

**Correlation of
Mississippi Early Learning
Standards for Classrooms
Serving Three-Year-Old
Children and Frog Street Pre-K**



TEXTBOOK COMPANY: Frog Street Press, Inc.
CORRELATION TO MISSISSIPPI EARLY LEARNING STANDARDS FOR
CLASSROOMS SERVING THREE-YEAR-OLD CHILDREN

READING STANDARDS FOR LITERATURE	
ANCHOR STANDARD: Key Ideas and Details	
Performance Standards	FSPK Teacher Guide Page References
1. With guidance and support, ask and/or answer questions with details related to a variety of print materials (e.g., ask, “ <i>What is the duck doing?</i> ” or respond to, “ <i>Tell me about the duck.</i> ”).	<p>Adaptations for Young Learners Guide: 22, 29, 36, 41, 46, 51, 55, 58, 64, 69, 73, 76, 77, 86, 87, 90, 91, 94, 95, 100, 101, 105, 108, 109, 112, 113, 119, 122, 123, 126, 127, 131, 137, 141, 144, 145, 148, 149, 154, 155, 158, 159, 163, 166, 167</p> <p>TG1: 23, 29, 35, 41, 43, 47, 59, 65, 71, 75, 77, 79, 95, 101, 107, 113, 115, 131, 137, 139, 143, 149, 150, 155, 157; TG2: 23, 27, 29, 31, 33, 35, 41, 47, 59, 61, 65, 67, 71, 83, 95, 101, 107, 109, 113, 115, 119, 121, 143, 149, 155, 157; TG3: 23, 29, 35, 41, 43, 47, 59, 65, 67, 71, 73, 75, 77, 79, 83, 87, 95, 101, 107, 113, 119, 131, 137, 138, 141, 143, 145, 149, 155; TG4: 23, 25, 29, 30, 35, 36, 37, 41, 43, 47, 49, 50, 59, 65, 66, 67, 77, 79, 83, 95, 99, 101, 107, 111, 119, 121, 131, 133, 137, 139, 143, 149, 155, 157; TG5: 23, 29, 31, 35, 41, 47, 48, 49, 59, 60, 61, 65, 71, 73, 75, 77, 79, 83, 85, 95, 97, 101, 107, 108, 109, 113, 115, 119, 120, 131, 133, 137, 138, 143, 149, 150, 151, 152, 155, 158; TG6: 23, 29, 41, 43, 47, 65, 66, 71, 73, 77, 79, 95, 101, 107, 108, 119, 131, 133, 137, 138, 144, 145, 149, 151, 157; TG7: 29, 31, 35, 41, 43, 47, 59, 65, 67, 83, 84, 95, 107, 109, 113, 119, 131, 132, 133, 137, 138, 143, 144, 145, 149, 155; TG8: 23, 29, 35, 38, 41, 43, 49, 59, 65, 71, 77, 83, 101, 107, 113, 119, 137, 141, 143, 149, 155, 157; TG9: 23, 25, 29, 35, 36, 37, 41, 45, 47, 59, 65, 71, 77, 81, 83, 87, 95, 101, 107, 113, 119, 131, 137, 143, 144, 149, 155</p>
2. With guidance and support, retell familiar stories following the pictures in a book or through conversations, art, creative movement or dramatic play.	<p>Adaptations for Young Learners Guide: 36, 37, 46, 53, 65, 77, 89, 113, 119, 127, 137, 141, 143, 149, 154, 162, 166, 167</p> <p>TG1: 21, 49, 85, 107, 115, 139; TG2: 33, 41, 43, 77, 79, 93, 111, 121, 139; TG3: 26, 73, 121, 133, 139, 145, 156, 157, 159; TG4: 25, 49, 66, 67, 73, 78, 85, 133, 139, 145, 149, 151, 157; TG5: 31, 49, 59, 61, 73, 77, 79, 85, 103, 109, 115, 117, 121, 133, 139, 145, 147, 151; TG6: 43, 67, 73, 79, 115, 155, 157; TG7: 25, 31, 121, 145, 151, 157; TG8: 25, 29, 47, 71, 101, 141, 151, 157; TG9: 25, 31, 77, 79, 150, 157</p>
3. With guidance and support, identify common objects in the pictures of books.	<p>Adaptations for Young Learners Guide: 10, 14, 22, 36, 51, 59, 76, 83, 100, 108, 141, 154</p> <p>TG1: 23, 29, 35, 41, 43, 47, 59, 65, 71, 75, 77, 79, 95, 101, 107, 113, 115, 131, 137,</p>

	139, 143, 149, 150, 155, 157; TG2: 23, 27, 29, 31, 33, 35, 41, 59, 61, 65, 67, 71, 83, 95, 99, 101, 107, 109, 113, 115, 119, 121, 143, 155, 157; TG3: 23, 35, 41, 43, 47, 59, 65, 67, 71, 73, 75, 77, 79, 83, 87, 95, 101, 107, 113, 119, 131, 137, 138, 140, 141, 143, 144, 145, 149, 155; TG4: 23, 25, 29, 30, 35, 36, 37, 41, 43, 47, 49, 50, 59, 65, 66, 67, 79, 83, 99, 101, 111, 119, 121, 131, 133, 139, 143, 144, 149, 155, 157; TG5: 23, 29, 31, 41, 47, 48, 49, 59, 60, 61, 65, 71, 73, 75, 77, 79, 83, 85, 95, 97, 101, 107, 108, 109, 113, 115, 119, 120, 131, 133, 137, 138, 140, 143, 149, 150, 151, 152, 155, 156, 157, 158; TG6: 23, 29, 41, 43, 47, 65, 66, 71, 73, 77, 79, 95, 107, a108, 119, 131, 133, 137, 138, 149, 151, 157; TG7: 29, 31, 35, 41, 43, 47, 59, 65, 67, 83, 84, 95, 107, 109, 113, 119, 131, 132, 133, 137, 138, 143, 144, 145, 149, 155; TG8: 23, 29, 35, 38, 41, 43, 49, 59, 65, 71, 77, 83, 85, 101, 107, 113, 119, 137, 141, 143, 149, 155, 157; TG9: 23, 25, 29, 35, 36, 37, 41, 45, 47, 59, 65, 71, 77, 81, 83, 87, 95, 101, 107, 119, 131, 137, 143, 144, 155
ANCHOR STANDARD: Craft and Structure	
Performance Standards	FSPK Teacher Guide Page References
4. With guidance and support, exhibit curiosity and interest that print conveys meaning.	
a. Increase vocabulary through conversations with adults and peers.	<p>Read-Aloud Time (two per day) and each day’s Literacy Small Group lesson both provide opportunities to introduce new vocabulary to children in the context of conversations, activities, stories, and books. Strategy Card H “Introduce and Build Vocabulary” offers additional teaching ideas.</p> <p>Adaptations for Young Learners Guide: 22, 29, 51, 55, 58, 59, 64, 69, 76, 77, 82, 83, 86, 90, 100, 101, 105, 109, 113, 122, 126, 130, 131, 144, 145, 148, 149, 154, 155, 158, 159, 163, 166, 167</p> <p>TG1: 23, 29, 35, 41, 43, 47, 59, 65, 71, 75, 77, 79, 95, 101, 107, 113, 115, 131, 137, 139, 143, 149, 150, 155, 157; TG2: 23, 27, 29, 31, 33, 35, 41, 47, 59, 61, 65, 67, 71, 83, 95, 101, 107, 109, 113, 115, 119, 121, 143, 149, 155, 157; TG3: 23, 29, 35, 41, 43, 47, 59, 67, 71, 73, 75, 77, 79, 83, 87, 95, 101, 107, 113, 119, 131, 137, 138, 141, 143, 145, 149, 155; TG4: 23, 25, 29, 30, 35, 36, 37, 41, 43, 47, 49, 50, 59, 65, 66, 67, 77, 79, 83, 95, 99, 101, 107, 111, 119, 121, 131, 133, 137, 139, 143, 149, 155, 157; TG5: 31, 35, 41, 47, 49, 59, 60, 61, 65, 71, 73, 75, 77, 79, 83, 85, 95, 97, 101, 107, 108, 109, 113, 115, 119, 120, 131, 133, 137, 138, 143, 149, 150, 151, 152, 155, 158; TG6: 23, 29, 41, 43, 47, 65, 66, 71, 73, 77, 79, 95, 101, 107, 108, 119, 131, 133, 137, 138, 144, 145, 149, 151, 157; TG7: 29, 31, 35, 41, 43, 47, 59, 65, 67, 83,</p>

	84, 95, 107, 109, 113, 119, 131, 132, 133, 137, 144, 145, 149; TG8: 23, 29, 35, 38, 41, 43, 59, 65, 71, 77, 83, 101, 107, 113, 119, 137, 141, 143, 149, 155, 157; TG9: 23, 25, 29, 35, 36, 37, 41, 45, 47, 59, 65, 71, 77, 81, 83, 87, 95, 101, 107, 113, 119, 131, 137, 143, 144, 149, 155
b. Identify real-word print (e.g., labels in the classroom, signs in the community).	Adaptations for Young Learners Guide: 64, 122, 165 Daily Letter/Word Wall activities are encouraged in the Literacy Small Group lessons. Strategy Card L is another support for Alphabet and Word Wall activities. TG1: 49, 51, 61, 66, 85, 115, 133, 139, 145; TG2: 24, 25, 31, 37, 61, 72, 93, 102, 103, 109, 157; TG3: 25, 49, 59, 61, 67, 73, 85, 93, 96, 97, 103, 109, 115, 121, 133, 135, 139, 143, 145, 157; TG4: 25, 61, 73, 109, 159; TG5: 21, 43, 48, 49, 67, 79, 81, 85, 108, 109, 115, 121, 132, 133, 134, 139, 156, 157; TG6: 25, 45, 57, 79, 109, 115, 121, 133, 139, 145, 151, 155, 156, 157; TG7: 25, 29, 49, 51, 73, 85, 103, 121, 129, 133; TG8: 25, 37, 43, 57, 85, 115; TG9: 25, 42, 73, 109, 139
5. With guidance and support, experience common types of books (e.g., fantasy; factual; animals; books about people demonstrating racial, cultural, age, gender, ability and diversity).	Adaptations for Young Learners Guide: 10, 14, 33, 36, 58, 61, 82, 87, 94, 95, 109, 130, 137, 146, 162 TG1: 35, 72, 142; TG2: 45, 77, 96, 101, 123, 155, 192-199, 206; TG3: 29, 35, 44, 48, 63, 65, 66, 71, 113, 132, 137, 141; TG4: 30, 31, 41, 65, 83, 113, 196; TG5: 22, 23, 29, 35, 36, 41, 47, 77, 123, 138, 143, 150; TG6: 35, 48, 65, 105, 108, 149, 150, 153; TG7: 23, 24, 29, 61, 77, 83, 113, 123, 131, 132, 138, 144, 155; TG8: 47, 87, 102, 119, 141, 155; TG9: 24, 59, 65, 72, 78, 81, 84, 87, 96, 102, 132, 141, 153, 155
6. With guidance and support, identify the terms “author” and “illustrator”.	Adaptations for Young Learners Guide: 22, 36, 46, 58, 64, 76, 86, 94, 100, 112, 126, 130, 144, 148, 154, 158, 166 TG1: 23, 29, 35, 95, 101, 131, 143; TG2: 65, 101, 111, 119, 155, 159; TG3: 23, 41, 65, 107, 149, 155; TG4: 23, 29, 35, 41, 101, 137, 155, 159; TG5: 41, 71, 108, 131; TG6: 23, 47, 83, 131, 137, 138, 141, 143; TG7: 41, 107, 131; TG8: 71, 155
ANCHOR STANDARD: Integration of Knowledge and Ideas	
Performance Standards	FSPK Teacher Guide Page References
7. With guidance and support, make connections between self and real-life experiences as they relate to classroom books.	Daily Read-Aloud Time lessons provide opportunities for the teacher to picture walk, question and discuss the story. Adaptations for Young Learners Guide: 22, 29, 36, 37, 47, 51, 58, 64, 69, 76, 86, 91, 94, 100, 105, 108, 112, 113, 119, 122, 123, 126, 130, 141, 143, 159, 166 TG1: 23, 29, 35, 43, 47, 49, 59, 65, 71, 73, 77, 83, 85, 95, 101, 107, 115, 119, 131, 137, 143, 155; TG2: 23, 29, 47, 59, 63, 65, 71, 77, 83, 85, 95, 101, 107, 113, 119,

	138, 139, 143, 149, 159; TG3: 23, 41, 47, 59, 65, 71, 73, 87, 101, 107, 111, 113, 131, 133, 137, 138, 147; TG4: 23, 25, 29, 35, 37, 41, 45, 47, 49, 50, 59, 61, 65, 66, 67, 71, 83, 95, 101, 111, 113, 119, 131, 133, 137, 139, 155, 157; TG5: 23, 29, 35, 41, 47, 49, 59, 61, 65, 71, 73, 75, 77, 78, 79, 83, 85, 87, 95, 99, 101, 103, 108, 113, 114, 119, 131, 144, 152, 153; TG6: 23, 29, 35, 41, 47, 49, 59, 65, 67, 71, 73, 77, 79, 83, 95, 107, 108, 113, 119, 131, 132, 143, 155; TG7: 25, 29, 30, 35, 41, 42, 59, 65, 71, 73, 77, 95, 101, 107, 113, 119, 131, 137, 149, 151, 155, 157; TG8: 23, 25, 29, 31, 35, 41, 47, 49, 65, 67, 71, 77, 83, 84, 101, 107, 113, 119, 131, 132, 137, 143, 149, 151, 155; TG9: 23, 25, 29, 31, 33, 35, 41, 47, 48, 59, 71, 73, 77, 83, 95, 101, 107, 113, 119, 137, 144
8. (Not appropriate for literature as indicated in the CCSS for ELA)	
9. With guidance and support, recall a sequence of events in familiar stories.	Adaptations for Young Learners Guide: 23, 36, 61, 65, 77, 86, 94, 95, 126, 144, 145, 158, 166 TG1: 23, 29, 35, 42, 43, 47, 59, 65, 71, 77, 95, 101, 119, 131, 137, 155; TG2: 23, 29, 47, 59, 65, 71, 77, 95, 101, 107, 111, 132, 137, 143, 149, 159; TG3: 23, 31, 35, 37, 41, 43, 47, 59, 66, 67, 71, 75, 83, 107, 131, 137, 138, 147, 151; TG4: 23, 27, 29, 35, 41, 47, 50, 65, 83, 95, 99, 101, 111, 113, 131, 133, 139, 155, 157; TG5: 23, 29, 35, 41, 47, 49, 59, 61, 65, 71, 72, 77, 78, 79, 83, 95, 99, 101, 108, 119, 131, 137, 149; TG6: 29, 47, 65, 71, 73, 77, 79, 83, 95, 113, 119, 131, 132, 143, 155; TG7: 59, 71, 73, 77, 83, 95, 101, 113, 119, 155; TG8: 23, 25, 29, 41, 47, 65, 71, 77, 83, 107, 113, 114, 119, 120, 131, 132, 137, 139, 143, 149, 155; TG9: 23, 35, 41, 43, 47, 65, 101, 107, 113, 119, 137
ANCHOR STANDARD: Range of Reading and Level of Text Complexity	
Performance Standards	FSPK Teacher Guide Page References
10. With guidance and support, actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) within individual learning centers (e.g., art activities, dramatic play, creative writing, movement).	Adaptations for Young Learners Guide: 29, 31, 43, 61, 67, 71, 93, 100, 103, 139, 143, 151, 155, 161, 165 TG1: 22, 23, 24, 26, 27, 28, 29, 30, 31, 33, 35, 36, 37, 39, 40, 41, 42, 47, 48, 59, 60, 61, 62, 65, 66, 69, 70, 71, 72, 75, 77, 78, 83, 84, 85, 86, 87, 93, 94, 95, 96, 97, 98, 99, 101, 102, 103, 104, 105, 107, 108, 109, 111, 112, 113, 116, 118, 119, 121, 130, 147, 152, 159; TG2: 22, 23, 24, 28, 30, 31, 35, 40, 41, 42, 46, 47, 51, 56, 58, 60, 65, 66, 70, 72, 73, 80, 95, 96, 101, 102, 107, 108, 113, 114, 130, 135, 141, 144, 148, 149, 150, 153, 154; TG3: 22, 23, 24, 26, 28, 29, 32, 34, 37, 41, 44, 47, 49, 59, 65, 70, 72, 73, 77, 78, 83, 84, 95, 96, 100, 108, 109, 117, 118, 137, 148, 159; TG4: 20, 22, 23, 25, 26, 30, 31, 33, 34, 39, 41, 42, 46, 48, 50, 59, 60, 61, 65, 66, 68, 69, 74,

