 8, 21, 34, 60, 86 <b>TG1:</b> 8, 21, 34, 46, 47, 73, 86 <b>TG3:</b> 8, 21, 34, 47, 60, 86 <b>TG4:</b> 21, 47, 60, 73, 86, 99 <b>TG5:</b> 8, 21, 34, 47, 73, 86, 99</p>



<b>COGNITIVE DEVELOPMENT</b>	
<b>Component 1: Logic and Reasoning</b>	
<b>Learning Goal 1.a: Children apply strategies and draw upon past knowledge and experiences to meet goals and solve problems</b>	
Solve complex problems by planning and carrying out a sequence of actions	<b>TG1:</b> 10, 24, 36, 77 <b>TG3:</b> 11, 36 <b>TG4:</b> 37, 87 <b>TG5:</b> 9, 17, 35, 37, 89 <b>TG6:</b> 95 <b>TG7:</b> 11, 63 <b>TG8:</b> 11, 37, 89, 100, 101 <b>TG9:</b> 9, 61, 63, 97
Analyze the result of an attempted solution and use the new information to solve a problem (e.g., trying to staple pieces of paper after unsuccessfully trying to tape them together)	
Explain their reasoning behind a strategy or choice and why it worked or didn't work	<b>TG1:</b> 91 <b>TG2:</b> 99 <b>TG3:</b> 43
<b>Component 2: Memory and Working Memory</b>	
<b>Learning Goal 2.a: Children hold information in their mind and manipulate it to perform tasks.</b>	
Accurately recount past experiences in the correct order and include relevant details	<b>TG1:</b> 97 <b>TG2:</b> 18, 43, 71 <b>TG3:</b> 45, 71, 99 <b>TG4:</b> 17, 41, 43, 44, 61, 69 <b>TG5:</b> 11, 68 <b>TG7:</b> 9, 21 <b>TG8:</b> 36, 62 <b>TG9:</b> 95
Retell a familiar story in the proper sequence, including such details as characters, phrases, and events	
Remember more and more minute details from a story and are able to answer questions accurately (e.g., "How did the peddler feel when the monkeys didn't give him back his caps?")	<b>TG1:</b> 18, 42, 44, 68, 71, 96, 103 <b>TG2:</b> 16, 18, 42, 44, 45, 68, 70, 71, 94, 96 <b>TG3:</b> 16, 18, 42, 44, 68, 70, 89, 94, 96 <b>TG4:</b> 16, 16 17, 18, 42, 44, 68, 71, 94, 96, 97 <b>TG5:</b> 17, 18, 44, 45, 68, 70, 71, 94, 96, 97 <b>TG6:</b> 16, 17, 18, 19, 42, 44, 68, 70, 73, 94, 96 <b>TG7:</b> 18, 42, 44, 45, 68, 70, 94, 96 <b>TG8:</b> 16, 18, 19, 42, 43, 44, 45, 68, 69, 70, 71, 94, 95, 96, 97 <b>TG9:</b> 16, 13, 18, 19, 42, 45, 68, 70, 71, 95, 96, 97
Place four or more objects or groups in order of a quantitative attribute (number, length, etc.)	<b>Resources:</b> Literature Library <b>Describes, compares and measures lengths and heights:</b> <b>TG2:</b> 10, 11, 22, 23, 24, 48, 76, 101 <b>TG4:</b> 62, 74, 75, 88 <b>TG5:</b> 24, 36, 48, 49, 76 <b>TG6:</b> 24, 45, 50, 76 <b>TG7:</b> 24, 37, 76, 87 <b>TG8:</b> 24, 101 <b>TG9:</b> 19, 22, 50, 102  <b>Describes, compares and measures volumes:</b> <b>TG4:</b> 63, 87 <b>TG5:</b> 35 <b>TG6:</b> 95 <b>TG7:</b> 76 <b>TG8:</b> 16, 88, 89, 100, 101, 104 <b>TG9:</b> 11, 36

	<p><b>Describes, compares and measures weight: TG4: 63 TG8: 101 TG9: 11</b></p> <p><b>Resources: Strategy Card – Measurement</b></p>
Solve simple word problems with totals of 10 or fewer items (e. g., concluding that they have nine grapes if they have seven and are given two more)	<p><b>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</b></p> <p><b>Resources: Strategy Card – Number Operations</b></p>
Successfully follow detailed, multi-step directions	<p><b>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</b></p>
<b>Component 3: Attention and Inhibitory Control</b>	