	82, 85, 94, 98, 99, 105, 107, 108, 111, 120, 121, 123, 130, 131, 134, 135, 141, 142, 150, 154; TG5: 23, 24, 26, 27, 28, 34, 36, 37, 39, 40, 44, 45, 46, 58, 63, 64, 68, 70, 75, 76, 80, 82, 94, 100, 106, 110, 112, 117, 118, 130, 136, 153, 154, 159; TG6: 22, 24, 25, 26, 27, 30, 31, 35, 37, 39, 42, 46, 48, 50, 59, 60, 65, 69, 71, 75, 78, 82, 84, 85, 86, 94, 95, 98, 104, 107, 108, 116, 120, 121, 123, 130, 132, 134, 135, 139, 141, 142, 148, 150, 154, 155; TG7: 23, 26, 29, 33, 35, 41, 42, 47, 50, 59, 60, 62, 63, 67, 72, 73, 74, 75, 81, 86, 87, 95, 97, 106, 107, 109, 112, 113, 117, 118, 120, 123, 131, 133, 134, 135, 139, 140, 141, 146, 147, 148, 153, 154, 158, 159; TG8: 23, 24, 29, 31, 33, 39, 40, 41, 45, 47, 51, 58, 65, 77, 81, 83, 86, 87, 95, 96, 97, 99, 101, 102, 107, 112, 117, 137, 141, 143, 148, 151, 152, 153, 154, 156; TG9: 22, 23, 26, 29, 32, 33, 34, 37, 40, 41, 44, 47, 59, 63, 65, 69, 70, 71, 75, 84, 95, 98, 101, 105, 113, 115, 116, 119, 131, 135, 143, 147, 149, 151, 155, 156;
READING STANDARDS FOR INFORMATIONAL TEXT	
ANCHOR STANDARD: Key Ideas and Details	FSPK Teacher Guide Page References
Performance Standards	
1. With guidance and support, answer questions related to a variety of print materials.	Adaptations for Young Learners Guide: 10, 18, 32, 40, 50, 54, 72, 104, 118, 136, 140 TG1: 35, 41, 59, 65, 71, 73, 77, 83, 95, 108, 113, 114, 119, 120, 137; TG2: 29, 31, 35, 47, 59, 61, 95, 119, 131, 137, 143, 149; TG3: 59, 66, 77, 79, 83, 95, 99, 101, 119, 123; TG4: 29, 59, 71, 77, 79, 83, 107, 113, 121; TG6: 47, 71, 73, 77, 79, 81, 83, 87, 95-97, 101, 149, 151; TG7: 23, 35, 39, 47, 65, 99, 119; TG8: 23, 29, 35, 37, 41, 47, 59, 65, 71, 77, 83-85, 95, 97, 107, 131, 137; TG9: 47, 49, 95, 99, 103, 113, 135, 137
2. With guidance and support, identify the main topic/idea and demonstrate some details through play (e.g., dramatic play, art, writing, math, building blocks, science, music, and/or manipulatives).	Adaptations for Young Learners Guide: 32, 35, 50, 57, 104, 136 TG1: 23, 29, 35, 41-43, 59, 65, 71, 73, 77, 83, 95, 108, 113, 114, 119, 120, 137; TG2: 29, 31, 35, 47, 59, 61, 119, 131, 137, 143, 149; TG3: 59, 66, 67, 77, 79, 83, 95, 101, 119, 123; TG4: 29, 59, 71, 77, 79, 83, 107, 113, 121; TG6: 47, 71, 73, 77, 79, 81, 83, 87, 95-97, 101, 149, 151, 157; TG7: 23, 35, 39, 47, 65, 99, 119; TG8: 23, 29, 35, 37, 41, 47, 59, 61, 65, 71, 77, 83-85, 95, 97, 107, 131, 137; TG9: 47, 49, 95, 99, 103, 113, 135, 137
3. With guidance and support, identify the connections between self and events in printed materials (e.g., comparing hats from different cultures with hats people wear in child’s life).	Adaptations for Young Learners Guide: 14, 17, 28, 32, 40, 50, 68 TG1: 23, 29, 35, 41-43, 47, 59, 65, 71, 73, 77, 83, 95, 108, 113, 114, 119, 120, 137, 143; TG2: 29, 31, 35, 47, 59, 61, 119, 131, 137, 143, 149; TG3: 59, 66, 67, 69, 77, 79, 83, 95, 101, 119, 123; TG4: 29, 59, 77, 79, 83, 107, 113, 121; TG6: 71, 73, 77,

	81, 83, 87, 95-97, 101, 151, 157; TG7: 23, 35, 39, 47, 65, 99, 119; TG8: 23, 29, 35, 37, 41, 47, 59, 65, 71, 83, 84, 95, 97, 107, 131, 137; TG9: 47, 49, 95, 99, 103, 113, 135, 137
ANCHOR STANDARD: Craft and Structure	
Performance Standards	FSPK Teacher Guide Page References
4. With guidance and support, exhibit about words in a variety of texts (e.g., magazines, word walls, classroom labels).	<p>Strategy Card H – Vocabulary provides strategies for building vocabulary.</p> <p>Adaptations for Young Learners Guide: 14, 18, 28, 54, 68, 104, 136, 140</p> <p>TG1: 23, 29, 35, 41-43, 59, 65, 71, 73, 77, 83, 95, 108, 113, 114, 119, 120, 137; TG2: 29, 31, 35, 47, 59, 61, 95, 119, 131, 137, 143, 149; TG3: 59, 66, 77, 79, 83, 95, 99, 101, 119, 123; TG4: 29, 59, 71, 77, 79, 83, 107, 113, 121; TG6: 47, 71, 73, 77, 79, 81, 83, 87, 95-97, 101, 149, 151; TG7: 23, 35, 39, 47, 65, 99, 119; nTG8: 23, 29, 35, 37, 41, 47, 59, 61, 65, 71, 77, 83-85, 95, 97, 107, 131, 137; TG9: 47, 49, 95, 99, 103, 113, 135, 137</p>
5. With guidance and support, recognize how books are read and identify the front cover, back cover, and title page of a book.	<p>Strategy Card S – Read Aloud Time provides strategies for teaching parts of a book.</p> <p>Adaptations for Young Learners Guide: 18, 28, 32, 40, 50, 68, 72, 136, 140</p> <p>TG1: 23, 77, 83, 95, 113, 137; TG2: 29, 47, 59, 119, 131, 143; TG3: 59, 77, 95, 101, 119; TG4: 29, 59, 107; TG6: 47, 71, 77, 83, 95, 96, 149; TG7: 23, 35, 47; TG8: 23, 35, 41, 59, 71, 95, 107; TG9: 47, 113</p>
6. With guidance and support, identify the terms “author” and “illustrator”.	<p>Strategy Card S – Read Aloud Time provides strategies for introducing the author and illustrator in informational text.</p> <p>Adaptations for Young Learners Guide: 10, 14, 18, 32, 50, 54, 72, 140</p> <p>TG1: 77, 83; TG2: 59, 119, 143; TG3: 77, 95, 101, 119; TG4: 107; TG6: 47, 95, 149; TG7: 35; TG8: 59, 71, 95; TG9: 47</p>
ANCHOR STANDARD: Integration of Knowledge and Ideas	
Performance Standards	FSPK Teacher Guide Page References
7. With guidance and support, make connections between self and real-life experiences as they relate to classroom books.	<p>Adaptations for Young Learners Guide: 14, 28, 32, 40, 50, 68, 118, 140</p> <p>TG1: 23, 29, 35, 41-43, 47, 59, 65, 71, 73, 77, 83, 95, 108, 113, 114, 119, 120, 137, 143; TG2: 29, 31, 35, 47, 59, 61, 119, 131, 137, 143, 149; TG3: 59, 66, 67, 69, 77, 79, 83, 95, 101, 119, 123; TG4: 29, 59, 77, 79, 83, 107, 113, 121; TG6: 71, 73, 77,</p>

	81, 83, 87, 95-97, 101, 151, 157; TG7: 23, 35, 39, 47, 65, 99, 119; TG8: 23, 29, 35, 37, 41, 47, 59, 65, 71, 83, 84, 95, 97, 107, 131, 137; TG9: 47, 49, 95, 99, 103, 113, 135, 137
8. No developmentally appropriate standard.	
9. No developmentally appropriate standard.	
ANCHOR STANDARD: Range of Reading and Level of Text Complexity	
Performance Standards	FSPK Teacher Guide Page References
10. With guidance and support, actively engage in a variety of shared reading experiences (e.g., small group with peers or teachers, one-on-one with teachers) within individual learning centers (e.g., dramatic play, art, writing, math, building blocks, science, music,).	Adaptations for Young Learners Guide: 32, 57, 136 TG1: 23, 29, 35, 41-43, 47, 59, 65, 71, 73, 77, 83, 95, 108, 113, 114, 119, 120, 137; TG2: 29, 31, 35, 47, 59, 61, 119, 131, 137, 143, 149; TG3: 59, 66, 67, 69, 77, 79, 83, 95, 101, 119, 123; TG4: 29, 59, 71, 77, 79, 83, 107, 113, 121; TG6: 47, 71, 73, 77, 79, 81, 83, 87, 95-97, 101, 149, 151, 157; TG7: 23, 35, 39, 47, 65, 99, 119; TG8: 23, 29, 35, 37, 41, 47, 59, 61, 65, 71, 83-85, 95, 97, 107, 131, 137; TG9: 47, 49, 95, 99, 103, 113, 135, 137

READING STANDARDS: FOUNDATIONAL SKILLS	
ANCHOR STANDARD: Print Concepts	
Performance Standards	FSPK Teacher Guide Page References
1. With guidance and support, demonstrate basic features of print.	
a. Recognize that spoken words can be written and convey meaning.	TG1: 31, 32, 35, 40, 42, 43, 58, 61, 64, 82, 94, 98, 100, 106, 109, 112, 115, 117, 118, 119, 120, 123, 130, 136, 137, 142, 143, 145, 147, 148, 150, 151, 153, 154, 155, 156 TG2: 22, 23, 24, 25, 28, 29, 30, 33, 31, 35, 36, 40, 42, 43, 44, 46, 59, 60, 65, 67, 71, 72, 79, 83, 84, 85, 93, 96, 100, 102, 107, 109, 112, 114, 119, 130, 142, 154, 156, 157 TG3: 24, 29, 30, 35, 36, 41, 42, 43, 49, 75, 86, 96, 100, 114, 123, 138, 143, 152, 156, 157 TG4: 49, 58, 69, 70, 73, 81, 95, 97, 100, 103, 109, 142, 148, 153, 154, 159 TG5: 28, 30, 31, 38, 46, 58, 59, 64, 67, 70, 82, 94, 100, 101, 106, 115, 116, 118, 130, 131, 132, 134, 135, 136, 142, 144, 146, 148, 152, 153, 154, 156, 157 TG6: 22, 23, 28, 34, 35, 40, 45, 46, 57, 67, 74, 98, 112, 113, 114, 115, 119, 120, 121, 132, 133, 139, 145, 155, 156, 157 TG7: 24, 25, 36, 37, 50, 77, 78, 97, 109, 121, 129, 130, 132, 145, 148, 154, 155 TG8: 24, 25, 26, 29, 30, 33, 35, 36, 41, 42, 48, 57, 60, 66, 72, 78, 84, 93, 99, 103, 109, 113, 115, 12, 135 TG9: 23, 29, 30, 39, 42, 48, 57, 58, 60, 64, 66, 67, 76, 77, 94, 98, 100, 102, 103, 106, 109, 112, 118, 123, 130, 131, 136, 137, 142, 148, 154, 155
b. Recognize and name some letters in their first	Daily Morning Message lessons introduce letters. The ABC Center and

<p>name.</p>	<p>Writer’s Corner encourage children to create letter shapes with play dough and other manipulatives and create words using magnetic letters. Mastery is not expected for three year olds. Teacher Guides 1 and 2 focus on activities to recognize and name some of the letters in a child’s name.</p> <p>TG1: 25, 30, 31, 34, 35, 36, 37, 39, 42, 48, 50, 51, 57, 60, 61, 66, 67, 84, 86, 96, 97, 102, 114, 121, 130, 132, 133, 136, 138, 139, 142, 148, 150, 154, 155; TG2: 22, 24, 25, 28, 34, 36, 37, 40, 41, 42, 45, 46, 47, 48, 49, 59, 60, 61, 64, 67, 70, 72, 73, 76, 77, 78, 82, 94, 96, 97, 100, 102, 103, 106, 108,109, 112, 114, 115, 116, 118, 119, 120, 121, 129, 130, 133, 136, 138, 139, 142, 143, 144, 145, 148, 149, 150, 154 ; TG3: 21, 24, 28, 30, 34, 40, 42, 43, 46, 48, 49, 57, 60, 64, 66, 72, 76, 82, 84, 94, 97, 100, 102, 103, 105, 108, 109, 112, 115, 118, 120, 121, 130, 132, 136, 138, 145, 148, 150, 154 ; TG4: 22, 25, 28, 29, 33, 34, 39, 40, 42, 46, 57, 58, 60, 67, 76, 77, 79, 82, 84, 93, 94, 96, 100, 101, 102, 106, 108, 112, 114, 115, 118, 120, 129, 130, 132, 139, 142 , 150, 151, 154, 156; TG5: 21, 22, 24, 25, 28, 29, 30, 34, 36, 37, 40, 43, 46, 48, 49, 50, 58, 61, 64, 66, 67, 70, 76, 78, 79, 82, 94, 97, 99, 100, 103, 106, 109, 112, 118, 129, 130, 133, 136, 139, 142, 145, 148, 149, 151, 154; TG6: 22, 24, 25, 28, 31, 33, 34, 37, 40, 46, 49, 58, 64, 66, 70, 76, 78, 79, 82, 94, 97, 100, 106, 116, 117, 118, 120, 121, 130, 132, 136, 142, 145, 148, 150, 154, 155; TG7: 21, 22, 24, 27, 28, 30, 34, 36, 40, 42, 46, 47, 49, 58, 61, 64, 67, 70, 71, 75, 76, 79, 82, 94, 96, 97, 100, 101, 106, 107, 109, 112, 113, 118, 129, 130, 132, 138, 148, 149, 150, 151, 155; TG8: 21, 22, 23, 24, 25, 29, 30, 31, 34, 35, 36, 40, 41, 41, 42, 43, 46, 47, 60, 61, 64, 66, 67, 70, 72, 73, 78, 79, 82, 94, 96, 97, 101, 102, 106, 108, 109, 112, 114, 118, 130, 131, 133, 136, 139, 142, 143, 145, 148, 149, 150, 151, 154, 155; TG9: 22, 24, 25, 28, 31, 34, 40, 46, 48, 49, 57, 58, 59, 60, 61, 70, 76, 82, 94, 96, 100, 106, 112, 118, 119, 130, 136, 138, 142, 148, 154</p>
<p>c. Recognize some numbers.</p>	<p><i>Frog Street Pre-K</i> has rich opportunities for children to learn numerals. In Theme 2, My Family and Friends: For example in Week 1, Day 5 students sing and move to the “Numeral Dance.” Children identify numerals. On that same day they step through a digit matrix path as well as match clothespins to correct numerals. <i>Frog Street Pre-K</i> has daily opportunities for children to recognize and name letters.</p>
<p>d. Recognizes that print moves from left to right, top to bottom, and page by page.</p>	<p>TG1: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG2: 23, 29, 35, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG3: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101,</p>

	107, 113, 119, 131, 137, 143, 149, 153 TG4: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149 TG5: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG6: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 143, 149, 155 TG7: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG8: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG9: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 149, 155
ANCHOR STANDARD: Phonological Awareness	
Performance Standards	FSPK Teacher Guide References
2. With guidance and support, demonstrate an emerging (developing) understanding of spoken words and sounds.	
a. Engage in language/verbal play (e.g., sound patterns, rhyming patterns, songs).	TG1: 35, 72, 142; TG2: 45, 77, 96, 123, 155, 192, 193, 194, 195, 196, 197, 198, 199, 206; TG3: 44, 48, 63, 66; TG4: 41, 196; TG5: 22, 36, 41, 47, 123, 138; TG6: 35, 65, 105, 108, 149, 150, 153; TG7: 24, 113, 123, 131, 132, 138, 144, 155; TG8: 87, 141; TG9: 24, 59, 65, 72, 78, 81, 84, 87, 96, 102, 132, 141, 153, 155
b. Explore and recognize rhyming words (e.g., using songs, finger plays, nursery rhymes, imitation, poetry, and conversation).	TG1: 72, 73, 102, 155 TG2: 46, 51, 64, 66, 101, 132, 133, 138, 139, 144, 149, 150, 151 TG3: 41, 47, 70, 94, 108, 109 TG4: 24, 36, 71, 83, 84, 137 TG5: 22, 23, 24, 25, 28, 30, 31, 34, 35, 40, 42, 43, 46, 47, 48, 57, 58, 64, 70, 76, 82, 84, 94, 96, 97, 100, 106, 112, 118, 130, 132, 136, 138, 139, 142, 144, 145, 148, 154; TG6: 108, 113, 149, 150, 151 TG7: 29, 36, 83, 96 TG8: 30, 36, 37, 42, 45, 81, 83, 120, 121, 144 TG9: 21, 48, 51, 59, 60, 138, 139, 153
c. Recognize environmental sounds (e.g., trains, cars, police sirens, clocks ticking, dogs barking).	Adaptations for Young Learners Teacher Guide: 11, 12, 14, 16, 18, 22, 23, 33, 37, 46, 50, 51, 52, 57, 64, 66, 67, 69, 71, 75, 77, 78, 82, 83, 84, 87, 127, 131, 137, 141, 144, 146, 151, 158
d. Recognize sound patterns and repeat them (e.g., clapping, stomping, patting).	TG1: 102; TG2: 45, 137; TG3: 58, 59, 64, 76, 106, 112, 118, 132, 133, 136, 137, 142, 150, 151; TG4: 21, 22, 24, 34, 36, 40, 42, 46, 58, 64, 70, 72, 76, 78, 82, 84, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154; TG5: 36, 66, 79, 107; TG6: 22, 28, 29, 30, 34, 40, 46, 57, 58, 60, 64, 66, 70, 76, 78, 82, 94, 100, 106, 130, 136, 142, 148, 149, 150, 153, 154; TG7: 48; TG8: 22, 28, 29, 34, 35, 37, 41, 42, 46, 47, 58, 64, 66, 70, 76, 82, 94, 100, 102, 106, 112, 118, 123, 136, 142, 143, 148, 154; TG9: 21, 22, 28, 31, 34, 40, 46, 57, 60
3. With guidance and support, demonstrate emergent (developing) phonological awareness skills (e.g.,	Adaptations for Young Learners Teacher Guide: 11, 12, 14, 16, 18, 22, 23, 33, 37, 46, 50, 51, 52, 57, 64, 66, 67, 69, 71, 75, 77, 78, 82, 83, 84, 87, 127,

recognize first name in print).	<p>131, 137, 141, 144, 146, 151, 158</p> <p>Daily Morning Message lessons introduce letters. The ABC Center and Writer’s Corner encourage children to create letter shapes with play dough and other manipulatives and create words using magnetic letters. Mastery is not expected for three year olds.</p> <p>TG1: 25, 30, 31, 34, 35, 36, 37, 39, 42, 48, 50, 51, 57, 60, 61, 66, 67, 84, 86, 96, 97, 102, 114, 121, 130, 132, 133, 136, 138, 139, 142, 148, 150, 154, 155; TG2: 22, 24, 25, 28, 34, 36, 37, 40, 41, 42, 45, 46, 47, 48, 49, 59, 60, 61, 64, 67, 70, 72, 73, 76, 77, 78, 82, 94, 96, 97, 100, 102, 103, 106, 108, 109, 112, 114, 115, 116, 118, 119, 120, 121, 129, 130, 133, 136, 138, 139, 142, 143, 144, 145, 148, 149, 150, 154 ; TG3: 21, 24, 28, 30, 34, 40, 42, 43, 46, 48, 49, 57, 60, 64, 66, 72, 76, 82, 84, 94, 97, 100, 102, 103, 105, 108, 109, 112, 115, 118, 120, 121, 130, 132, 136, 138, 145, 148, 150, 154 ; TG4: 22, 25, 28, 29, 33, 34, 39, 40, 42, 46, 57, 58, 60, 67, 76, 77, 79, 82, 84, 93, 94, 96, 100, 101, 102, 106, 108, 112, 114, 115, 118, 120, 129, 130, 132, 139, 142 , 150, 151, 154, 156; TG5: 21, 22, 24, 25, 28, 29, 30, 34, 36, 37, 40, 43, 46, 48, 49, 50, 58, 61, 64, 66, 67, 70, 76, 78, 79, 82, 94, 97, 99, 100, 103, 106, 109, 112, 118, 129, 130, 133, 136, 139, 142, 145, 148, 149, 151, 154; TG6: 22, 24, 25, 28, 31, 33, 34, 37, 40, 46, 49, 58, 64, 66, 70, 76, 78, 79, 82, 94, 97, 100, 106, 116, 117, 118, 120, 121, 130, 132, 136, 142, 145, 148, 150, 154, 155; TG7: 21, 22, 24, 27, 28, 30, 34, 36, 40, 42, 46, 47, 49, 58, 61, 64, 67, 70, 71, 75, 76, 79, 82, 94, 96, 97, 100, 101, 106, 107, 109, 112, 113, 118, 129, 130, 132, 138, 148, 149, 150, 151, 155; TG8: 21, 22, 23, 24, 25, 29, 30, 31, 34, 35, 36, 40, 41, 41, 42, 43, 46, 47, 60, 61, 64, 66, 67, 70, 72, 73, 78, 79, 82, 94, 96, 97, 101, 102, 106, 108, 109, 112, 114, 118, 130, 131, 133, 136, 139, 142, 143, 145, 148, 149, 150, 151, 154, 155; TG9: 22, 24, 25, 28, 31, 34, 40, 46, 48, 49, 57, 58, 59, 60, 61, 70, 76, 82, 94, 96, 100, 106, 112, 118, 119, 130, 136, 138, 142, 148, 154</p>
ANCHOR STANDARD: Fluency	
Performance Standards	FSPK Teacher Guide Page References
4. With guidance and support, demonstrate emergent (developing) reading behavior through pretend reading and picture reading.	<p>Adaptations for Young Learners Guide: 11, 12, 22, 23, 29, 37, 46, 53, 65, 77, 78, 86, 89, 91, 94, 127, 158</p> <p>TG1: 70, 76, 130, 136, 148, 154 TG2: 22, 28, 34, 40, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 132, 136, 142, 148, 154 TG3: 28, 34, 40, 46, 58, 64, 70, 76, 82, 96, 100, 106, 112, 130, 142, 148, 154 TG6: 67 TG7: 22, 28, 34,</p>

	40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118 TG8: 66
WRITING STANDARDS	
ANCHOR STANDARD: Text Types and Purposes	
Performance Standards	FSPK Teacher Guide Page References
1. With guidance and support, explore and experiment with a combination of written representations (e.g., scribbling or drawing) to represent stories, experiences, or ideas.	Adaptations for Young Learners Guide: 17, 29, 31, 35, 39, 43, 49, 69, 115, 121, 137, 143, 151, 154, 161 TG1: 37, 49, 67, 85, 97, 109, 115, 139, 145, 148, 159 TG2: 21, 25, 31, 37, 49, 61, 67, 85, 93, 97, 103, 115, 145, 157 TG3: 25, 43, 49, 61, 67, 73, 85, 93, 97, 139, 157 TG4: 57, 61, 67, 79, 85, 97, 109, 115 TG5: 14, 21, 43, 67, 81, 85, 107, 133, 135, 139, 151 TG6: 20, 25, 31, 37, 45, 57, 61, 79, 97, 109, 115, 121, 145, 153, 157 TG7: 31, 37, 49, 57, 73, 75, 97, 103, 121, 129, 133, 151
2. No developmentally appropriate standard.	
3. No developmentally appropriate standard.	
ANCHOR STANDARD: Production and Distribution of Writing	
Performance Standards	FSPK Teacher Guide Page References
4. No developmentally appropriate standard.	
5. No developmentally appropriate standard.	
6. With guidance and support, begin to experiment with and hold age-appropriate writing tools (e.g., paint brushes, markers, large crayons, large pencils) in order to facilitate the development of eye-hand coordination.	Adaptations for Young Learners Guide: 29, 31, 35, 49, 69, 115, 121, 137, 143, 151, 154, 161 TG1: 31, 43, 45, 49, 61, 81, 85, 97, 109, 139, 145, 159; TG2: 21, 25, 31, 37, 43, 61, 67, 73, 85, 97, 103, 145, 157; TG3: 25, 37, 43, 61, 73, 79, 85, 97, 105, 133, 145, 157; TG4: 25, 31, 49, 61, 73, 85, 87, 92, 97, 103, 109, 153; TG5: 51, 67, 79, 81, 85, 109, 115, 121, 133, 135, 139, 151, 157; TG6: 20, 25, 31, 37, 45, 61, 67, 79, 109, 115, 121, 133, 135, 139, 153, 157; TG7: 25, 31, 37, 51, 57, 63, 67, 73, 75, 79, 85, 97, 117, 121, 129, 133; TG8: 25, 31, 37, 43, 61, 67, 73, 79, 85, 93, 97, 103, 109, 115, 121, 128, 133, 145, 151, 157; TG9: 21, 25, 31, 33, 37, 49, 61, 67, 73, 79, 85, 115, 133, 139, 145
ANCHOR STANDARD: Research to Build and Present Knowledge	
Performance Standards	FSPK Teacher Guide Page References
7. No developmentally appropriate standard.	
8. No developmentally appropriate standard.	
9. No developmentally appropriate standard.	

ANCHOR STANDARD: Range of Writing	
Performance Standards	FSPK Teacher Guide Page References
10. No developmentally appropriate standard.	
SPEAKING AND LISTENING	
ANCHOR STANDARD: Comprehension and Collaboration	
Performance Standards	FSPK Teacher Guide Page References
1. With guidance and support, participate in social conversations (e.g., turn-taking, exchanging information, listening attentively, being aware of others' feelings) in a variety of setting (e.g., with peers and adults in small group, large group, and one-on-one interactions).	<p>Adaptations for Young Learners Teacher Guide: 5, 10, 11, 12, 14, 16, 17, 18, 19, 20, 21, 22, 23, 24, 28, 29, 30, 32, 33, 34, 36, 37, 38, 39, 40, 41, 42, 43, 46, 47, 48, 50, 51, 54, 55, 56, 58, 59, 60, 61, 64, 65, 66, 67, 68, 69, 72, 73, 76, 77, 78, 79, 82, 83, 84, 86, 87, 89, 90, 91, 92, 94, 95, 100, 101, 102, 104, 104, 105, 106, 108, 109, 110, 112, 113, 114, 115, 118, 119, 120, 121, 122, 123, 124, 126, 127, 129, 130, 131, 132, 136, 137, 140, 141, 144, 145, 148, 149, 154, 155, 158, 159, 161, 162, 163, 165, 166, 167, 168</p> <p>TG1: 24, 27, 30, 36, 37, 38, 39, 62, 63, 66, 96, 97, 107, 108, 113, 116, 119, 123, 132, 137, 143, 145, 151, 152, 156, 157, 159 TG2: 23, 29, 32, 59, 60, 66, 72, 83, 94, 96, 99, 102, 120, 131, 132, 133, 134, 141, 143, 149, 150</p> <p>TG3: 33, 48, 95, 107, 122, 123, 138, 156 TG4: 23, 24, 27, 41, 46, 49, 72, 73, 75, 95, 97, 103, 109, 113, 115, 117, 123, 143, 151, 159 TG5: 33, 42, 49, 58, 59, 67, 69, 72, 102, 105, 114, 115, 120, 141, 156 TG6: 27, 29, 30, 33, 35, 36, 58, 60, 61, 64, 68, 69, 72, 79, 80, 81, 83, 94, 96, 99, 101, 102, 103, 105, 107, 111, 115, 117, 120, 139, 145, 156, 159 TG7: 25, 34, 36, 37, 41, 43, 46, 49, 51, 59, 60, 63, 70, 84, 85, 96, 101, 108, 110, 120, 121, 122, 123, 130, 132, 133, 135, 136, 138, 141, 144, 145, 147, 150, 151, 153 TG8: 24, 30, 36, 37, 43, 48, 60, 62, 63, 65, 66, 67, 70, 73, 78, 84, 95, 99, 105, 111, 119, 121, 131, 132, 133, 135, 137, 143, 144, 147, 150, 154, 159 TG9: 24, 25, 28, 29, 30, 31, 34, 35, 36, 39, 41, 48, 50, 58, 59, 60, 63, 65, 66, 67, 69, 70, 72, 74, 75, 79, 83, 94, 97, 99, 100, 101, 102, 106, 108, 109, 112, 114, 122, 123, 130, 135, 136, 141, 142, 143, 145, 146, 147, 148, 154, 155, 156, 157</p>
2. With guidance and support, demonstrate understanding of by asking and answering questions as well as, responding to directions.	<p>Adaptations for Young Learners Teacher Guide: 10, 11, 18, 19, 20, 21, 22, 23, 24, 28, 29, 30, 32, 33, 34, 36, 37, 39, 40, 41, 42, 43, 46, 47, 50, 51, 54, 55, 56, 57, 58, 59, 61, 64, 65, 67, 68, 69, 72, 73, 76, 77, 79, 82, 84, 86, 87, 90, 91, 94, 100, 101, 102, 103, 104, 105, 106, 108, 109, 110, 112, 113, 114, 115, 118, 119, 121, 122, 123, 124, 126, 127, 130, 131, 132, 136, 137, 139, 140, 141, 144, 145, 148, 149, 154, 155, 158, 159, 161, 162, 163, 166, 167</p>

	<p>TG1: 23, 29, 35, 41, 43, 47, 59, 65, 71, 75, 77, 79, 95, 101, 107, 113, 115, 131, 137, 139, 143, 149, 150, 155, 157 TG2: 23, 27, 29, 31, 33, 35, 41, 59, 61, 65, 67, 71, 83, 95, 99, 101, 107, 109, 113, 115, 119, 121, 143, 155, 157 TG3: 23, 35, 41, 43, 47, 59, 65, 67, 71, 73, 75, 77, 79, 83, 87, 95, 101, 107, 113, 119, 131, 137, 138, 140, 141, 143, 144, 145, 149, 155 TG4: 23, 25, 29, 30, 35, 36, 37, 41, 43, 47, 49, 50, 59, 65, 66, 67, 79, 83, 99, 101, 111, 119, 121, 131, 133, 139, 143, 144, 149, 155, 157 TG5: 23, 29, 31, 41, 47, 48, 49, 59, 60, 61, 65, 71, 73, 75, 77, 79, 83, 85, 95, 97, 101, 107, 108, 109, 113, 115, 119, 120, 131, 133, 137, 138, 140, 143, 149, 150, 151, 152, 155, 156, 157, 158 TG6: 23, 29, 41, 43, 47, 65, 66, 71, 73, 77, 79, 95, 107, 108, 119, 131, 133, 137, 138, 149, 151, 157 TG7: 29, 31, 35, 41, 43, 47, 59, 65, 67, 83, 84, 95, 107, 109, 113, 119, 131, 132, 133, 137, 138, 143, 144, 145, 149, 155 TG8: 23, 29, 35, 38, 41, 43, 49, 59, 65, 71, 77, 83, 85, 101, 107, 113, 119, 137, 141, 143, 149, 155, 157 TG9: 23, 25, 29, 35, 36, 37, 41, 45, 47, 59, 65, 71, 77, 81, 83, 87, 95, 101, 107, 119, 131, 137, 143, 144, 155</p>
3. With guidance and support, ask and answer questions in order to seek help, obtain information, or clarify something that is not understood.	<p>TG1: 23, 29, 35, 42, 43, 47, 59, 71, 77, 95, 101, 108, 113, 114, 119, 120, 131, 137, 143 TG2: 29, 47, 59, 71, 77, 95, 111, 131, 132, 133, 143, 147, 159 TG3: 30, 31, 35, 36, 37, 43, 59, 66, 67, 71, 75, 77, 79, 83, 101, 107, 113, 138, 147, 151 TG4: 23, 27, 35, 47, 50, 66, 67, 79, 99, 111, 121, 131, 133, 139, 155, 157 TG5: 23, 29, 35, 47, 59, 61, 62, 65, 71, 72, 77, 78, 79, 83, 87, 95, 99, 101, 108, 113, 114, 119, 131, 135, 137, 141, 144, 149, 152, 153 TG6: 23, 43, 59, 65, 66, 71, 73, 77, 79, 83, 95, 96, 101, 107, 111, 113, 119, 131, 132, 138, 143, 151 TG7: 35, 47, 71, 73, 77, 83, 101, 107, 113, 114, 119, 131, 137, 138, 155 TG8: 23, 29, 35, 37, 41, 47, 65, 71, 77, 83, 84, 107, 108, 113, 114, 120, 132, 137, 139, 143, 149, 155 TG9: 23, 30, 41, 43, 47, 72, 73, 101, 113, 137</p>
ANCHOR STANDARD: Presentation of Knowledge and Ideas	
Performance Standards	FSPK Teacher Guide Page References
4. With guidance and support, describe familiar people, places, things, and events.	<p>TG1: 23, 24, 27, 29, 30, 32, 35, 38, 39, 41, 42, 43, 44, 45, 48, 49, 50, 51, 58, 59, 60, 61, 62, 63, 65, 66, 67, 68, 69, 71, 74, 75, 77, 78, 80, 81, 82, 85, 87, 95, 96, 97, 98, 99, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 113, 114, 115, 116, 117, 119, 120, 121, 122, 123, 129, 131, 132, 134, 135, 137, 138, 143, 144, 145, 146, 149, 150, 152, 155, 159 TG2: 22, 23, 24, 25, 27, 28, 29, 30, 34, 35, 40, 41, 42, 44, 45, 46, 47, 57, 58, 59, 62, 63, 65, 66, 71, 72, 77, 83, 84, 86, 95, 99, 101, 102, 107, 108, 113, 114, 117, 119, 123, 130, 131, 132, 133, 134, 138, 142, 143, 148, 149, 155 TG3: 23, 24, 25, 27, 30, 33, 34, 35, 36, 37, 41, 43, 47, 51, 58, 59, 60, 63, 65, 66, 68, 71, 76, 77, 79, 83, 84, 87, 93, 95, 96, 101, 102, 107, 113, 114, 119, 120, 129, 131, 135, 137, 141, 143, 144, 149</p>

	TG4: 24, 29, 35, 41, 45, 48, 58, 60, 61, 66, 68, 69, 71, 74, 77, 80, 83, 86, 94, 97, 102, 107, 109, 111, 114, 149
5. No developmentally appropriate standard.	
6. With guidance and support, demonstrate an emergent (developing) ability to express thoughts, feelings, and ideas clearly.	<p>Adaptations for Young Learners Guide: 5, 10, 11, 12, 14, 16, 17, 18, 19, 20, 21, 22, 23, 24, 28, 29, 30, 32, 33, 34, 36, 37, 38, 39, 40, 41, 42, 43, 46, 47, 48, 50, 51, 54, 55, 56, 58, 59, 60, 61, 64, 65, 66, 67, 68, 69, 72, 73, 76, 77, 78, 79, 82, 83, 84, 86, 87, 89, 90, 91, 92, 94, 95, 100, 101, 102, 104, 104, 105, 106, 108, 109, 110, 112, 113, 114, 115, 118, 119, 120, 121, 122, 123, 124, 126, 127, 129, 130, 131, 132, 136, 137, 140, 141, 144, 145, 148, 149, 154, 155, 158, 159, 161, 162, 163, 165, 166, 167, 168</p> <p>TG1: 24, 27, 30, 36, 37, 38, 39, 62, 63, 66, 96, 97, 107, 108, 113, 116, 119, 123, 132, 137, 143, 145, 151, 152, 156, 157, 159 TG2: 23, 29, 32, 59, 60, 66, 72, 83, 94, 96, 99, 102, 120, 131, 132, 133, 134, 141, 143, 149, 150</p> <p>TG3: 33, 48, 95, 107, 122, 123, 138, 156 TG4: 23, 24, 27, 41, 46, 49, 72, 73, 75, 95, 97, 103, 109, 113, 115, 117, 123, 143, 151, 159 TG5: 33, 42, 49, 58, 59, 67, 69, 72, 102, 105, 114, 115, 120, 141, 156 TG6: 27, 29, 30, 33, 35, 36, 58, 60, 61, 64, 68, 69, 72, 79, 80, 81, 83, 94, 96, 99, 101, 102, 103, 105, 107, 111, 115, 117, 120, 139, 145, 156, 159 TG7: 25, 34, 36, 37, 41, 43, 46, 49, 51, 59, 60, 63, 70, 84, 85, 96, 101, 108, 110, 120, 121, 122, 123, 130, 132, 133, 135, 136, 138, 141, 144, 145, 147, 150, 151, 153 TG8: 24, 30, 36, 37, 43, 48, 60, 62, 63, 65, 66, 67, 70, 73, 78, 84, 95, 99, 105, 111, 119, 121, 131, 132, 133, 135, 137, 143, 144, 147, 150, 154, 159 TG9: 24, 25, 28, 29, 30, 31, 34, 35, 36, 39, 41, 48, 50, 58, 59, 60, 63, 65, 66, 67, 69, 70, 72, 74, 75, 79, 83, 94, 97, 99, 100, 101, 102, 106, 108, 109, 112, 114, 122, 123, 130, 135, 136, 141, 142, 143, 145, 146, 147, 148, 154, 155, 156, 157</p>