<b>Learning Goal 3.a: Children’s skills increase in filtering impulses and sustaining attention on a task.</b>	
Without adult reminders, wait to communicate information in a group	<p><i>Two daily Read-Aloud lessons engage children in asking and responding to dialogue exchanges. Practice Center activities encourage children to participate in appropriate communication ways with peers and adults.</i></p> <p><b>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</b></p>
Maintain focus on a project for a sustained period of time and over several days	<p><b>TGI: 13, 14, 16, 18, 40, 55, 68, 70, 92, 94, 102 TGI: 18, 23, 44, 47, 94 TG3: 16, 35, 45, 68, 71, 91, 97, 103 TG4: 16, 19, 44, 45, 71, 97 TG5: 17, 40, 44, 97 TG6: 15, 17, 40, 43, 46, 66, 92, 96 TG7: 23, 44, 45, 71, 97 TG8: 18, 19, 42, 44, 45, 70, 76, 96 TG9: 18, 19, 44, 45, 70, 71, 94, 95, 97</b></p>
Return with focus to an activity or project after having been away from it for a period of time	
Demonstrate an awareness of important activities that are “coming up” or “in the near future” (e.g., keeping track of the days until a birthday or vacation trip) as a strategy to control excitement	<p><b>Conscious Discipline® specifically guides children in being successful in their social and emotional endeavors during each day. The CALM portion of the daily Greeting Circle focuses on engaging children in strategies to adjust</b></p>

	<p><i>to change behaviors when needed in socially acceptable ways.</i></p> <p><b>TG1:</b> 38, 64, 90 <b>TG2:</b> 12, 13, 38, 39, 64, 65, 90, 91 <b>TG3:</b> 12, 13, 39, 64, 65, 91 <b>TG4:</b> 12, 13, 26, 39, 65, 91 <b>TG5:</b> 12, 13, 39, 65, 91 <b>TG6:</b> 12, 13, 38, 39, 65, 91 <b>TG7:</b> 13, 39, 64, 65, 91 <b>TG8:</b> 12, 13, 38, 39, 65, 91 <b>TG9:</b> 13, 39, 65, 91, 95</p> <p><b>Resources:</b> Strategy Card - <b>Calming Strategies</b></p>
Combine shapes into patterns that make new shapes or complete puzzles (e.g., rearranging a collection of circles and variously sized rectangles to make the image of a person)	<p><b>TG1:</b> 23, 101 <b>TG3:</b> 76 <b>TG4:</b> 36, 62, 88 <b>TG5:</b> 74, 75, 101 <b>TG9:</b> 75</p> <p><b>Resources:</b> Strategy Card - <b>Geometry</b></p>
Build complex block buildings, intentionally maintaining such features as symmetry	<p><b>TG1:</b> 23, 37, 99 <b>TG2:</b> 11 <b>TG4:</b> 10, 22, 23, 49 <b>TG5:</b> 9, 10, 22, 23, 62, 74, 75, 101 <b>TG6:</b> 77 <b>TG8:</b> 74 <b>TG9:</b> 88, 100</p> <p><b>Resources:</b> Strategy Card - <b>Geometry</b></p>
<b>Component 4: Cognitive Flexibility</b>	
<b>Learning Goal 4.a: Children’s skills increase at adjusting to changes in demands, priorities, and perspectives</b>	
Quickly adjust and adhere to a new rule (e.g., lining up inside the building rather than outside when the weather gets colder or it rains)	<p><b>Conscious Discipline® specifically guides children in being successful in their social and emotional endeavors during each day including adjusting to new rules.</b></p> <p><b>TG1:</b> 70 <b>TG2:</b> 10, 36, 37, 50, 62, 89 <b>TG3:</b> 9, 10, 11, 22, 24, 41, 45, 62, 63 <b>TG6:</b> 35, 37, 61, 63, 89 <b>TG9:</b> 87, 89</p>