LANGUAGE STANDARDS	
ANCHOR STANDARD: Conventions of Standard English	
Performance Standards	FSPK Teacher Guide Page References
1. With guidance and support, demonstrate age appropriate Standard English.	
a. Ask and answer questions.	<p>Adaptations for Young Learners Teacher Guide: 10, 11, 18, 19, 20, 21, 22, 23, 24, 28, 29, 30, 32, 33, 34, 36, 37, 39, 40, 41, 42, 43, 46, 47, 50, 51, 54, 55, 56, 57, 58, 59, 61, 64, 65, 67, 68, 69, 72, 73, 76, 77, 79, 82, 84, 86, 87, 90, 91, 94, 100, 101, 102, 103, 104, 105, 106, 108, 109, 110, 112, 113, 114, 115, 118, 119, 121, 122, 123, 124, 126, 127, 130, 131, 132, 136, 137, 139, 140, 141, 144, 145, 148, 149, 154, 155, 158, 159, 161, 162, 163, 166, 167</p> <p>TG1: 23, 29, 35, 41, 42, 43, 47, 59, 65, 71, 77, 79, 95, 101, 107, 108, 113, 114, 115, 119, 120, 131, 137, 143, 149, 150, 155, 157 TG2: 23, 27, 29, 31, 33, 35, 41, 47, 59, 61, 65, 67, 71, 83, 95, 99, 101, 107, 109, 111, 113, 115, 119, 121, 132, 133, 143, 147, 155, 157, 159 TG3: 30, 31, 35, 36, 37, 43, 59, 66, 67, 71, 75, 77, 79, 83, 101, 107, 113, 138, 147, 151 TG4: 23, 27, 35, 47, 50, 66, 67, 79, 99, 111, 121, 131, 133, 139, 155, 157 TG5: 23, 29, 35, 47, 59, 61, 62, 65, 71, 72, 77, 78, 79, 83, 87, 95, 99, 101, 108, 113, 114, 119, 131, 135, 137, 141, 144, 149, 152, 153 TG6: 23, 43, 59, 65, 66, 71, 73, 77, 79, 83, 95, 96, 101, 107, 111, 113, 119, 131, 132, 138, 143, 151 TG7: 35, 47, 71, 73, 77, 83, 101, 107, 113, 114, 119, 131, 137, 138, 155 TG8: 23, 29, 35, 37, 41, 47, 65, 71, 77, 83, 84, 107, 108, 113, 114, 120, 132, 137, 139, 143, 149, 155 TG9: 23, 30, 41, 43, 47, 72, 73, 101, 113, 137</p>
b. Use simple prepositions (e.g., <i>in</i> , <i>out</i> , <i>on</i> , <i>off</i>).	<p>Adaptations for Young Learners Teacher Guide: 7, 30, 34, 38, 43, 74</p> <p>TG1: 34, 45, 58, 62, 63, 67, 68, 69, 74, 75, 76, 77, 80, 81, 122, 134, 141, 146 TG2: 21, 63, 74, 86, 87, 110, 111, 116 TG3: 38, 39, 86, 99, 102, 104, 110, 111, 134, 146 TG4: 38, 39, 44, 62, 80, 104, 117 TG5: 62, 68, 74, 75, 80, 105, 116, 117, 134, 135, 140, 141, 146, 147, 152, 153 TG6: 26, 27, 39, 46, 47, 48, 49, 50, 51, 105, 154 TG7: 26, 32, 34, 35, 36, 58, 60, 61, 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 98, 105, 134, 135, 140, 141, 146, 147, 152, 158, 159 TG8: 105, 111, 117 TG9: 26, 39, 44, 50, 122, 123</p>
c. Use proper words instead of slang or baby talk.	<p>TG1: 70, 76, 130, 136, 148, 154 TG2: 22, 28, 34, 40, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 132, 136, 142, 148, 154 TG3: 28, 34, 4, 0, 46, 58, 64, 70, 76, 82, 96, 100, 106, 112, 130, 142, 148, 154 TG6: 67 TG7: 22, 28, 34,</p>

	40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118 TG8: 66
2. No developmentally appropriate standard.	
ANCHOR STANDARD: Knowledge of Language	
Performance Standards	FSPK Teacher Guide Page References
3. No developmentally appropriate standard.	,
ANCHOR STANDARD: Vocabulary Acquisition and Use	
Performance Standards	FSPK Teacher Guide Page References
4. With guidance and support, demonstrate developing vocabulary in which the majority of words spoken are understood by adults and peers.	Adaptations for Young Learners Guide: Each lesson builds literacy, math, and thematic vocabulary and provides activities for children use new language. TG2: 45, 148 TG3: 67, 76, 132, 133, 150, 151 TG4: 22, 24, 28, 34, 40, 46, 57, 58, 64, 70, 71, 76, 77, 78, 82, 84, 93, 94, 100, 101, 106, 107, 112, 118, 129, 130, 136, 142, 148, 154 TG5: 21, 84 TG6: 22, 2328, 29, 33, 34, 35, 47, 60, 78, 150, 155 TG8: 22, 28, 29, 34, 35, 36, 40, 41, 42, 46, 47, 60, 64, 66, 70, 76, 82, 94, 102, 106, 112, 118, 136, 142, 143, 148, 154 TG9: 22, 28, 31, 34, 40, 46, 60
5. With guidance and support, explore word relationships and word meanings by sorting common objects into categories (e.g., shapes, foods) to gain a sense of the concepts of the categories represent.	Adaptations for Young Learners Guide: 13, 43, 48, 49, 50, 52, 53, 56, 57, 60, 61, 68, 84, 85, 88, 89, 92, 93, 96, 97, 102, 103, 125, 172 TG1: 35, 36, 60, 61, 63, 64, 66, 67, 72, 78, 83, 84, 96, 97, 99, 102, 108, 114, 120, 132, 133, 138, 149, 150 TG2: 24, 25, 30, 36, 37, 60, 61, 66, 67, 77, 78, 79, 81, 95, 96, 102, 108, 109, 114, 115, 132, 138, 139, 144, 150 TG3: 24, 30, 42, 48, 60, 66, 72, 78, 84, 102, 103, 108, 109, 120, 121, 138, 139 TG4: 24, 60, 72, 84, 96, 102, 108, 114, 115, 120, 132 TG5: 36, 37, 78, 79, 96, 114, 155 TG6: 20, 24, 30, 31, 33, 35, 42, 61, 66, 79, 96, 97, 120, 121, 132 TG7: 23, 24, 30, 31, 42, 66, 79, 84, 102, 103, 108, 109, 131, 132, 137, 138, 149, 150, 155 TG8: 23, 24, 29, 30, 31, 35, 36, 37, 41, 42, 43, 60, 66, 67, 72, 73, 77, 78, 96, 97, 101, 102, 108, 109, 114, 115, 131, 143, 145, 149, 150, 151, 155, 157 TG9: 24, 25, 35, 48, 49, 59, 60, 61, 66, 67, 85, 96, 108, 120, 156
6. With guidance and support, use words and phrases that have been acquired through responses to text or stories, experiences, conversations, and/or from hearing a story.	Adaptations for Young Learners Guide: 10, 11, 12, 14, 15, 16, 18, 20, 22, 23, 28, 29, 30, 32, 33, 36, 37, 40, 41, 42, 43, 46, 47, 50, 51, 52, 54, 55, 59, 64, 65, 68, 69, 72, 76, 77, 78, 82, 83, 86, 87, 89, 90, 91, 94, 95, 100, 101, 104, 105, 108, 109, 112, 113, 118, 119, 122, 123, 126, 127, 128, 130, 131, 132, 136, 137, 140, 141, 145, 146, 148, 149, 154, 155, 158, 159, 162, 163, 166, 167 TG1: 23, 29, 35, 42, 43, 47, 59, 71, 77, 95, 101, 108, 113, 114, 119, 120, 131, 137, 143 TG2: 29, 47, 59, 71, 77, 95, 111, 131, 132, 133, 143, 147, 159

	<p>TG3: 30, 31, 35, 36, 37, 43, 59, 66, 67, 71, 75, 77, 79, 83, 101, 1, 07, 113, 138, 147, 151 TG4: 23, 27, 35, 47, 50, 66, 67, 79, 99, 111, 121, 131, 133, 139, 155, 157 TG5: 23, 29, 35, 47, 59, 61, 62, 65, 71, 72, 77, 78, 79, 83, 87, 95, 99, 101, 108, 113, 114, 119, 131, 135, 137, 141, 144, 149, 152, 153 TG6: 23, 43, 59, 65, 66, 71, 73, 77, 79, 83, 95, 96, 101, 107, 111, 113, 119, 131, 132, 138, 143, 151 TG7: 35, 47, 71, 73, 77, 83, 101, 107, 113, 114, 119, 131, 137, 138, 155 TG8: 23, 29, 35, 37, , 41, 47, 65, 71, 77, 83, 84, 107, 108, 113, 114, 120, 132, 137, 139, 143, 149, 155 TG9: 23, 30, 41, 43, 47, 72, 73, 101, 113, 137</p>
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MATHEMATICS STANDARDS: COUNTING AND CARDINALITY DOMAIN	
ANCHOR STANDARD: Know number names and the count sequence.	
Performance Standards	FSPK Teacher Guide Page References
1. With guidance and support, recite numbers 1 to 5 or beyond from memory.	Adaptations for Young Learners Guide: 128, 129, 132, 133, 138, 142, 143, 146, 147, 150, 151, 156, 157, 172 TG1: 104, 105; TG2: 38, 39, 50, 51; TG3: 116, 117; TG4: 32, 81, 122, 123, 152; TG5: 116, 117; TG6: 135; TG7: 38, 39; TG8: 50, 51; TG9: 152, 158
2. With guidance and support, attempt to write a combination of written representations (e.g., scribbling or drawing).	Adaptations for Young Learners Guide: 24, 43, 46, 60, 68, 97, 106, 107, 110, 111, 114, 115, 120, 121, 124, 125, 128, 161, 164, 168, 169 TG1: 116, 117; TG2: 46, 47, 50, 51; TG3: 116, 158, 159; TG4: 32, 110, 111, 116, 117, 122, 152, 153; TG5: 68, 134, 135, 140, 141, 146, 152, 158, 159; TG6: 132, 134, 135, 140, 141, 146, 147, 152, 153, 158, 159; TG7: 32, 38, 39, 41, 44, 50, 62, 68, 69, 74, 80, 81; TG8: 32, 104, 117, 134, 135, 141; TG9: 98, 99, 104, 109, 116, 153
ANCHOR STANDARD: Count to tell the number of objects.	
Performance Standards	FSPK Teacher Guide Page References
3. With guidance and support, attempt to count concrete objects and actions up to 3.	Adaptations for Young Learners Guide: 24, 43, 46, 60, 68, 97, 106, 107, 110, 111, 114, 115, 120, 121, 124, 125, 128, 161, 164, 168, 169 TG1: 26, 31, 34, 35, 61, 62, 63, 86, 87, 153; TG2: 22, 24, 26, 27, 28, 29, 34, 38, 39, 40, 44, 45, 46, 60, 70, 81, 85, 99, 105, 109, 109, 112, 118, 135; TG3: 37, 42, 98, 99, 104, 116, 117, 134, 135, 152, 153, 158; TG4: 26, 38, 39, 81, 97, 104, 123, 134, 140, 141, 146, 147, 158, 159; TG5: 38, 39, 61, 68, 80, 86, 87, 116, 117, 133, 134, ; TG6: 30, 37, 42, 74, 102, 104, 105, 116, 117, 123, 134, 135, 140, 141, 153; TG7: 32, 44, 45, 50, 51, 74, 110, 116, 122, 123, 153; TG8: 104, 105, 109, 110, 111, 134, 140; TG9: 38, 39, 105, 110, 117, 132, 141, 147
ANCHOR STANDARD: Compare Numbers.	
Performance Standards	FSPK Teacher Guide Page References
4. With guidance and support attempt to compare quantities of numbers using concrete manipulatives	Adaptations for Young Learners Guide: 24, 43, 46, 60, 68, 97, 106, 107, 110, 111, 114, 115, 120, 121, 124, 125, 128, 161, 164, 168, 169

to determine more than, less than, same, and different.	TG1: 51, 67, 68, 105, 117, 132, 147, 158, 159; TG2: 108, 111; TG3: 33, 65, 74, 75, 78, 80, 109, 110, 116, 122; TG4: 32, 50, 105, 111, 134, 135, 140, 146, 151, 153, 159, 192; TG5: 32, 45, 86, 87, 92, 98, 104, 110, 111, 116, 117; TG6: 27, 60, 62, 63, 68, 73, 81, 116, 117, 122, 134, 135, 153; TG7: 51, 66, 98, 110, 116, 117; TG8: 44, 45, 62, 63, 68, 74, 75, 80, 86, 98, 104, 110, 116, 122, 134, 146, 158, 159; TG9: 74, 75, 98, 104, 134, 152, 159
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MATHEMATICS STANDARDS: OPERATIONS AND ALGEBRAIC THINKING DOMAIN

ANCHOR STANDARD: Understand addition as putting together and adding to and understand subtraction as taking apart and taking from.

Performance Standards	FSPK Teacher Guide Page References
1. With guidance and support, experiment with the concepts of putting together and taking from using concrete objects.	TG2: 58,138; TG3: 140; TG4: 50, 51, 92, 113; TG 5: 86, 87, 98, 99, 110, 111, 122, 123; TG6: 112; TG7: 78, 117, 153; TG8: 26, 27, 33, 38, 39, 44, 45, 51, 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 98, 104, 105, 110, 111, 116, 117, 122, 134, 135, 140, 141, 146, 152, 153, 158, TG9: 104, 105, 111, 116, 117, 129, 134
2. With guidance and support, experiment with patterns that are developmentally appropriate (e.g., duplicate simple patterns using concrete objects and actions such as counting bears and attribute blocks, clapping, stomping, and patting).	Adaptions for Young Learners Guide: 66, 67, 71, 78, 79, 106, 110, 114 TG1: 122; TG2: 50, 51; TG3: 45, 46, 50, 51, 99, 129, 134, 135, 140, 141, 146,147, 152, 153, 158, 159; TG4: 21, 26, 27, 32, 33, 38, 39, 44, 45, 50, 81, 98, 99, 100, 142, 158, 159; TG5: 86, 87, 122, 123; TG6: 45, 99, 111; TG7: 26, 27, 32, 63, 68, 69, 74, 75, 80, 81, 86, 87, 110, 134, 135, 141

MATHEMATICS STANDARDS: MEASUREMENT AND DATA DOMAIN

ANCHOR STANDARD: Describe and compare measurable attributes.

Performance Standards	FSPK Teacher Guide Page References
1. With guidance and support, experiment with measurable attributes of everyday objects (e.g., <i>big, little, tall, short, full, empty, heavy, light</i>).	Adaptations for Young Learners Guide: 112, 24, 46, 106, 111, 115, 162, 168, 169
2. With guidance and support, experiment with ordering two objects using attributes of length, height, and weight (e.g., <i>big, bigger, long, longer, tall, taller, short, shorter</i>).	<u>Length, height:</u> TG1: 39, 79, 116, 134, 135, 140, 141, 146, 147, 152, 153; TG2: 43, 63, 75, 111; TG3: 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 37, 38, 42, 43, 44, 45, 47, 48, 65, 69, 78, 79, 80, 81, 87, 99, 103, 110, 111, 112, 135, 144, 147; TG4: 33, 73, 104, 115, 144, 145; TG5: 26, 32, 33, 62, 63, 69, 74, 75, 78, 81, 159; TG8: 39, 49, 57, 71, 74, 78, 79, 85, 105, 114, 134, 140, 141, 155, 158; <u>Weight:</u>

	<p>TG1: 152, TG3: 54, 62, 68, 69, 74, 75; TG5: 69; TG6: 74; TG8: 74, 78; TG9: 37, 133, 140</p> <p>Example—Theme 3: Page 32 Children develop their own tool for size comparison and compare heights. Page 33 has children continuing the lesson in a workstation where they play a game to compare lengths.</p> <p>TG1: 141, 146, 147; TG2: 39; TG3: 27, 33, 38, 39, 44, 45, 80, 81, 116, 117; TG4: 86, 87, 138, 144, 145, 159; TG5: 32, 33, 81, 153; TG6: 62, 63; TG7: 157; TG8: 45, 71; TG9: 117, 140, 141</p>
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ANCHOR STANDARD: Classify objects and count the number of objects in each category.