Apply different rules in different contexts that require different behaviors (e.g., using indoor voices or feet versus outdoor voices or feet)	<p><b>TG1:</b> 38, 64, 90 <b>TG2:</b> 12, 13, 38, 39, 64, 65, 90, 91 <b>TG3:</b> 12, 13, 39, 64, 65, 91 <b>TG4:</b> 12, 13, 26, 39, 65, 91 <b>TG5:</b> 12, 13, 39, 65, 91 <b>TG6:</b> 12, 13, 38, 39, 65, 91 <b>TG7:</b> 13, 39, 64, 65, 91 <b>TG8:</b> 12, 13, 38, 39, 65, 91 <b>TG9:</b> 13, 39, 65, 91, 95</p>
Reconstruct a pattern using different materials or modalities	<p><b>TG1:</b> 23, 72 <b>TG2:</b> 87, 103 <b>TG3:</b> 88, 100, 101 <b>TG4:</b> 10 <b>TG5:</b> 50 <b>TG6:</b> 22, 23, 36, 48, 49, 62 <b>TG8:</b> 22, 23, 36, 49 <b>TG9:</b> 36, 48, 49, 62 <b>TG5:</b> 50</p> <p><b>Resources:</b> Strategy Card - <b>Patterning</b></p>
Sort by more than one attribute (e.g., color and shape) into	<p><b>TG1:</b> 17, 23, 62, 74, 75, 88, 89, 100 <b>TG2:</b> 9, 22 <b>TG3:</b> 61,</p>

two or more groups	62, 69, 74, 75 <b>TG4:</b> 10, 11, 23, 49, 61, 74, 100, 101 <b>TG7:</b> 36 <b>TG8:</b> 63 <b>TG9:</b> 49
Correctly add an object to an existing series (e.g., of increasing lengths)	<b>TG1:</b> 23, 72 <b>TG2:</b> 87, 103 <b>TG3:</b> 88, 100, 101 <b>TG4:</b> 10 <b>TG5:</b> 50 <b>TG6:</b> 22, 23, 36, 48, 49, 62 <b>TG8:</b> 22, 23, 36, 49 <b>TG9:</b> 36, 48, 49, 62 <b>Resources:</b> Strategy Card - <b>Patterning</b>
<b>MATHEMATICS</b>	
<b>Component 1: Number Sense and Quantity</b>	
<b>Learning Goal 1.a: Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.</b>	
Quickly name the number in a group of objects, up to 10	<b>TG1:</b> 18, 19, 22, 23, 62, 92 <b>TG2:</b> 14, 16, 40, 48, 62, 74, 75, 78, 88, 101 <b>TG3:</b> 9, 36, 37, 48, 74 <b>TG4:</b> 50 <b>TG5:</b> 102 <b>TG7:</b> 102 <b>TG8:</b> 62, 65, 100, 102 <b>TG9:</b> 10, 101
Verbally count beyond 20 (or in some way indicate knowledge of numbers beyond 20 in sequence), demonstrating an understanding of the number pattern	<b>TG1:</b> 23 <b>TG2:</b> 74, 75, 100, 101 <b>TG6:</b> 22 <b>TG5:</b> 101 <b>TG6:</b> 10, 22, 23, 36, 49 <b>TG9:</b> 23
Use strategies to count large sets of objects (more than 10)	<b>TG7:</b> 10, 22, 23, 36, 50, 62, 74, 75, 100, 101 <b>TG8:</b> 10, 23, 36 <b>TG9:</b> 88
Know the number that comes before or after a specified number (up to 20)	<b>TG1:</b> 73 <b>TG3:</b> 10, 36, 48-49 <b>TG5:</b> 36, 48-49, 88, 100-101 <b>TG6:</b> 36, 75, 88, 100-101 <b>TG7:</b> 22-23, 48-49, 50-51, 62, 74-75 <b>TG8:</b> 10, 22-23, 48-49, 74-75, 88, 100-101 <b>TG9:</b> 74-75, 88, 100-101
Recognize and order each written numeral up to 10	<b>TG2:</b> 10, 11, 22, 23, 24, 49, 76, 102 <b>TG5:</b> 24, 48, 49, 76 <b>TG7:</b> 24, 76 <b>TG8:</b> 24, 101
Associate a quantity with a written numeral up to 10	<b>TG1:</b> 73 <b>TG3:</b> 10, 36, 48-49 <b>TG5:</b> 36, 48-49, 88, 100-101 <b>TG6:</b> 36, 75, 88, 100-101 <b>TG7:</b> 22-23, 48-49, 50-51, 62, 74-75 <b>TG8:</b> 10, 22-23, 48-49, 74-75, 88, 100-101 <b>TG9:</b> 74-75, 88, 100-101
<b>Component 2: Number Relationships and Operations</b>	
<b>Learning Goal 2.a: Children learn to use numbers to compare quantities and solve problems.</b>	
Use counting to compare two sets of objects and to determine which set has more, less, or the same than the other	<b>TG1:</b> 66 <b>TG2:</b> 36, 40, 48, 49, 62, 75, 88, 100, 101 <b>TG3:</b> 48, 49, 74, 75 <b>TG5:</b> 9, 48 <b>TG6:</b> 88, 101 <b>TG7:</b> 10, 23, 36, 49, 88, 100, 101 <b>TG8:</b> 10, 23, 36, 48, 49, 62, 74, 76, 88, 100, 101 <b>TG9:</b> 10, 36, 62, 100, 101
Understand that adding one or taking away one changes	<b>TG1:</b> 22 <b>TG7:</b> 10, 22, 23, 36, 48, 49, 50, 62, 74, 75, 95,

the number in a group of objects by exactly one	100, 101 <b>TG8:</b> 10, 22, 23, 36, 48, 64 <b>TG9:</b> 62, 74, 75, 88 <b>Resources:</b> Strategy Cards – <b>Counting, Number Operations</b>
Use toys and other objects as tools to solve simple addition and subtraction problems with totals smaller than ten	<b>TG1:</b> 17, 23, 62, 74, 75, 88, 89, 100 <b>TG2:</b> 9, 22 <b>TG3:</b> 61, 62, 69, 74, 75 <b>TG4:</b> 10, 11, 23, 49, 61, 74, 100, 101 <b>TG7:</b> 36 <b>TG8:</b> 63 <b>TG9:</b> 49
<b>Component 3: Classification and Patterning</b>	
<b>Learning Goal 3.a: Children learn to order and sort objects by common attributes, to identify patterns, and to predict the next sequence in a pattern.</b>	
Sort objects by more than one attribute (e.g., color and shape) into two or more groups	<b>TG1:</b> 17, 23, 62, 74, 75, 88, 89, 100 <b>TG2:</b> 9, 22 <b>TG3:</b> 61, 62, 69, 74, 75 <b>TG4:</b> 10, 11, 23, 49, 61, 74, 100, 101 <b>TG7:</b> 36 <b>TG8:</b> 63 <b>TG9:</b> 49
Sort sets of objects by one characteristic, then sort by a different characteristic and explain the sorting rules (e.g., “These are all of the red ones, but these are all of the big ones”)	
Extend sequential patterns and replicate these patterns using different materials or modes (e.g., on being told a pattern, replicating the pattern with manipulatives)	<b>TG1:</b> 23, 72 <b>TG2:</b> 87, 103 <b>TG3:</b> 88, 100, 101 <b>TG4:</b> 10 <b>TG5:</b> 50 <b>TG6:</b> 22, 23, 36, 48, 49, 62 <b>TG8:</b> 22, 23, 36, 49 <b>TG9:</b> 36, 48, 49, 62 <b>TG5:</b> 50 <b>Resources:</b> Strategy Card - <b>Patterning</b>
Identify the core unit of sequentially repeating patterns (i.e., that set of characteristics or items that repeat)	<b>TG1:</b> 72 <b>TG3:</b> 88, 100, 101 <b>TG5:</b> 50 <b>TG6:</b> 36, 49, 62 <b>TG8:</b> 22, 23, 36, 49 <b>TG9:</b> 36, 48, 49, 62
Replicate and extend simple growing (or enlarging) patterns	<b>TG1:</b> 72 <b>TG3:</b> 88, 100, 101 <b>TG5:</b> 50 <b>TG6:</b> 36, 49, 62 <b>TG8:</b> 22, 23, 36, 49 <b>TG9:</b> 36, 48, 49, 62 <b>Resources:</b> Strategy Card - <b>Patterning</b>
<b>Component 4: Measurement, Comparison, and Ordering</b>	
<b>Learning Goal 4.a: Children learn to measure objects by their various attributes (length, height, weight, volume) and to use differences in attributes to make comparisons.</b>	
Order (or seriate) four or more items by decreasing or increasing a relative attribute when differences are perceptually clear (e.g., arranging a rock collection from the largest to the smallest)	<b>TG2:</b> 10, 11, 22, 23, 24, 48, 76, 101 <b>TG4:</b> 62, 74, 75, 88 <b>TG5:</b> 24, 36, 48, 49, 76 <b>TG6:</b> 24, 45, 50, 76 <b>TG7:</b> 24, 37, 76, 87 <b>TG8:</b> 24, 101 <b>TG9:</b> 19, 22, 50, 102
Use some appropriate tools to measure different attributes (e.g., choosing a scale for weight and a cup for volume)	<b>TG2:</b> 10, 11, 22, 23, 24, 48, 76, 101 <b>TG4:</b> 62, 74, 75, 88 <b>TG5:</b> 24, 36, 48, 49, 76 <b>TG6:</b> 24, 45, 50, 76 <b>TG7:</b> 24, 37,

	76, 87 <b>TG8:</b> 24, 101 <b>TG9:</b> 19, 22, 50, 102