Performance Standards	FSPK Teacher Guide Page References
<p>3. With guidance and support, sort, categorize, or classify objects (e.g., size, shape, primary colors).</p>	<p>Adaptations for Young Learners Guide: 13, 43, 48, 49, 50, 52, 53, 56, 57, 60, 61, 68, 84, 85, 88, 89, 92, 93, 96, 97, 102, 103, 125, 172</p> <p>TG1: 32, 33, 35, 36, 38, 39, 44, 45, 63, 81, 109, 110, 111, 114, 115, 116, 122, 123, 135, 140, 141, 145, 146, 147, 159; TG2: 44, 51, 59, 63, 67, 71, 74, 97, 98, 99, 103, 104, 105, 108, 110, 111, 116, 122, 129, 134, 135, 140, 141, 146, 147, 151, 152, 153, 156, 158, 159; TG3: 22, 24, 25, 26, 27, 29, 31, 32, 33, 35, 44, 74, 75, 87, 109, 123; TG4: 27, 61, 62, 68, 77, 81, 83, 110, 111, 115, 134, 135, 139, 151, 153; TG5: 22, 24, 25, 26, 27, 29, 30, 31, 32, 36, 37, 42, 45, 48, 49, 51, 65, 68, 69, 74, 75, 101, 103, 114, 120, 159; TG6: 26, 32, 33, 37, 50, 59, 60, 61, 69, 73, 74, 75, 98, 99, 104, 108, 110, 116, 117, 122, 123, 145, 147, 152; TG7: 39, 44, 45, 50, 99, 104, 105, 110, 111, 114, 116, 122, 123, 147, 151; TG8: 27, 33, 44, 63, 71, 96, 102, 103, 111, 134, 139, 147, 153; TG9: 31, 32, 39, 49, 72, 73, 87, 97, 99, 102, 103, 105, 108, 109, 110, 114, 123, 151, 159</p>

MATHEMATICS STANDARDS: GEOMETRY DOMAIN

ANCHOR STANDARD: Explore, identify, and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

Performance Standards	FSPK Teacher Guide Page References
<p>1. With guidance and support, correctly name circles, squares, and triangles.</p> <p>2. With guidance and support, recognize circles, squares, and triangle in the environment (e.g., clock is a circle, cracker is a square, musical instrument triangle is a triangle).</p>	<p>Adaptations for Young Learners Guide: 57, 100, 101, 103, 164, 165</p> <p>TG1: 38, 39, 50, 75, 80, 98, 116; TG2: 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 98, 104, 105, 116, 129, 137, 139; TG3: 99, 102; TG4: 62, 63, 68, 69, 74, 80, 81, 86, 99; TG5: 65, 69, 105; TG6: 23, 24, 25, 26, 27, 29, 30, 31, 32, 33, 34, 35, 38, 39, 40, 42, 43, 44, 45, 50, 98, 103, 104, 145, 152; TG7: 61, 62, 96, 99, 105, 147; TG8: 71, 105, 110, 153; TG9: 26, 27, 32, 33, 39, 44, 50, 51</p>

ANCHOR STANDARD: Analyze, compare, create, and compose shapes.	
Performance Standards	FSPK Teacher Guide Page References
3. With guidance and support, create shapes using developmentally appropriate materials (e.g., popsicle sticks, play dough, building blocks, pipe cleaners, pattern blocks).	Adaptations for Young Learners Guide: 57, 100, 101, 103, 164, 165 TG1: 50, 51, 69, 80, 81; TG2: 63, 68, 69, 74, 75, 80, 81, 86, 87, 99, 104, 105, 105, 116, 117, 122, 137, 139; TG3: 99, 102, TG4: 62, 63, 68, 69, 74, 80, 81, 86, 99; TG5: 65, 69, 105; TG6: 23, 24, 25, 26, 31, 32, 38, 39, 42, 44, 45, 50, 105, 146, 147; TG7: 97, 99, 109; TG8: 105, 110; TG9: 26, 27, 32, 33, 38, 39, 44, 45, 50, 51
4. With guidance and support, explore using shapes to create representation of common objects (e.g., use a square and a triangle to make a house).	Adaptations for Young Learners Guide: 57, 100, 101, 103, 164, 165 TG1: 69, 80, 81; TG2: 63, 68, 69, 75, 80, 81, 86; TG3: 38, 39; TG4: 63, 68, 74, 75, 80; TG6: 26, 39, 44, 45, 147; TG7: 97, 109; TG9: 26, 27, 39,

APPROACHES TO LEARNING STANDARDS: PLAY DOMAIN	
ANCHOR STANDARD: Engage in play.	
Performance Standards	FSPK Teacher Guide Page References
<ol style="list-style-type: none"> 1. With guidance and support, cooperate with peers during play by taking turns, sharing materials, and inviting others to play. 2. With guidance and support, initiate and make decisions regarding play and learning activities (e.g., choose learning centers and materials). 3. With guidance and support, begin to exhibit creativity and imagination in a variety of forms. 4. With guidance and support, demonstrate engagement in various stages of play (e.g., solitary, parallel, collaborative). 	<p>Adaptations for Young Learners Guide: 13, 17, 21, 25, 31, 35, 36, 39, 43, 49, 53, 55, 57, 61, 67, 68, 71, 72, 75, 79, 85, 86, 89, 93, 165, 166, 167</p> <p>TG1: 24, 27, 37, 49, 68, 77, 79, 94, 97, 100, 106, 123, 131, 132, 133, 142, 156, 157; TG2: 26, 28, 31, 34, 46, 62, 99, 100, 105, 113, 116, 120, 123, 144; TG3: 71, 76, 82, 106, 107, 111, 112, 115, 117, 118, 121, 122, 123, 137, 153; TG4: 22, 24, 25, 26, 28, 31, 37, 40,41, 43, 47, 48, 49, 66, 70, 109, 111, 115, 132, 133, 136, 137, 138, 139, 144, 145, 154, 156,157, 159; TG5: 22, 34, 40, 41, 46, 48, 51, 60, 61, 64, 65, 73, 74, 106, 109, 116, 118; TG6: 22, 28, 29, 39, 63, 64, 69, 70, 73, 76, 79, 80, 81, 82, 85, 94, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 119, 121, 123, 132, 136, 142, 147,148; TG7: 25, 31, 34, 37, 39, 46, 63, 64, 70, 71, 75, 81, 82, 84, 100, 106, 112, 118, 120, 147, 148, 151, 154, 159; TG8: 22, 27, 45, 46, 63, 64, 69, 70, 75, 80, 82, 130, 133, 137, 148, 151, 153, 154, 159; TG9: 28, 33, 34, 37, 40, 45, 64, 81, 85,100, 103, 108, 110, 114, 115, 117, 120, 121, 130, 136, 142, 148, 151, 153, 156.</p>
APPROACHES TO LEARNING STANDARDS: CURIOSITY AND INITIATIVE DOMAIN	
ANCHOR STANDARDS: Demonstrate curiosity and initiative.	
Performance Standards	FSPK Teacher Guide Page References
<ol style="list-style-type: none"> 1. Demonstrate a developing interest in new experiences by interacting with peers, using familiar materials in creative ways, and investigating new environments. 	<p>Adaptations for Young Learners: 12, 13, 118-133, 136-151, 168</p> <p>TG1: 24, 27, 37, 49, 68, 77, 79, 94, 97, 100, 106, 123, 131, 132, 133, 142, 156, 157; TG2: 26, 28, 31, 34, 46, 62, 99, 100, 105, 113, 116, 120, 123, 144; TG3: 71, 76, 82, 106, 107, 111, 112, 115, 117, 118, 121, 122, 123, 137, 153; TG4: 22, 24, 25, 26, 28, 31, 37, 40,41, 43, 47, 48, 49, 66, 70, 109, 111, 115, 132, 133, 136, 137, 138, 139, 144, 145, 154, 156,157, 159; TG5: 22, 34, 40, 41, 46, 48, 51, 60, 61, 64, 65, 73, 74, 106, 109, 116, 118; TG6: 22, 28, 29, 39, 63, 64, 69, 70, 73, 76, 79, 80, 81, 82, 85, 94, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 119, 121, 123, 132, 136, 142, 147,148; TG7: 25, 31, 34, 37, 39, 46, 63, 64, 70, 71, 75, 81, 82, 84, 100, 106, 112, 118, 120, 147, 148, 151, 154, 159; TG8: 22, 27, 45, 46, 63, 64, 69, 70, 75, 80, 82, 130, 133, 137, 148, 151, 153, 154, 159; TG9: 28, 33, 34, 37, 40, 45, 64, 81, 85,100, 103, 108, 110, 114, 115, 117, 120, 121, 130, 136, 142, 148, 151, 153, 156.</p>

2. Begin to ask questions to seek new information.	TG1: 27, 100, 106, 123, 131, 132, 133, 137, 142, 156, 157; TG2: 26, 31, 38, 62, 99, 100, 105, 113, 116, 144; TG3: 71, 106, 107, 111, 117, 153; TG4: 22, 24, 25, 26, 28, 41, 46, 47, 48, 109, 111, 132, 133, 136, 137, 138, 139, 144, 145, 154, 156, 157, 159; TG5: 22, 48, 51, 60, 61, 65, 73, 74, 109, 116; TG6: 29, 39, 69, 73, 79, 80, 81, 82, 85, 102, 103, 104, 105, 107, 108, 109, 119, 123, 132, 147; TG7: 25, 31, 37, 71, 75, 81, 84, 120, 147, 151, 159; TG8: 27, 63, 75, 80, 153; TG9: 28, 45, 81, 85, 103, 108, 110, 114, 115, 117, 120, 121, 151
3. Demonstrate an increasing ability to make independent choices.	Adaptations for Young Learners Guide: Learning Centers encourage independence in learning. 13, 17, 21, 25, 31, 35, 36, 39, 43, 49, 53, 55, 57, 61, 67, 68, 71, 72, 75, 79, 85, 86, 89, 93, 165, 166, 167 TG1: 61, 75, 79, 130, 133, 138, 154; TG2: 22, 47, 63, 118; TG3: 33, 123, 135, 141; TG4: 31, 46, 51; TG5: 61, 100; TG6: 109, 110, 132, 139; TG7: 39, 75, 99; TG8: 100, 118, 157; TG9: 22, 24, 47, 123, 131, 133, 137, 138, 149, 150
4. With guidance and support, approach tasks and activities with flexibility, imagination, and inventiveness.	TG1: 27, 31, 49, 132, 133, 136, 157; TG2: 62, 63, 69, 85, 87, 99, 111, 116; TG3: 71, 107, 136, 159; TG4: 22, 24, 25, 26, 27, 30, 31, 46, 67, 69, 110, 111, 132, 133, 137, 138, 139, 141, 143, 144, 145; TG5: 73, 76, 83, 84, 130; TG6: 39, 41, 69, 73, 80, 81, 85, 101, 102, 103, 104, 105, 107, 108, 109, 123, 132, 133, 135; TG7: 25, 71, 75, 84, 111, 145, 146, 147, 159; TG8: 27, 75, 149, 151, 153, 157; TG9: 41, 81, 85, 103, 108, 110, 114, 115, 119, 120, 121, 123, 151

APPROACHES TO LEARNING STANDARDS: PERSISTENCE AND ATTENTIVENESS DOMAIN

ANCHOR STANDARD: Demonstrate persistence and attentiveness.

Performance Standards	FSPK Teacher Guide Page References
1. With guidance and support, follow through to complete a task or activity. 2. With guidance and support, demonstrate the ability to remain engaged in an activity or experience 3. With guidance and support, seek out and accept help or information from adults and peers when needed to accomplish a task or an activity (e.g., using a step stool to reach the sink).	Adaptations for Young Learners Guide: 13, 17, 21, 25, 31 TG1: 24, 25, 26, 27, 31, 32, 33, 42, 94, 105, 117; TG2: 35, 37, 49, 58, 61, 62, 64, 67; TG3: 80, 86, 87, 97, 99, 104; TG4: 32, 64, 75, 141, 148, 149, 150, 157; TG5: 61, 85, 111, 121, 144, 145, 156; TG6: 22, 31, 37, 58, 60, 99, 140; TG7: 66, 84, 94, 100, 118, 142; TG8: 22, 64, 94, 112, 133, 142, 145, 151, 157; TG9: 26, 67, 71, 73, 143, 145, 149

APPROACHES TO LEARNING STANDARDS: PROBLEM-SOLVING SKILLS DOMAIN

ANCHOR STANDARDS: Demonstrate problem-solving skills.

Performance Standards	FSPK Teacher Guide Page References
<ol style="list-style-type: none"> 1. Identify a problem or ask a question. 2. Begin to use a variety of strategies to solve a problem, reach a goal, or answer a question (e.g., work with others, use a variety of materials, use trial and error). 3. With guidance and support, apply prior learning and experiences to build new knowledge. 	<p>Adaptations for Young Learners Guide: 13, 17, 21, 25, 31</p> <p>Problem solving <i>and</i> trial and error <i>are vocabulary focus words for Theme 4: Week 4.</i></p> <p>TG1: 20, 21, 33, 56, 57, 69, 75, 92, 93, 103, 105, 111, 122, 132, 133, 135, 141, 146, 147, 159; TG2: 20, 21, 44, 56, 57, 62, 63, 69, 75, 81, 85, 87, 92, 93, 117, 128, 129, 141, 159; TG3: 24, 27, 33, 39, 42, 43, 62, 69, 71, 74, 81, 99, 100, 103, 109, 117, 123, 135; TG4: 31, 32, 37, 142, 143, 144, 147; TG5: 20, 27, 39, 45, 56, 57, 67, 106, 116; TG6: 21, 22, 27, 33, 38, 39, 42, 56, 57, 63, 68, 69, 72, 75, 80, 81, 87, 92, 93, 103, 105, 111, 128, 129, 147; TG7: 69, 84, 87, 92, 93, 103, 110, 111, 115, 117, 128, 129, 141, 144, 145, 146, 147, 150; TG8: 20, 21, 31, 32, 33, 38, 39, 56, 57, 63, 75, 92, 93, 99, 128, 129, 145; TG9: 20, 21, 26, 31, 33, 37, 39, 42, 43, 45, 56, 57, 63, 73, 87, 92, 93, 117, 128, 129, 141</p>

SOCIAL AND EMOTIONAL DEVELOPMENT STANDARDS: SOCIAL DEVELOPMENT DOMAIN

ANCHOR STANDARDS: Build and maintain relationships with others.

Performance Standards	FSPK Teacher Guide Page References
1. Interact appropriately with familiar adults.	
<p>a. With guidance and support, communicate to seek out help with difficult task, to find comfort, and to obtain security</p> <p>b. With guidance and support, engage with a variety of familiar adults.</p>	<p>Adaptations for Young Learners Guide: 13, 17, 21, 25, 31</p> <p>TG1: 22, 24, 26, 27, 28, 31, 33, 35, 37, 39, 40, 41, 60, 61, 62, 69, 75, 78, 84, 85, 86, 87, 94, 7, 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, 30, 31, 34, 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, 45, 46, 63, 75, 80, 112, 117, 118, 136, 153, 154; TG6: 22, 25, 26, 31, 39, 42, 46, 48, 50, 69, 82, 85, 94, 98, 121, 123, 130, 134, 135, 141,142, 154; TG7: 23, 33, 50, 59, 60, 62, 63, 67, 72, 73, 74, 75, 81, 86, 87, 97, 106, 107, 109, 112, 117, 118, 123, 133, 134, 135, 139, 140, 141, 146, 147, 153, 158, 159; TG8: 31, 39, 40, 45, 58, 86, 97, 99, 102, 112, 148, 153, 154, 156; TG9: 22, 26, 32, 34, 37, 40, 44, 63, 65, 69, 70, 75, 84, 98, 115, 135, 143, 147, 151</p>
2. Interact appropriately with other children.	
<p>a. Begin to engage in positive interactions and communications with classmates (e.g., greet peers, use names of classmates, share materials).</p>	<p>Adaptations for Young Learners Guide: Learning Centers encourage positive interactions with peers.13, 17, 21, 25, 31, 35, 36, 39, 43, 49, 53, 55, 57, 61, 67, 68, 71, 72, 75, 79, 85, 86, 89, 93, 165, 166, 167</p> <p>TG1: 24, 27, 37, 49, 68, 77, 79, 94, 97; TG2: 28, 34, 46, 99, 105, 120, 123; 82, 112, 115, 118, 121, 122, 123, 137; TG4: 22, 25, 31, 37, 40, 43, 49, 66, 70, 157; TG5: 34, 40, 41, 46, 60, 61, 64, 106, 118; TG6: 22, 28, 63, 64, 70, 76, 94, 110, 121, 123, 132, 136, 142, 148; TG7: 34, 39, 46, 63, 64, 70, 75, 81, 82, 100, 118, 148, 154, 159; TG8: 22, 45, 46, 64, 69, 70, 82, 130, 133, 137, 148, 151; TG9: 28, 33, 34, 37, 40, 64, 100, 130, 136, 142, 148, 153, 156</p>
<p>b. Begin to develop relationships and share a friendship with one or two peers (e.g., offer assistance and materials to others).</p>	<p>TG1: 46, 147; TG2: 94, 96, 100, 102, 103, 106, 107, 113, 119, 120, 123; TG3: 58, 71, 136, 142; TG4: 45, 106, 136; TG5: 76, 80, 83, 101, 142, 148; TG6: 118, 120, 122; TG7: 14, 45, 136; TG8: 64, 100, 136, 148; TG9: 82, 106, 142, 143, 144, 145, 148</p>
<p>c. With guidance and support, ask permission to use items or materials of others.</p>	<p>TG1: 24, 41; TG8: 157</p> <p><i>Practice Activities Learning Centers provide children with opportunities to share materials. Children can practice asking permission to use classroom items or materials in Practice Activities, as well as the Weekly Centers.</i></p>