Use measurement language to describe the attributes of objects (e.g., “This is three-blocks long.”)	<b>TG1:</b> 23 <b>TG2:</b> 10, 11, 22-23, 24-25, 62, 76-77, 102-103 <b>TG4:</b> 62, 74-75, 88, 102-103 <b>TG5:</b> 9, 24-25, 36, 48-49, 62, 77 <b>TG6:</b> 24-25, 45, 50-51, 77 <b>TG7:</b> 24-25, 37, 42, 76-77, 87 <b>TG8:</b> 17, 24-25, 42 <b>TG9:</b> 11, 22, 51, 88, 103  <b>Resources:</b> Strategy Card – <b>Measurement</b> , Photo Cards
<b>Component 5: Geometry and Spatial Sense</b>	
<b>Learning Goal 5.a: Children learn to identify shapes and their attributes, solve problems using shapes, and explore the positions of objects in space.</b>	
Describe and compare shapes using their attributes (e.g., “a triangle has three sides, but a square has four.”)	<b>TG1:</b> 17, 21, 23, 62, 74, 75, 88, 89, 100 <b>TG2:</b> 9, 22 <b>TG3:</b> 61, 62, 69, 74, 75 <b>TG4:</b> 10, 11, 23, 36, 48, 49, 61, 74, 100, 101 <b>TG7:</b> 36 <b>TG8:</b> 63 <b>TG9:</b> 49  <b>Resources:</b> Strategy Card – <b>Classification</b>
Combine and separate shapes to make other shapes (e.g., using two triangles to make a square)	<b>TG1:</b> 23, 101 <b>TG3:</b> 75, 76 <b>TG4:</b> 22, 23, 36, 48, 49, 62, 88, 101 <b>TG5:</b> 15, 22, 23, 62, 74, 75 <b>TG9:</b> 75
Build more complex models of buildings, structures, or areas (e.g., their classroom or playground) with three-dimensional shapes, such as building blocks	<b>TG2:</b> 11, 37, 63 <b>TG3:</b> 87 <b>TG4:</b> 48, 102-103 <b>TG5:</b> 10, 11, 36, 62 <b>TG6:</b> 63, 89 <b>TG7:</b> 35. <b>TG8:</b> 9, 35 <b>TG9:</b> 61, 87
Correctly name familiar shapes (e.g., circle, triangle, and square) and less familiar shapes (e.g., hexagon, trapezoid, and rhombus)	<b>TG1:</b> 23, 37, 99, 101 <b>TG2:</b> 11, 92 <b>TG3:</b> 75, 76 <b>TG4:</b> 10, 22, 23, 36, 48, 49, 101 <b>TG5:</b> 9, 10, 15, 22, 23, 62, 74, 75, 101 <b>TG7:</b> 61 <b>TG8:</b> 37, 74 <b>TG9:</b> 88, 100
Correctly name some three dimensional shapes (e.g., cube, cone, cylinder)	<b>Resources:</b> Strategy Card – <b>Geometry</b>
Understand and use language related to directionality, order, and the position of objects, such as “up”, “down,” “in front,” and “behind”	<b>TG1:</b> 36, 48, 49 <b>TG2:</b> 23, 37, 61 <b>TG3:</b> 22, 23 <b>TG4:</b> 74, 75 <b>TG5:</b> 75 <b>TG6:</b> 48, 62, 74, 75 <b>TG9:</b> 49, 75
<b>SCIENCE</b>	
<b>Component 1: Scientific Inquiry and Application</b>	
<b>Learning Goal 1.a: Children learn to plan for and carry out investigations and collect, evaluate, and communicate information.</b>	
Use a variety of tools (e.g., measuring devices) to gather information and observe processes and relationships (e.g., using the Internet to find information on what types of food fish eat and how much food they need, using measuring	<b>TG1:</b> 10, 24, 36, 77 <b>TG3:</b> 11, 36 <b>TG4:</b> 37, 87 <b>TG5:</b> 9, 17, 35, 37, 37, 89 <b>TG6:</b> 95 <b>TG7:</b> 11, 63 <b>TG8:</b> 11, 37, 89, 100, 101 <b>TG9:</b> 9, 23, 35, 37, 61, 63, 97

cup to measure fish food, then observing fish and recording how much they eat)	
Engage in elements of the scientific process, which includes observing, making predictions, recording predictions (through pictures, drawing, or dictation), developing plans for testing hypotheses, trying out ideas, and communicating outcomes	<b>TG1:</b> 25, 36, 103 <b>TG3:</b> 37,102 <b>TG4:</b> 37, 87 <b>TG5:</b> 35, 43, 49 <b>TG6:</b> 37,47 <b>TG8:</b> 89 <b>TG9:</b> 11, 18, 37, 63
Analyze the result of an attempted solution and use the new information to solve a problem (e.g., after observing a paper boat sinking in the water, making a new boat out of different material to see if the new one will float)	<b>TG1:</b> 25, 36, 103 <b>TG3:</b> 37 <b>TG4:</b> 37, 87 <b>TG5:</b> 35, 43, 49 <b>TG6:</b> 37 <b>TG8:</b> 89 <b>TG9:</b> 11, 18, 37, 63
<b>Component 2: Knowledge of Science Concepts</b>	
<b>Learning Goal 2.a: Children explore the characteristic of objects and materials that are living, non-living, man-made, or naturally occurring.</b>	
Describe the characteristics that define living things	<b>TG1:</b> 35 <b>TG4:</b> 9, 19, 45 <b>TG5:</b> 69 <b>TG6:</b> 87, 94 <b>TG7:</b> 8, 9, 11, 17, 18, 20, 36, 42, 44, 50, 60, 63, 94, 96, 97, 98 <b>TG8:</b> 9, 10, 16, 17, 18, 19, 35, 36, 42, 43, 44, 45, 50, 62, 63, 68, 69, 70, 71, 89, 94, 95, 96, 97 <b>TG9:</b> 10
Observe the similarities, differences, and categories of plants and animals	<b>TG1:</b> 35 <b>TG4:</b> 9, 19, 45 <b>TG5:</b> 69 <b>TG6:</b> 87, 94 <b>TG7:</b> 8, 9, 11, 17, 18, 20, 36, 42, 44, 50, 60, 63, 94, 96, 97, 98 <b>TG8:</b> 9, 10, 16, 17, 18, 19, 35, 36, 42, 43, 44, 45, 50, 62, 63, 68, 69, 70, 71, 89, 94, 95, 96, 97 <b>TG9:</b> 10
Ask and answer questions about changes in the appearance, behavior, and habitats of living things	<b>TG1:</b> 35 <b>TG4:</b> 9, 19, 45 <b>TG5:</b> 69 <b>TG6:</b> 87, 94 <b>TG7:</b> 8, 9, 11, 17, 18, 19,20, 36, 42, 44, 50, 60, 63, 70,94, 96, 97, 98 <b>TG8:</b> 9, 10, 16, 17, 18, 19, 35, 36, 42, 43, 44, 45, 50, 62, 63, 68, 69, 70, 71, 89, 94, 95, 96, 97 <b>TG9:</b> 10,18
Use increasingly complex vocabulary to describe natural elements	<b>TG2:</b> 11 <b>TG3:</b> 63 <b>TG4:</b> 43 <b>TG5:</b> 11, 37 <b>TG7:</b> 37 <b>TG8:</b> 37, 61 <b>TG9:</b> 37, 43, 69
Differentiate between natural and man-made materials	<b>TG2:</b> 11 <b>TG3:</b> 63 <b>TG4:</b> 43 <b>TG5:</b> 11, 37 <b>TG7:</b> 37 <b>TG8:</b> 37, 61 <b>TG9:</b> 37, 43, 69
Describe changes that occur in the natural environment over time	<b>TG1:</b> 44 <b>TG2:</b> 48, 89, 102-103 <b>TG3:</b> 62 <b>TG4:</b> 35, 61 <b>TG5:</b> 90 <b>TG6:</b> 97 <b>TG8:</b> 70-71 <b>TG9:</b> 10, 89, 90, 93, 100-101
Make observations about physical properties of objects, the motion of toys and objects, and changes in matter	<b>TG1:</b> 9, 10, 36, 45, 48, 49 61, 62, 63, 74, 75, 88 <b>TG2:</b> 10-11, 16,19, 22, 24, 50, 61,89 <b>TG3:</b> 24, 25, 36, 37, 74, 75 <b>TG4:</b> 9, 11, 36, 48, 50, 51, 52, 87, 88, 95, 96, 97, 101 <b>TG5:</b> 23, 24, 102, 103 <b>TG6:</b> 11, 19, 35, 37, 50, 62, 64,

	74,75, 78 <b>TG7:</b> 11, 35, 76, 77, 78 90 <b>TG8:</b> 11, 24, 50, 88, 102 <b>TG9:</b> 9, 11, 21, 24, 37, 43, 63, 76, 102 <b>Resources:</b> Photo Cards
<b>SOCIAL STUDIES</b>	
<b>Component 1: Self, Family, and Community</b>	
<b>Learning Goal 1.a: Children gain awareness of how they relate to their family and community, understand social roles and responsibilities, and recognize and respect similarities and differences in people.</b>	
Talk about family in more complex ways (e.g., explaining the importance of unique family traditions beyond common holiday customs)	<i><b>Cultural Responsiveness</b> reminders are embedded across all content areas of the curriculum. Opportunities to explore events, celebrations, and holidays of the local community and culture are encouraged in each theme. Theme 2 focuses on My Family. 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)</i>  <b>TG1:</b> 13 <b>TG2:</b> 11, 16, 17, 34, 35 <b>TG3:</b> 22, 34, 62, 69, 88 <b>TG4:</b> 9, 17, 71 <b>TG5:</b> 38, 75 <b>TG6:</b> 35 <b>TG8:</b> 44 <b>TG9:</b> 95