	<i>Character education traits for Theme 1 are respect and responsibility</i>
d. Acknowledge needs and rights of others (e.g., say, “It’s your turn on the swing.”).	TG1: 24, 27, 37, 49, 68, 77, 79, 94, 97; TG2: 28, 34, 46, 99, 105, 120, 123; TG3: 71, 76, 82, 112, 115, 118, 121, 122, 123, 137; TG4: 22, 25, 31, 37, 40, 43, 49, 66, 70, 109, 115, 157; TG5: 34, 40, 41, 46, 60, 61, 64, 106, 118; TG6: 22, 28, 63, 64, 70, 76, 94, 99, 106, 110, 121, 123, 132, 136, 142, 148; TG7: 34, 39, 46, 63, 64, 70, 75, 81, 82, 100, 106, 112, 118, 148, 154, 159; TG8: 22, 45, 46, 64, 69, 70, 82, 130, 133, 137, 148, 151, 154, 159; TG9: 28, 33, 34, 37, 40, 64, 100, 130, 136, 142, 148, 153, 156
3. Express empathy and care for others.	
a. With guidance and support, show affection and concern in appropriate ways (e.g., pat a child on the arm; give a soft hug to an upset peer).	TG1: 76, 87, 94, 130, 142, 148, 154; TG2: 22, 28, 29, 34, 40, 46, 47, 58, 64, 70, 76, 94, 95, 101, 106, 112, 113, 118, 120, 142, 148, 154; TG3: 34, 58, 64, 70, 71, 76; TG4: 23, 29, 30, 40, 41, 45, 48, 70, 76, 111, 148, 156; TG5: 22, 34, 40, 46, 58, 70, 94, 112, 148; TG6: 22, 28, 58, 64, 70, 83, 84, 94, 100, 106, 112, 118, 130, 154; TG7: 22, 35, 40, 46, 58, 64, 70, 76, 100, 106, 111, 112, 118, 130, 136, 142, 148; TG8: 28, 34, 40, 46, 58, 63, 70, 82, 94, 95, 100, 106, 112, 113, 118, 130, 136, 137, 141, 142, 148, 154; TG9: 22, 28, 34, 40, 46, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 143, 144, 145, 147, 148, 154, 159
b. Begin to offer and accept encouraging and courteous words to demonstrate kindness.	
c. With guidance and support, identify emotional cues of others and react in a positive manner (e.g., say, “You seem sad.”).	
ANCHOR STANDARD: Work productively toward common goals and activities.	
Performance Standards	FSPK Teacher Guide Page References
4. Participate successfully as a member of a group.	
a. With guidance and support, share experiences and ideas with others (e.g., engage in conversation to express ideas).	<i>FSPK offers many opportunities for children to play and interact with others. Examples include working with a team, (Theme 7 pg. 39), working with a partner (Theme 6: p. 31 Language and Literacy Center), and working in a group (Theme 7: p. 94 Moving and Learning).</i> TG1: 20, 21, 25, 27, 31, 33, 34, 37, 39, 53, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159; TG2: 20, 21, 25, 27, 31, 33, 37, 39, 53, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159; TG3: 20, 21, 25, 27, 31, 33, 37, 39, 43, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 151, 157, 159; TG4: 20, 21, 25, 27, 28, 31, 33, 34, 37, 39, 53, 43, 45, 49, 51, 56, 57, 61, 63, 66, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159; TG5: 20, 21, 25, 27, 31, 33, 37, 39, 53, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133,

	135, 139, 141, 145, 147, 151, 153, 157, 159; TG6: 20, 21, 25, 27, 31, 33, 37, 39, 53, 45, 49, 51, 56, 57, 61, 63, 67, 69, 70, 73, 75, 79, 81, 85, 87, 92, 93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159; TG7: 20, 21, 25, 27, 31, 33, 37, 39, 53, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 94, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159; TG8: 20, 21, 25, 27, 31, 33, 37, 39, 53, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159; TG9: 20, 21, 25, 27, 31, 33, 37, 39, 53, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 94, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159
b. With guidance and support, sustain interactions with peers, allow others to join play activities, and play cooperatively with others in small and large groups (e.g., engage in cooperative play or conversations over time).	Adaptations for Young Learners Guide: 13, 17, 21, 25, 31, 35, 36, 39, 43, 49, 53, 55, 57, 61, 67, 68, 71, 72, 75, 79, 85, 86, 89, 93, 165, 166, 167 TG1: 24, 27, 37, 49, 68, 77, 79, 94, 97; TG2: 28, 34, 46, 99, 105, 120, 123; TG3: 71, 76, 82, 112, 115, 118, 121, 122, 123, 137; TG4: 22, 25, 31, 37, 40, 43, 49, 66, 70, 109, 115, 157; TG5: 34, 40, 41, 46, 60, 61, 64, 106, 118; TG6: 22, 28, 63, 64, 70, 76, 94, 99, 106, 110, 121, 123, 132, 136, 142, 148; TG7: 34, 39, 46, 63, 64, 70, 75, 81, 82, 100, 106, 112, 118, 148, 154, 159; TG8: 22, 45, 46, 64, 69, 70, 82, 130, 133, 137, 148, 151, 154, 159; TG9: 28, 33, 34, 37, 40, 64, 100, 130, 136, 142, 148, 153, 156
c. With guidance and support, accept assigned duties during play or classroom management routines (e.g., clean-up responsibilities).	Adaptations for Young Learners Guide: 13, 17, 21, 25, 31, 35, 36, 39, 43, 49, 53, 55, 57, 61, 67, 68, 71, 72, 75, 79, 85, 86, 89, 93, 165, 166, 167 TG1: 22, 24, 26, 27, 28, 34, 37, 40, 41, 45, 58, 64, 69, 70, 94, 100, 112, 118, 136; TG2: 22, 28, 34, 40, 46, 58, 70, 82, 100, 105, 148; TG3: 40, 106, 111; TG4: 22, 24, 29, 30, 42, 46, 48, 107, 108, 155, 156, 157; TG5: 34, 40, 46, 100, 118; TG6: 70, 99, 112, 118, 159; TG7: 35, 40, 46, 58, 82, 105, 111; TG8: 28, 58, 118, 154; TG9: 94, 100, 106, 112, 118, 123, 152, 154, 159
5. Join ongoing activities in acceptable ways.	
a. Begin to express to others a desire to play (e.g., say, “I want to play.”). b. With guidance and support, lead and follow. c. With guidance and support, move into group with ease.	TG1: 46, 147; TG2: 94, 96, 100, 102, 103, 106, 107, 113, 119, 120, 123; TG3: 58, 71, 136, 142; TG4: 45, 106, 136; TG5: 76, 80, 83, 101, 142, 148; TG6: 118, 120, 122; TG7: 14, 45, 136; TG8: 64, 100, 136, 148; TG9: 82, 106, 142, 143, 144, 145, 148
6. Resolve conflicts with others.	
a. With guidance and support, use discussions and	TG1: 20, 21, 25, 27, 31, 33, 37, 39, 53, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73,

<p>negotiations to reach a compromise (e.g., say, “I had the drum first or you can have it when this song is over.”).</p> <p>b. With guidance and support, use courteous words and actions (e.g., say, “<i>Please give me the book.</i>” “<i>I’m sorry I stepped on your mat.</i>”).</p>	<p>75, 79, 81,85, 87, 92, 93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159; TG2: 20, 21, 25, 27, 31, 33, 37, 39, 53, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159; TG3: 20, 21, 25, 27, 31, 33, 37, 39, 43, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81,85, 87, 92, 93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 151, 157, 159; TG4: 20, 21, 25, 27, 31, 33, 37, 39, 53, 43, 45, 49, 51, 56, 57, 61, 63, 66, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159; TG5: 20, 21, 25, 27, 31, 33, 37, 39, 53, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159; TG6: 20, 21, 25, 27, 31, 33, 37, 39, 53, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159; TG7: 20, 21, 25, 27, 31, 33, 37, 39, 53, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159; TG8: 20, 21, 25, 27, 31, 33, 37, 39, 53, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159; TG9: 20, 21, 25, 27, 31, 33, 37, 39, 53, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 145, 147, 151, 153, 157, 159</p>
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SOCIAL AND EMOTIONAL DEVELOPMENT STANDARDS: EMOTIONAL DEVELOPMENT DOMAIN

ANCHOR STANDARD: Demonstrate awareness of self and capabilities.

Performance Standards	FSPK Teacher Guide Page References
1. Demonstrate trust in self.	
<p>a. Begin to make positive statements about self, use assertive voice to express self, and accept responsibility for own actions (e.g., say, “I can...”, “I will...”, “I did...”).</p> <p>b. Begin to identify own emotions (e.g., say, “I feel...”) and express pride in accomplishments (e.g., “I did it!”).</p>	<p>Adaptations for Young Learners Guide: 13, 15, 17, 21, 25, 31, 35, 36, 39, 43, 49, 53, 55, 57, 61, 67, 68, 71, 72, 75, 79, 85, 86, 89, 93, 119, 165, 166, 167</p> <p>TG1: 20, 21, 34, 37, 46, 48, 56, 59, 63, 70, 78, 81, 92, 93, 103, 121; TG2: 20, 21, 28, 39, 43, 56, 57, 76, 81, 92, 93, 96, 97, 98, 99, 100, 102, 103, 105, 114, 117, 120, 121, 128, 129, 150; TG3: 27, 32, 33, 51, 56, 60, 73, 92, 93, 109, 111, 118, 128, 129, 147; TG4: 20, 21, 33, 46, 57, 58, 64, 76, 87, 92, 93, 97, 108, 117, 128, 129, 131, 135, 136, 145, 154, 158; TG5: 20, 21, 27, 31, 34, 37,</p>

	39, 40, 60, 61, 70, 82, 92, 93, 94, 100, 112, 118, 128, 129; TG6: 99, 120, 121, 123; TG7: 24, 33, 39, 46, 59, 75, 92, 93, 94, 100, 105, 106, 117, 128, 129, 135, 141; TG8: 20, 21, 45, 46, 56, 57, 75, 81, 84, 92, 93, 97, 99, 105, 108, 114, 120, 128, 129, 132, 135, 141, 156, 159; TG9: 20, 21, 27, 39, 43, 45, 56, 57, 81, 92, 93, 105, 115, 117, 128, 129, 144, 150, 159
2. Develop personal preferences.	
<ul style="list-style-type: none"> a. Begin to express independence, interest, and curiosity (e.g., say, “I can...”, “I choose...”, “I want...”). b. With guidance and support, select and complete tasks (e.g., finish a puzzle or drawing.) 	<p>Adaptations for Young Learners Guide: 15, 19</p> <p>TG1: 61, 75, 79, 130, 133, 138, 154; TG2: 22, 47, 63, 118; TG3: 33, 123, 135, 141; TG4: 31, 46, 51; TG5: 61, 100; TG6: 109, 110, 132, 139; TG7: 39, 75, 99; TG8: 100, 118, 157; TG9: 22, 24, 47, 123, 131, 133, 137, 138, 149, 150</p>
3. Show flexibility, inventiveness, and interest in solving problems.	
<ul style="list-style-type: none"> a. With guidance and support, make alternative choices (e.g., move to another area when a center is full). b. With guidance and support, problem solve when working a task (e.g., work on a puzzle; rebuild a tower of blocks that has fallen). 	<p>Theme 4 focuses on making thoughtful choices and problem solving. Problem solving opportunities occur throughout the year. Children experience the joy of successfully making decisions and solving problems.</p> <p>TG1: 27, 31, 49, 132, 133, 136, 157; TG2: 62, 63, 69, 85, 87, 99, 111, 116; TG3: 71, 107, 136, 159; TG4: 22, 24, 25, 26, 27, 30, 31, 46, 67, 69, 110, 111, 132, 133, 137, 138, 139, 141, 143, 144, 145; TG5: 73, 76, 83, 84, 130; TG6: 39, 41, 69, 73, 80, 81, 85, 101, 102, 103, 104, 105, 107, 108, 109, 123, 132, 133, 135; TG7: 25, 71, 75, 84, 111, 145, 146, 147, 159; TG8: 27, 75, 149, 151, 153, 157; TG9: 41, 81, 85, 103, 108, 110, 114, 115, 119, 120, 121, 123, 151</p>
4. Know personal information.	
<ul style="list-style-type: none"> a. With guidance and support, describe self using several basic characteristics (e.g., gender, age, hair color, eye color). b. Refer to self by first and last name. c. With guidance and support, know parents’/guardians’ names. 	<p>TG1: 23, 36, 42, 46, 48, 51, 57, 133, 143; TG2: 57, 60, 65, 67, 73, 115; TG9: 33, 74, 75, 80, 99, 158</p>
ANCHOR STANDARD: Recognize and adapt expressions, behaviors, and actions.	
Performance Standards	FSPK Teacher Guide Page References
5. Show impulse control with body and actions.	
<ul style="list-style-type: none"> a. Begin to exhibit control of own body in space (e.g., move safely through room without harm to self or others). 	<p>TG1: 22, 25, 28, 34, 45, 46, 74, 76, 80, 94; TG2: 28, 46, 47, 100; TG3: 34, 46, 58, 100; TG4: 22, 24, 58, 61, 102, 103, 141, 145; TG5: 64, 94, 106, 136, 154; TG6: 22, 28, 39, 70, 87, 132, 135; TG7: 22, 26, 28, 34, 35, 58; TG8: 70, 94,</p>

	100; TG9: 27, 132, 137, 138, 143,148, 149
b. With guidance and support, follow procedures or routines (e.g., come to circle time when the teacher begins to sing.	Adaptations for Young Learners Guide: 13, 17, 21, 25, 31, 35, 36, 39, 43, 49, 53, 55, 57, 61, 67, 68, 71, 72, 75, 79, 85, 86, 89, 93, 165, 166, 167 TG1: 25, 26, 41, 45, 154; TG2: 43, 49, 61; TG3: 106, 118; TG4: 30, 34, 42, 48, 51; TG5: 14, 58; TG6: 28, 34, 48; TG7: 28, 94, 100, 118, 142; TG8: 40, 64, 100, 106, 112; TG9: 46,137, 144, 145
c. With guidance and support, transition appropriately and with ease within environments (e.g., come indoors to wash hands for lunch or to listen to a story.)	Transition Tips at the beginning of each Teacher Guide: p. 14 Transitions built into each Literacy and Math Lesson: TG1: 24, 26, 30, 32, 36, 38, 42, 44, 48, 50, 60, 62, 66, 68, 72, 74, 78, 80, 84, 86, 96, 98, 102, 103, 108 110, 114, 116, 120, 122, 132, 134, 138, 140, 144,146, 150, 152, 156, 158; TG2: 24, 26, 30, 32, 36, 38, 42, 44, 48, 50, 60, 62, 66, 68, 72, 74, 78, 80, 84, 86, 96, 98, 102, 103, 108 110, 114, 116, 120, 122, 132, 134, 138, 140, 144, 146, 150, 152, 156, 158; TG3: 24, 26, 30, 32, 36, 38, 42, 44, 48, 50, 60, 62, 66, 68, 72, 74, 78, 80, 84, 86, 96, 98, 102, 103, 108 110, 114, 116, 120, 122, 132, 134, 138, 140, 144, 146, 150, 152, 156, 158; TG4: 24, 26, 30, 32, 36, 38, 42, 44, 48, 50, 60, 62, 66, 68, 72, 74, 78, 80, 84, 86, 96, 98, 102, 103, 108 110, 114, 116, 120, 122, 132, 134, 138, 140, 144, 146, 150, 152, 156, 158; TG5: 24, 26, 30, 32, 36, 38, 42, 44, 48, 50, 60, 62, 66, 68, 72, 74, 78, 80, 84, 86, 96, 98, 102, 103, 108 110, 114, 116, 120, 122, 132, 134,138, 140, 144, 146, 150, 152, 156, 158; TG6: 24, 26, 30, 32, 36, 38, 42, 44, 48, 50, 60, 62, 66, 68, 72, 74, 78, 80, 84, 86, 96, 98, 102, 103, 108 110, 114,116, 120, 122, 132, 134, 138, 140, 144, 146, 150, 152, 156, 158; TG7: 24, 26, 30, 32, 36, 38, 42, 44, 48, 50, 60, 62, 66, 68, 72, 74, 78, 80, 84, 86, 96, 98, 102, 103, 108 110, 114, 116, 120, 122, 132, 134, 138, 140, 144, 146, 150, 152, 156, 158; TG8: 24, 26, 30, 32, 36, 38, 42, 44, 48, 50, 60, 62, 66, 68, 72, 74, 78, 80, 84, 86, 96, 98, 102, 103, 108 110, 114, 116, 120, 122, 132, 134, 138, 140, 144, 146, 150, 152, 156, 158; TG9: 24, 26, 30, 32, 36, 38, 42, 44, 48, 50, 60, 62, 66, 68, 72, 74, 78, 80, 84, 86, 96, 98, 102, 103, 108 110, 114, 116, 120, 122, 132, 134, 138, 140, 144, 146, 150, 152, 156, 158
6. Manage Emotions	
a. With guidance and support, progress from being upset to being calm (e.g., breathe deeply to regain self-control).	Each day in <u>Greeting Circle</u> , the teacher leads the children in a <i>disengage the stress response</i> activity. As a result, children learn to calm themselves through appropriate breathing.
b. With guidance and support, recognize emotions (e.g., “I am really mad.”).	TG1: 22, 100, 112, 118, 130, 131, 136, 142, 144, 147, 148, 149, 150, 151, 154, 155; TG2: 58, 100, 106, 109, 154; TG3: 58, 76, 120, 136; TG4: 28, 30, 103, 104, 130; TG5: 28, 142; TG6: 94, 100, 154, 156, 157; TG7: 58, 64, 100, 106,
c. With guidance and support, express feelings	

through appropriate gestures, actions, and language (e.g., smile and say, “This story makes me happy.”).	121, 136; TG8: 106, 130, 136, 159; TG9: 24, 45, 46, 94, 100, 106, 123, 130, 137, 143
d. With guidance and support, express frustration and anger without harming self, others, or property (e.g., “I don’t like it when you take my truck.”).	Through the Conscious Discipline Commitment Ritual, children are taught to use their Big Voice . Learning to use an assertive voice teaches children to stand up for themselves. <i>Shubert’s Big Voice</i> by Dr. Becky Bailey helps introduce and teach this concept. Using your Big Voice is introduced in Theme 1, Week. 3
7. Follow procedures and routines with teacher support.	TG1: 25, 26, 41, 45, 154; TG2: 43, 49, 61; TG3: 106, 118; TG4: 30, 34, 42, 48, 51; TG5: 14, 58; TG6: 28, 34, 48; TG7: 28, 94, 100, 118, 142; TG8: 40, 64, 100, 106, 112; TG9: 46, 137, 144, 145
a. Begin to follow one-step and/or two-step directions (e.g., move appropriately when transitions are announced).	Adaptations for Young Learners: 30, 39, 42, 61, 180 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, 45, 46, 63, 75, 80, 112, 117, 118, 136, 153, 154; TG6: 22, 25, 26, 31, 39, 42, 46, 48, 50, 69, 82, 85, 94, 98, 121, 123, 130, 134, 135, 141, 142, 154; TG7: 23, 33, 50, 59, 60, 62, 63, 67, 72, 73, 74, 75, 81, 86, 87, 97, 106, 107, 109, 112, 117, 118, 123, 133, 134, 135, 139, 140, 141, 146, 147, 153, 158, 159; TG8: 31, 39, 40, 45, 58, 86, 97, 99, 102, 112, 148, 153, 154, 156; TG9: 22, 26, 32, 34, 37, 40, 44, 63, 65, 69, 70, 75, 84, 98, 115, 135, 143, 147, 151
b. With guidance and support, use materials with care and safety (e.g., use scissors to cut paper).	Adaptations for Young Learners Guide: 13, 17, 21, 25, 31, 35, 36, 39, 43, 49, 53, 55, 57, 61, 67, 68, 71, 72, 75, 79, 85, 86, 89, 93, 165, 166, 167 TG1: 24, 25, 26, 27, 31, 33, 41, 45, 49, 51, 79, 99; TG2: 25, 37, 43, 153; TG3: 103, 105, 141; TG4: 34, 43, 156; TG5: 85, 121; TG6: 31, 37, 60; TG7: 61, 73, 79, 85, 111; TG8: 145, 151, 157; TG9: 141, 159 TG1: 24, 25, 26, 27, 31, 33, 41, 45, 49, 51, 79, 99; TG2: 25, 37, 43, 153; TG3: 103, 105, 141; TG4: 34, 43, 156; TG5: 85, 121; TG6: 31, 37, 60; TG7: 61, 73, 79, 85, 111; TG8: 145, 151, 157; TG9: 141, 159
c. Begin to take turns to share information with others (e.g., interact during group time).	TG1: 24, 27, 37, 49, 68, 77, 79, 94, 97; TG2: 28, 34, 46, 99, 105, 120, 123; TG3: 71, 76, 82, 112, 115, 118, 121, 122, 123, 137; TG4: 22, 25, 31, 37, 40, 43, 49, 66, 70, 109, 115, 157; TG5: 34, 40, 41, 46, 60, 61, 64, 106, 118; TG6:

	22, 28, 63, 64, 70, 76, 94, 99, 106, 110, 121, 123, 132, 136, 142, 148; TG7: 34, 39, 46, 63, 64, 70, 75, 81, 82, 100, 106, 112, 118, 148, 154, 159; TG8: 22, 45, 46, 64, 69, 70, 82, 130, 133, 137, 148, 151, 154, 159; TG9: 28, 33, 34, 37, 40, 64, 100, 130, 136, 142, 148, 153, 156
8. Demonstrate flexibility in adapting to different environments.	
a. With guidance and support, adjust behavior in different settings (e.g., at the library, playground, lunchroom).	TG1: 58, 95, 100, 106, 112, 118, 130, 131, 142, 143, 144, 148, 149, 150, 153, 154, 155; TG2: 22, 28, 34, 40, 46, 100, 109, 130; TG3: 119, 120, 136; TG4: 22, 28, 29, 82, 100, 142; TG5: 40, 136; TG6: 22, 58, 70; TG7: 64, 76, 100, 118, 136; TG8: 118, 130, 131; TG9: 22, 40, 41, 45, 143
b. With guidance and support, follow rules (e.g., use outside voice, use inside voice) in different settings.	TG1: 25, 26, 41, 45, 154; TG2: 43, 49, 61; TG3: 106, 118; TG4: 30, 34, 42, 48, 51; TG5: 14, 58; TG6: 28, 34, 48; TG7: 28, 94, 100, 118, 142; TG8: 40, 64, 100, 106, 112; TG9: 46, 137, 144, 145

SCIENCE STANDARDS: SCIENTIFIC METHOD AND INQUIRY DOMAIN	
ANCHOR STANDARD: Engage in simple investigations.	
Performance Standards	FSPK Teacher Guide Page References
1. With guidance and support, identify materials by texture (e.g., smooth/rough, soft/hard).	Adaptations for Young Learners: 17, 21, 77 TG1: 92, 93, 116, 117, 121, 123
2. With guidance and support, ask questions about objects, tools, and materials and compare, sort, classify, and order objects.	Adaptations for Young Learners Guide: 25, 43, 61, 79, 103, 115, 124, 155 TG1: 32, 33, 35, 36, 38, 39, 44, 45, 63, 81, 109, 110, 111, 114, 115, 116, 122, 123, 135, 140, 141, 145, 146, 147, 159; TG2: 44, 51, 59, 63, 67, 71, 74, 97, 98, 99, 103, 104, 105, 108, 110, 111, 116, 122, 129, 134, 135, 140, 141, 146, 147, 151, 152, 153, 156, 158, 159; TG3: 22, 24, 25, 26, 27, 29, 31, 32, 33, 35, 44, 74, 75, 87, 109, 123; TG4: 27, 61, 62, 68, 77, 81, 83, 110, 111, 115, 134, 135, 139, 151, 153; TG5: 22, 24, 25, 26, 27, 29, 30, 31, 32, 36, 37, 42, 45, 48, 49, 51, 65, 68, 69, 74, 75, 101, 103, 114, 120, 159; TG6: 26, 32, 33, 37, 50, 59, 60, 61, 69, 73, 74, 75, 98, 99, 104, 108, 110, 116, 117, 122, 123, 145, 147, 152; TG7: 39, 44, 45, 50, 99, 104, 105, 110, 111, 114, 116, 122, 123, 147, 151; TG8: 27, 33, 44, 63, 71, 96, 102, 103, 111, 134, 139, 147, 153; TG9: 31, 32, 39, 49, 72, 73, 87, 97, 99, 102, 103, 105, 108, 109, 110, 114, 123, 151, 159
3. With guidance and support, use a variety of simple tools to make investigations.	Adaptations for Young Learners Guide: 13, 17, 21, 24, 25, 107, 115 TG1: 61, 63, 67, 99, 141, 158, 159; T2: 99, 117, 159; TG3: 20, 32, 44, 51, 57, 74, 82, 141, 147; TG4: 129; TG5: 69; TG6: 68, 80, 123; TG7: 30, 45, 69, 128, 134, 140; TG8: 92, 99, 140 TG9: 37, 133, 140, 141
4. With guidance and support, work collaboratively with others.	Adaptations for Young Learners Guide: 13, 17, 21, 25, 31, 35, 36, 39, 43, 49, 53, 55, 57, 61, 67, 68, 71, 72, 75, 79, 85, 86, 89, 93, 165, 166, 167 TG1: 24, 27, 37, 49, 68, 77, 79, 94, 97; TG2: 28, 34, 46, 99, 105, 120, 123; TG3: 71, 76, 82, 112, 115, 118, 121, 122, 123, 137; TG4: 22, 25, 31, 37, 40, 43, 49, 66, 70, 109, 115, 157; TG5: 34, 40, 41, 46, 60, 61, 64, 106, 118; TG6: 22, 28, 63, 64, 70, 76, 94, 99, 106, 110, 121, 123, 132, 136, 142, 148; TG7: 34, 39, 46, 63, 64, 70, 75, 81, 82, 100, 106, 112, 118, 148, 154, 159; TG8: 22, 45, 46, 64, 69, 70, 82, 130, 133, 137, 148, 151, 154, 159; TG9: 28, 33, 34, 37, 40, 64, 100, 130, 136, 142, 148, 153, 156

ANCHOR STANDARD: Use the five senses to explore and investigate the environment.	
Performance Standards	FSPK Teacher Guide Page References
5. With guidance and support, identify the body parts associated with the use of each of the five senses.	<p>Adaptations for Young Learners: 14, 16, 18, 19, 20, 38, 64</p> <p>TG1: 11, 12, 66, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123 Taste - TG1: 87, 93, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120; TG4: 60, 66, 73; Smell - TG1:46, 93, 106, 108, 109, 110, 111, 113, 115, 117, 119, 120, 132, 151, 167; TG4: 45, 66, 101, 129, 139, 167, 207; Sight - TG1: 92, 94, 96, 98, 110, 122, 123; Sound - TG1: 92, 94, 101, 103, 104, 105, 112, 132, 143; TG7: 108, 132, 138, 148; TG: 22, 24, 41, 58, 60, 94, 112, 136, 137, 154; Touch - TG1: 92, 93, 116, 117; TG2: 123, 198; TG3: 60, 152; TG5: 81, 159; TG6: 11, 75, 132, 145</p>
SCIENCE STANDARDS: PHYSICAL SCIENCE DOMAIN	
ANCHOR STANDARD: Develop awareness of observable properties of objects and materials.	
Performance Standards	FSPK Teacher Guide Page References
1. Begin to manipulate and explore a wide variety of objects and materials.	<p>Adaptations for Young Learners Guide: 13, 17, 18, 20, 21, 24, 25, 30, 39, 43, 61, 103, 104, 105, 115, 107, 129, 130, 131, 133, 140, 147, 151, 159, 162, 163, 169</p> <p>TG1: 141; TG2: 111, 119; TG5: 69, 81, 85, 159; TG6: 69, 75, 87, 123</p>
2. With guidance and support, describe and compare objects and materials by at least one observable property (e.g., color, size, shape, weight, texture, temperature).	<p>Adaptations for Young Learners Guide: 25, 43, 61, 79, 103, 115, 124, 155</p> <p>TG1: 32, 33, 35, 36, 38, 39, 44, 45, 63, 81, 109, 110, 111, 114, 115, 116, 122, 123, 135, 140, 141, 145, 146, 147, 159; TG2: 44, 51, 59, 63, 67, 71, 74, 97, 98, 99, 103, 104, 105, 108, 110, 111, 116, 122, 129, 134, 135, 140, 141, 146, 147, 151, 152, 153, 156, 158, 159; TG3: 22, 24, 25, 26, 27, 29, 31, 32, 33, 35, 44, 74, 75, 87, 109, 123; TG4: 27, 61, 62, 68, 77, 81, 83, 110, 111, 115, 134, 135, 139, 151, 153; TG5: 22, 24, 25, 26, 27, 29, 30, 31, 32, 36, 37, 42, 45, 48, 49, 51, 65, 68, 69, 74, 75, 101, 103, 114, 120, 159; TG6: 26, 32, 33, 37, 50, 59, 60, 61, 69, 73, 74, 75, 98, 99, 104, 108, 110, 116, 117, 122, 123, 145, 147, 152; TG7: 39, 44, 45, 50, 99, 104, 105, 110, 111, 114, 116, 122, 123, 147, 151; TG8: 27, 33, 44, 63, 71, 96, 102, 103, 111, 134, 139, 147, 153; TG9: 31, 32, 39, 49, 72, 73, 87, 97, 99, 102, 103, 105, 108, 109, 110, 114, 123, 151, 159</p>
3. With guidance and support, identify position and movement of people and objects (e.g., over, under,	<p>Adaptations for Young Learners Guide: 30, 34, 38, 43</p>

in, out, sink, float).	TG1: 50, 51, 61, 62, 63, 67, 68, 69, 74, 75, 80, 81, 103, 105, 121, 122, 132, 133, 141, 158; TG2: 31, 62, 63, 75, 110, 111, 116, 122, 151; TG3: 61, 69, 73, 74, 78, 79, 80, 81, 114, 115, 117, 122, 134, 135, 152, 153; TG4: 63, 133, 147; TG5: 27, 45, 67, 68, 69, 123; TG6: 27, 50, 61, 65, 70, 71, 72, 73, 74, 75, 80, 87, 111; TG7: 26, 46, 47, 62, 68, 69, 86, 87, 103, 104, 115, 117, 133, 134, 135, 136, 140, 141, 142, 143, 144, 145, 146, 147, 152, 159; TG8: 31, 38, 39, 153; TG9: 69, 73, 87
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SCIENCE STANDARDS: LIFE SCIENCE DOMAIN

ANCHOR STANDARD: Develop an awareness of living things.

Performance Standards	FSPK Teacher Guide Page References
1. With guidance and support, observe, explore, and describe a variety of living things and where they live (e.g., plants, animals, people).	Adaptations for Young Learners Guide: 32, 33, 126, 149, 162, 163 TG1: 58, 60, 61, 63, 64, 66, 67, 68, 79, 82, 87, 95, 96, 102, 110, 113, 114, 115, 119, 120, 121, 135, 137, 140, 141, 159; TG2: 41, 42, 44, 45, 87, 97, 107, 110, 111, 136, 140, 141, 143; TG3: 24, 29, 32, 33, 36, 37, 39, 44, 45, 48, 59, 60, 62, 63, 65, 69, 71, 72, 135, 143, 147, 149, 151; TG4: 59, 60, 82, 87, 105; TG5: 77, 99, 105, 135, 141, 143, 149, 150, 159; TG6: 81; TG7: 23, 24, 25, 26, 27, 30, 42, 45, 76, 77, 78, 79, 81, 83, 156, 157; TG8: 24, 25, 27, 29, 30, 35, 36, 37, 41, 42, 47, 48, 49, 51, 58, 59, 60, 61, 63, 65, 66, 70, 71, 72, 73, 75, 76, 77, 78, 79, 81, 82, 83, 95, 96, 97, 99, 100, 101, 102, 105, 106, 107, 108, 109, 112, 113, 114, 115, 118, 119, 120, 123, 130, 131, 133, 137, 138, 139, 144, 145, 146, 147, 150, 151, 153, 157, 159; TG9: 75, 79, 95, 96, 97, 99, 101, 102, 103, 105, 139
2. With guidance and support, describe individual characteristics of self, other living things and people.	Adaptations for Young Learners Guide: 14, 16, 17, 18, 29, 31, 38, 115, 157, 169 TG1: 58, 60, 61, 63, 64, 66, 67, 68, 79, 82, 87, 95, 96, 102, 110, 113, 114, 115, 119, 120, 121, 137, 140, 141, 159; TG2: 41, 42, 44, 45, 87, 97, 107, 110, 111, 136, 140, 141, 143; TG3: 24, 29, 32, 33, 36, 37, 39, 44, 45, 48, 59, 60, 62, 63, 65, 69, 71, 72, 135, 143, 147, 149, 151; TG4: 59, 60, 82, 87, 105; TG5: 77, 99, 105, 135, 141, 143, 149, 150, 159; TG6: 81; TG7: 23, 24, 25, 26, 27, 30, 42, 45, 76, 77, 78, 79, 81, 83, 156, 157; TG8: 24, 25, 27, 29, 30, 35, 36, 37, 41, 42, 47, 48, 49, 51, 58, 59, 60, 61, 63, 65, 66, 70, 71, 72, 73, 75, 76, 77, 78, 79, 81, 82, 83, 95, 96, 97, 99, 100, 101, 102, 105, 106, 107, 108, 109, 112, 113, 114, 115, 118, 119, 120, 123, 130, 131, 133, 137, 138, 139, 144, 145, 146, 147, 150, 151, 153, 157, 159; TG9: 75, 79, 95, 96, 97, 99, 101, 102, 103, 105, 139

SCIENCE STANDARDS: EARTH SCIENCE DOMAIN	
ANCHOR STANDARD: Develop an awareness of earth science and space.	
Performance Standards	FSPK Teacher Guide Page References
1. With guidance and support, describe weather changes (e.g., rainy, windy, sunny, cloudy).	Adaptations for Young Learners Guide: 83, 161 <i>Theme 9: Week 2 Earth Changes encourages children to use their senses to study seasons and weather.</i> TG3: 83, 87; TG7: 132; TG9: 57, 61, 62, 69, 71, 72, 73, 74, 75, 76, 77, 78, 79, 81, 82, 83, 84, 85, 87
2. Begin to identify objects in the sky (e.g., clouds, sun, moon, and stars).	TG3: 77, 83, 84, 85, 87; TG5: 38, 41, 131, 133; TG6: 45; TG7: 149, 150, 151, 152, 153; TG9: 62, 63, 65, 68, 69, 80, 85, 86
3. With guidance and support, collect, sort, identify, and describe natural objects in the natural world (e.g., rocks, soil, leaves).	Adaptations for Young Learners Guide: 17, 51, 53, 93, 165 TG1: 33, 99, 105; TG2: 141, 158, 159; TG3: 60, 61, 62, 63, 64, 65, 66, 68, 69, 71, 72, 73, 74, 77, 78, 79, 80, 81, 118; TG4: 86, 87, 147 ; TG6: 42, 45, 71, 77, 80; TG7: 137, 139, 141; TG9: 73, 96, 97, 99, 117
SCIENCE STANDARDS: TECHNOLOGY DOMAIN	
ANCHOR STANDARD: Identify and explore a variety of technology tools.	
Performance Standards	FSPK Teacher Guide Page References
1. With guidance and support, name and use appropriate technology tools to gather or communicate information (e.g., magnifying glass, telescope, microscope, computer, simple machines).	How information is accessible through technology: TG4: 51; TG5: 21, 143; TG6: 81, 93; TG7: 57, 69, 72; TG8: 98, 129, 159; TG9: 21 <i>Frog Street Pre-K Interactive Software</i> is included in the curriculum.