Engage in sociodramatic play (i.e., complex pretend play involving assigned roles and and general plot), for example, by acting out family or community roles and events	<i><b>Cultural Responsiveness</b> reminders are embedded across all content areas of the curriculum. Opportunities to explore events, celebrations, and holidays of the local community and culture are encouraged in each theme.</i> <b>Theme 2 focuses on My Family. 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)</b>  <b>TG1:</b> 13 <b>TG2:</b> 11, 16, 17, 34, 35 <b>TG3:</b> 22, 34, 62, 69, 88 <b>TG4:</b> 9, 17, 71 <b>TG5:</b> 38, 75 <b>TG6:</b> 35 <b>TG8:</b> 44 <b>TG9:</b> 95
Demonstrate an understanding that “fairness” involves taking turns and sharing roles	<b>TG1:</b> 65, 91, 94 <b>TG2:</b> 13, 39, 65, 71, 87, 91, 102 <b>TG3:</b> 13, 34, 39, 43, 50, 65, 91 <b>TG4:</b> 13, 39, 65, 91 <b>TG5:</b> 13, 39, 65, 91 <b>TG6:</b> 13, 39, 65, 91 <b>TG7:</b> 13, 39, 65, 91 <b>TG8:</b> 13, 39, 65, 91 <b>TG9:</b> 12, 13, 39, 64, 65, 91, 95
Engage in peer conflict resolution with increasing independence	<b>Conscious Discipline</b> <sup>®</sup> specifically guides children in being successful in their social and emotional endeavors



	<p>during each day. The <b>CALM</b> portion of the <b>Greeting Circle</b> (pages 12, 38, 64, 90 in each <b>Teacher's Guide</b>) focuses on developing positive relationships daily.</p> <p><b>TG1:</b> 39, 78, 91, 97 <b>TG2:</b> 10, 11, 25, 37, 50-51 62, 63, 77, 87, 89, 102-103 <b>TG3:</b> 10, 37, 51, 61, 77, 103 <b>TG4:</b> 25, 35, 37, 61, 77, 103 <b>TG5:</b> 25, 51, 62, 65, 77, 102-103 <b>TG6:</b> 25, 63, 77, 89, 103 <b>TG7:</b> 25, 39, 50-51, 77, 103 <b>TG8:</b> 25, 51, 103 <b>TG9:</b> 25, 36, 39, 51, 77, 89, 95, 103</p>
Make comparisons about similarities and differences among people and use themselves as a reference (e.g., saying "That boy is bigger than me!")	<b>TG1:</b> 44 <b>TG2:</b> 48, 89, 102-103 <b>TG3:</b> 62 <b>TG4:</b> 35, 61 <b>TG5:</b> 90 <b>TG6:</b> 97 <b>TG8:</b> 70-71 <b>TG9:</b> 10, 89, 90, 93, 100-101
<b>Component 2: History and Geography</b>	
<b>Learning Goal 2.a: Children understand concept of time (past, present, and future) and place.</b>	
Use such terms as "today," "tomorrow," and "next time" with some accuracy	<b>TG1:</b> 17, 23 <b>TG3:</b> 99 <b>TG9:</b> 10, 19, 22, 23, 24, 36
Use and understand concepts of "before" and "after"	
Recognize the passage of time through day-and-night cycles and through changing seasons	<b>TG1:</b> 44, 45, 71 <b>TG5:</b> 63 <b>TG8:</b> 97 <b>TG9:</b> 34, 35, 37, 38, 41, 42, 43, 44, 45, 48
Recognize common features in their immediate environment (e.g., talking about the apple tree outside their back door, or commenting on the river they cross on their ride to school)	<b>TG1:</b> 63 <b>TG2:</b> 11 <b>TG5:</b> 11 <b>TG6:</b> 24, 44, 63, 71, 87 <b>TG7:</b> 89 <b>TG8:</b> 89 <b>Resources:</b> Photo Cards
Create drawings of home and school	<b>TG1:</b> 63 <b>TG2:</b> 43, 44, 96 <b>TG3:</b> 69 <b>TG4:</b> 45 <b>TG5:</b> 11 <b>TG6:</b> 44, 63, 69, 70, 71, 102 <b>TG8:</b> 69
Create simple maps of home and school and talk about the things that are in certain areas (a bed or a closet in their bedroom)	<b>TG2:</b> 43, 44, 96 <b>TG3:</b> 69 <b>TG4:</b> 45 <b>TG6:</b> 44, 63, 69, 70, 71, 102 <b>TG8:</b> 69
Identify familiar landmarks (police or fire station, grocery store)	<b>TG1:</b> 63 <b>TG2:</b> 43, 44, 96 <b>TG3:</b> 69 <b>TG4:</b> 45 <b>TG5:</b> 11 <b>TG6:</b> 44, 63, 69, 70, 71, 102 <b>TG8:</b> 69

<b>CREATIVE ARTS</b>	
<b>Component 1: Experimentation and Participation in the Creative Arts</b>	
<b>Learning Goal 1.a: Children gain appreciation for and participate in the creative arts.</b>	
Apply vocal skills to instruments to produce more complex rhythms, tones, melodies, and songs	<b>TG1:</b> 12, 14, 41, 47, 67, 90, 101 <b>TG2:</b> 15, 41, 64, 67, 75, 93 <b>TG3:</b> 12, 15, 38, 41, 64, 67, 90, 93 <b>TG4:</b> 12, 15, 38, 41, 64, 67, 93 <b>TG5:</b> 15, 21, 38, 41, 47, 64, 67, 90, 93 <b>TG6:</b> 12, 15, 38, 41, 64, 67, 90, 93, 99 <b>TG7:</b> 12, 15, 41, 90, 93 <b>TG8:</b> 12, 15, 18, 64, 67, 93 <b>TG9:</b> 12, 15, 24, 38, 41, 64, 67, 90, 93
Intentionally create content in a work of art (e.g., a picture, a play-dough sculpture, etc.)	<b>TG1:</b> 51, 63, 77, 87 <b>TG2:</b> 9, 35, 61, 87, 102 <b>TG3:</b> 9, 89 <b>TG4:</b> 35, 36, 62, 88 <b>TG5:</b> 10, 36, 61, 87, 89 <b>TG6:</b> 10, 36, 62, 88 <b>TG7:</b> 10, 61, 87, 89 <b>TG8:</b> 9, 35, 61, 87, 102 <b>TG9:</b> 9, 35, 63
Write and act out stories based upon familiar topics or characters	<b>TG1:</b> 89, 91 <b>TG2:</b> 10, 36, 37, 62, 63, 74 <b>TG3:</b> 9, 10, 22, 48, 61, 67, 87 <b>TG4:</b> 9, 35, 61, 97 <b>TG5:</b> 67, 69, 87, 88 <b>TG6:</b> 11, 63, 89 <b>TG7:</b> 71, 89 <b>TG8:</b> 93 <b>TG9:</b> 15, 36
Enjoy and engage with displays of visual art, music, and drama and may express clear preferences for types of artwork or art activities	<b>TG1:</b> 37, 50, 62, 87 <b>TG2:</b> 9, 35, 61, 69, 87, 103 <b>TG3:</b> 9, 63, 77 <b>TG4:</b> 35, 36, 62, 88 <b>TG5:</b> 10, 36, 45, 50-51, 61, 86, 87, 89, 95, 98 <b>TG6:</b> 10, 36, 62, 76-77 <b>TG7:</b> 8, 10, 61, 87 <b>TG8:</b> 9, 61, 63, 87, 102-103 <b>TG9:</b> 9, 24-25, 34, 63, 89, 102-103
Plan art and show increasing care and persistence in completing it	<b>TG1:</b> 51, 63, 77, 87 <b>TG2:</b> 9, 35, 61, 87, 102 <b>TG3:</b> 9, 89 <b>TG4:</b> 35, 36, 62, 88 <b>TG5:</b> 10, 36, 61, 87, 89 <b>TG6:</b> 10, 36, 62, 88 <b>TG7:</b> 10, 61, 87, 89 <b>TG8:</b> 9, 35, 61, 87, 102 <b>TG9:</b> 9, 35, 63
Choose own art for display in the classroom or for inclusion in a portfolio or book and explain their choices and preferences in some detail	<b>TG1:</b> 37, 50, 62, 87 <b>TG2:</b> 9, 35, 61, 69, 87, 103 <b>TG3:</b> 9, 63, 77 <b>TG4:</b> 35, 36, 62, 88 <b>TG5:</b> 10, 36, 45, 50-51, 61, 86, 87, 89, 95, 96, 98 <b>TG6:</b> 10, 36, 62, 76-77 <b>TG7:</b> 8, 10, 61, 87 <b>TG8:</b> 9, 61, 63, 87, 102-103 <b>TG9:</b> 9, 24-25, 34, 63, 89, 102-103
Communicate about elements appearing in art, music, and drama	<b>TG1:</b> 37, 50, 62, 87 <b>TG2:</b> 9, 35, 61, 69, 87, 103 <b>TG3:</b> 9, 63, 77 <b>TG4:</b> 35, 36, 62, 88 <b>TG5:</b> 10, 36, 45, 50-51, 61, 86, 87, 89, 95, 98 <b>TG6:</b> 10, 36, 62, 76-77 <b>TG7:</b> 8, 10, 61, 87 <b>TG8:</b> 9, 61, 63, 87, 102-103 <b>TG9:</b> 9, 24-25, 34, 63, 89, 102-103