PHYSICAL DEVELOPMENT STANDARDS: GROSS MOTOR SKILLS DOMAIN	
ANCHOR STANDARD: Demonstrate understanding of gross motor concepts as they apply to the learning, development, and performance of physical activities.	
Performance Standards	FSPK Teacher Guide Page References
1. Identify body parts (e.g., knee, foot, arm).	Adaptations for Young Learners Guide: 14, 16, 17, 64, 147 TG1: 34, 38, 45, 64, 78, 79, 82, 121, 135, 158; TG2: 50, 51, 69, 79, 100, 101, 111, 112, 117, 135, 150, 151; TG3: 22, 48, 51, 63, 141, 152, 153; TG4: 33, 34, 58, 95, 97, 102, 103, 105, 131, 136, 154; TG5: 22, 39, 45, 157, 159; TG6: 40, 49, 51, 63, 64, 67, 70, 132, 133, 148; TG7: 22, 26, 28, 29, 33, 34, 35, 59, 70, 100, 105, 112, 117, 118, 130, 140, 141; TG8: 31, 38, 39, 51, 58, 69, 70, 76, 85, 94, 96, 100, 111, 136, 137, 142, 143, 154; TG9: 44, 123, 135, 140
2. With guidance and support, demonstrate coordination of large muscles to perform simple motor tasks (e.g., climbing, jumping, stretching, throwing a ball).	Adaptations for Young Learners Guide: 118, 119 TG1: 46, 72, 73, 78, 79, 82, 87, 104, 112, 121, 135, 158; TG2: 44, 69, 117, 135, 150, 151; TG3: 130, 133, 134, 135, 136, 142, 147, 148, 152, 153; TG4: 32, 33, 94, 96, 97, 102, 103, 105, 123, 150, 151, 152; TG5: 94, 100, 148, 157, 159; TG6: 28, 33, 51, 63, 67, 70, 76, 100, 123, 130, 132, 133, 135, 140, 148; TG7: 22, 23, 26, 28, 29, 33, 34, 35, 39, 40, 41, 42, 43, 49, 61, 62, 63, 69, 76, 77, 78, 79, 81, 82, 83, 86, 87, 100, 106, 108, 117, 130, 134, 135, 142, 151, 154, 157, 159; TG8: 39, 40, 45, 46, 50, 51, 58, 64, 69, 70, 76, 85, 87, 94, 100, 111, 130, 133, 136, 137, 141, 142, 143, 148, 150, 152; TG9: 22, 40, 58, 60, 65, 68, 70, 82, 84, 85, 86, 94, 95, 112, 118, 135, 142, 143, 155
ANCHOR STANDARD: Demonstrate competency in gross motor skills and movement patterns needed to perform a variety of physical activities.	
Performance Standards	FSPK Teacher Guide Page References
3. With guidance and support, demonstrate body coordination (e.g., balance, strength, moving in space, walking up and down stairs). 4. With guidance and support, use various types of equipment (e.g., playground equipment, tricycles, slides).	<i>The Moving and Learning activity that follows Greeting Circle each morning and the activities presented in the Gross Motor Center give children many opportunities to develop body coordination and strength.</i> TG1: 22, 28, 40, 56, 58, 64, 76, 82, 92, 100, 103, 106, 128, 136, 148; TG2: 22, 40, 46, 51, 82, 94, 100, 106, 112, 135, 142, 148, 154; TG3: 22, 40, 49, 63, 64, 70, 76, 100, 106, 109, 111, 118, 130, 133, 135, 136, 141, 142, 147, 148, 154; TG4: 20, 22, 33, 46, 51, 58, 82, 94, 97, 103, 105, 112, 136, 142, 148; TG5:

	28, 39, 40, 64, 76, 82, 99, 100, 130, 138, 142, 148, 150, 154, 157, 159; TG6: 34, 40, 49, 64, 70, 76, 100, 106, 112, 130, 133, 136, 142, 153, 154; TG7: 20, 22, 28, 33, 34, 40, 43, 46, 49, 56, 61, 63, 70, 76, 79, 82, 92, 100, 106, 112, 130, 136, 142, 148, 154; TG8: 22, 28, 30, 39, 40, 42, 58, 64, 66, 76, 85, 87, 94, 98, 100, 106, 111, 112, 117, 118, 128, 130, 136, 141, 142, 148; TG9: 22, 28, 34, 58, 64, 70, 85, 92, 106, 128, 136, 148, 154
5. Begin to engage in gross motor activities that are familiar as well as activities that are new and challenging (e.g., pulling, throwing, catching, kicking, bouncing or hitting balls, riding wheel toys).	Adaptations for Young Learners Guide: 14, 15, 31, 35, 39, 61, 75, 93, 112, 115, 118, 119, 121, 122, 125, 129, 131, 133, 139, 142, 151, 157, 165, 169 TG1: 46, 72, 73, 78, 79, 82, 87, 104, 112, 121, 135, 158; TG2: 44, 69, 117, 135, 150, 151; TG3: 130, 133, 134, 135, 136, 142, 147, 148, 152, 153; TG4: 32, 33, 94, 96, 97, 102, 103, 105, 123, 150, 151, 152; TG5: 94, 100, 148, 157, 159; TG6: 28, 33, 51, 63, 67, 70, 76, 100, 123, 130, 132, 133, 135, 140, 148; TG7: 22, 23, 26, 28, 29, 33, 34, 35, 39, 40, 41, 42, 43, 49, 61, 62, 63, 69, 76, 77, 78, 79, 81, 82, 83, 86, 87, 100, 106, 108, 117, 130, 134, 135, 142, 151, 154, 157, 159; TG8: 39, 40, 45, 46, 50, 51, 58, 64, 69, 70, 76, 85, 87, 94, 100, 111, 130, 133, 136, 137, 141, 142, 143, 148, 150, 152; TG9: 22, 40, 58, 60, 65, 68, 70, 82, 84, 85, 86, 94, 95, 112, 118, 135, 142, 143, 155
ANCHOR STANDARD: Participate in physical activity for self-expression and/or social interaction.	
Performance Standards	FSPK Teacher Guide Page References
6. With guidance and support, demonstrate self-expression through movement by participating in activities involving music either alone or in a group.	Adaptations for Young Learners Guide: 19, 93, 120, 121, 142 TG1: 70, 77, 82, 87, 130, 194-197; TG2: 64, 117, 200-202; TG3: 49, 134, 188-192; TG4: 199-201; TG5: 130, 132, 150; TG6: 197-200; TG7: 76, 82, 100, 118, 120, 154, 202-204; TG8: 40, 206-209; TG9: 154, 206-207
PHYSICAL DEVELOPMENT STANDARDS: FINE MOTOR SKILLS DOMAIN	
ANCHOR STANDARD: Demonstrate competency in fine motor skills needed to perform a variety of physical activities.	
Performance Standard	FSPK Teacher Guide Page References
1. With guidance and support, use fine muscle and eye-hand coordination for such purposes as using utensils, self-care, building, and exploring (e.g., place small objects in bottle).	Adaptations for Young Learners Guide: 14, 17, 22, 53, 57, 75, 79, 85, 89, 93, 97, 111, 115, 118, 121, 125, 129, 133, 139, 143, 147, 151, 157, 164, 165 TG1: 25, 27, 37, 39, 50, 51, 67, 68, 69, 75, 79, 81, 87, 105, 115, 117, 121, 135, 155, 156, 157, 159; TG2: 39, 45, 51, 73, 74, 81, 83, 85, 86, 101, 103, 105, 115, 123, 133, 145; TG3: 25, 27, 87, 103, 139; TG4: 27, 31, 33, 34, 67, 69, 73, 74, 75, 99, 123, 135; TG5: 27, 33, 39, 45, 111, 139, 153, 157; TG6: 27,

	31, 38, 39, 105, 108,50, 51, 61, 62, 73, 75, 82, 99, 103, 109, 111, 141, 143, 144, 145, 153; TG7: 23, 27, 31, 34, 35, 39, 43, 67, 79, 97, 99, 103, 111, 115, 135, 139, 140, 141, 145; TG8: 49, 51, 61, 67, 100, 102, 133, 135, 139, 142, 145; TG9: 37, 40, 43, 45, 49, 61, 81, 96, 97, 103, 104, 105, 111, 117, 118, 121, 136
ANCHOR STANDARD: Demonstrate understanding of emerging (developing) fine motor skills as they apply to the learning and performance of physical activities.	
Performance Standards	FSPK Teacher Guide Page References
2. With guidance and support, demonstrate emerging (developing) fine muscle coordination using manipulative materials that vary in size, shape, and skill requirement (e.g., press individual computer keys on a keyboard, use clay to form shapes).	Adaptations for Young Learners Guide: 14, 17, 22, 53, 57, 75, 79, 85, 89, 93, 97, 111, 115, 118, 121, 125, 129, 133, 139, 143, 147, 151, 157, 164, 165 TG1: 25, 27, 37, 39, 50, 51, 67, 68, 69, 75, 79, 81, 87, 105, 115, 117, 121,135, 155, 156, 157, 159; TG2: 39, 45, 51, 73, 74, 81, 83, 85, 86, 101, 103, 105, 115, 123, 133, 145; TG3: 25, 27, 87, 103, 139; TG4: 27, 31, 33, 34, 67, 69, 73, 74, 75, 99, 123, 135; TG5: 27, 33, 39, 45, 111, 139, 153, 157; TG6: 27, 31, 38, 39, 105, 108,50, 51, 61, 62, 73, 75, 82, 99, 103, 109, 111, 141, 143, 144, 145, 153; TG7: 23, 27, 31, 34, 35, 39, 43, 67, 79, 97, 99, 103, 111, 115, 135, 139, 140, 141, 145; TG8: 49, 51, 61, 67, 100, 102, 133, 135, 139, 142, 145; TG9: 37, 40, 43, 45, 49, 61, 81, 96, 97, 103, 104, 105, 111, 117, 118, 121, 136
3. With guidance and support, demonstrate emerging (developing) coordination of fine muscles to perform simple motor tasks (e.g., tearing, cutting, folding).	TG1: 25, 27, 37, 39, 50, 51, 67, 68, 69, 75, 79, 81, 87, 105, 115, 117, 121,135, 155, 156, 157, 159; TG2: 39, 45, 51, 73, 74, 81, 83, 85, 86, 101, 103, 105, 115, 123, 133, 145; TG3: 25, 27, 87, 103, 139; TG4: 27, 31, 33, 34, 67, 69, 73, 74, 75, 99, 123, 135; TG5: 27, 33, 39, 45, 111, 139, 153, 157; TG6: 27, 31, 38, 39, 50, 51, 61, 62, 73, 75, 82, 99, 103, 105, 108, 109, 111, 141, 143, 144, 145, 153; TG7: 23, 27, 31, 34, 35, 39, 43, 67, 79, 97, 99, 103, 111, 115, 135, 139, 140, 141, 145; TG8: 49, 51, 61, 67, 100, 102, 133, 135, 139, 142, 145; TG9: 37, 40, 43, 45, 49, 61, 81, 96, 97, 103, 104, 105, 111, 117, 118, 121, 136
ANCHOR STANDARD: Participate in fine motor activity for self-expression and/or social interaction.	
Performance Standards	FSPK Teacher Guide Page References
4. With guidance and support, use fine motor skills for self-expression (e.g., coloring, painting, building, dressing-up in dramatic play).	Adaptations for Young Learners Guide: 14, 17, 22, 53, 57, 75, 79, 85, 89, 93, 97, 111, 115, 118, 121, 125, 129, 133, 139, 143, 147, 151, 157, 164, 165
5. With guidance and support, participate in group activities involving fine motor experiences (e.g., playing with blocks together, finger plays, and dramatic play).	TG1: 37, 49, 67, 85, 97, 109, 115, 139, 145, 148, 159; TG2: 21, 25, 31, 37, 49, 61, 67, 85, 93, 97, 103, 115, 145, 157; TG3: 25, 43, 49, 61, 67, 73, 85, 93, 97, 139, 157; TG4: 57, 61, 67, 79, 85, 97, 109, 115; TG5: 14, 21, 43, 67, 81, 85, 107, 133, 135, 139, 151; TG6: 20, 25, 31, 37, 45, 57, 61, 79, 97, 109 115, 121,

	145, 153, 157; TG7: 31, 37, 49, 57, 73, 75, 97, 103, 121, 129, 133, 151; TG8: 31, 37, 43, 57, 61, 67, 73, 85, 93, 97, 109, 115, 121, 133, 145, 151, 157; TG9: 25, 31, 37, 43, 49, 57, 61, 67, 73, 79, 85, 103, 109, 115, 139, 145
ANCHOR STANDARD: Demonstrate emerging competency in self-help skills needed to perform a variety of physical activities.	
Performance Standards	FSPK Teacher Guide Page References
6. With guidance and support, participate in self-care (e.g., dressing, brushing teeth, washing hands, feeding self).	Health and Hygiene: TG1: 26, 27, 81, 86, 87, 111; TG2: 136, 137, 141; TG4: 36, 101, 102, 112, 113, 114, 115, 118, 119, 120, 123, 146, 147; TG5: 28, 30, 32, 33, 120
PHYSICAL DEVELOPMENT STANDARDS: SELF-CARE, HEALTH, AND SAFETY SKILLS	
ANCHOR STANDARD: Demonstrate an awareness and practice of safety rules.	
Performance Standards	FSPK Teacher Guide Page References
1. With guidance and support, identify safety rules (e.g., classroom, home, community).	Adaptations for Young Learners Guide: 10, 11, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 43, 49 TG1: 25, 26, 27, 28, 40, 41, 45, 63, 81, 82, 86, 87, 99, 102, 110, 111, 154; TG2: 33, 43, 49, 61, 82, 111, 130, 131, 132, 133, 135, 136, 137, 141, 149, 154, 155 TG3: 84, 85, 106, 114, 118 TG4: 24, 30, 34, 35, 36, 39, 40, 42, 46, 48, 49, 51, 60, 61, 64, 69, 71, 72, 75, 76, 77, 78, 81, 83, 84, 85, 94, 95, 96, 97, 100, 101, 102, 105, 108, 112, 113, 114, 115, 117, 141, 146, 147 TG5: 14, 28, 30, 32, 33, 51, 58, 75, 105, 120, 147 TG6: 28, 34, 37, 45, 48, 63, 65 TG7: 28, 33, 39, 51, 94, 95, 96, 99, 100, 118, 142 TG8: 39, 40, 63, 99, 100, 105, 106, 111, 112, 159 TG9: 46, 63, 135, 137, 144, 145
2. With guidance and support, practice safety procedures by responding appropriately to harmful or unsafe situations.	TG1: 28, 40, 45, 63, 81, 99, 102, 110; TG2: 33, 82,130, 131, 132, 133, 135, 136, 141, 148, 149, 154, 155; TG3: 84, 85, 114; TG4: 24, 34, 35, 36, 39, 46, 48, 49, 51, 100, 113, 117, 137, 141; TG5: 28, 33, 51, 73, 120, 147; TG6: 37, 45, 63, 65; TG7: 33, 51, 95, 96, 99; T8: 39, 63, 99, 105, 111, 159; T9: 63
3. With guidance and support, demonstrate appropriate behavior to respect self and others in physical activity by following simple directions and safety procedures.	Self-Control TG1: 24, 25, 26, 27, 28, 31, 33, 41, 45, 49, 51, 79, 99, 154; TG2: 22, 25, 28, 34, 37, 40, 43, 46, 49, 61, 64, 94, 153; TG3: 103, 105, 106, 112, 118, 141; TG4: 30, 34, 42, 43, 48, 51, 107, 108, 156; TG5: 14, 28, 58, 85, 100, 121; TG6: 28, 31, 34, 37, 45, 48, 60; TG7: 28, 61, 73 79, 85, 94, 100, 111, 118, 142, 154; TG8: 40, 63, 64, 100, 106, 112, 141, 145, 148, 151, 157; TG9: 28, 46, 131, 137, 141, 144, 145,159. Interpersonal and Social Skills TG1: 46, 76, 87, 94, 130, 142, 147, 148, 154; TG2: 22, 28, 29, 34, 40, 46, 47, 58, 64, 70, 76, 94, 95, 96, 100, 101, 102, 103, 106, 107, 112, 113, 118, 119,

	120, 123, 142, 148, 154; TG3: 34, 58, 64, 70, 71, 76, 136, 142; TG4: 23, 29, 30, 40, 41, 45, 48, 70, 76, 106, 111, 136, 148, 156; TG5: 22, 34, 40, 46, 58, 70, 76, 80, 83, 94, 101, 112, 142, 148; TG6: 22, 28, 58, 64, 70, 83, 84, 94, 100, 106, 112, 118, 120, 122, 130, 154; TG7: 14, 22, 35, 40, 45, 46, 58, 64, 70, 76, 100, 106, 111, 112, 118, 130, 136, 142, 148; TG8: 28, 34, 40, 46, 58, 63, 64, 70, 82, 94, 95, 100, 106, 112, 113, 118, 130, 136, 137, 141, 142, 148, 154; TG9: 22, 28, 34, 40, 46, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 143, 144, 145, 147, 148, 154, 159.
ANCHOR STANDARD: Demonstrate an emerging (developing) use of standard health practices.	
Performance Standards	FSPK Teacher Guide Page References
4. With guidance and support, practice common health routines (e.g., resting, eating healthy meals, exercising, and using appropriate personal hygiene).	Adaptations for Young Learners Guide: 10, 11, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 43, 49 TG1: 26, 27, 28, 40, 45, 63, 81, 82, 86, 87, 99, 102, 110, 111; TG2: 33, 82, 111, 130, 131, 132, 133, 135, 136, 137, 141, 149, 154, 155; TG3: 84, 85, 114; TG4: 24, 34, 35, 36, 39, 48, 49, 51, 60, 61, 64, 69, 71, 72, 75, 76, 77, 78, 81, 83, 84, 85, 94, 95, 96, 97, 100, 101, 102, 105, 112, 113, 114, 115, 117, 118, 119, 120, 123, 137, 141, 146, 147; TG5: 28, 30, 32, 33, 51, 75, 105, 120, 147; TG6: 37, 45, 63, 65; TG7: 33, 39, 51, 95, 96, 99; TG8: 39, 63, 99, 105, 111, 159; TG9: 63, 135
5. With guidance and support, participate in a variety of physical activities.	TG1: 21, 57, 93, 129; TG2: 21, 57, 93, 129; TG3: 21, 57, 93, 129; TG4: 21, 57, 93, 129; TG5: 21, 57, 93, 129; TG6: 21, 57, 93, 129; TG7: 21, 57, 93, 129; TG8: 21, 57, 93, 129; TG9: 21, 57, 93, 129. Outdoor Learning activities for each day of the week. Moving and Learning connects physical movement to the topic of the day. Appendix (at the back of each Teacher Guide) provides instructions for games and activities
7. With guidance and support, identify nutritious foods.	TG1: 82; TG2: 111; TG4: 60, 61, 64, 69, 71, 72, 75, 76, 77, 78, 81, 83, 84, 85, 94, 95, 96, 97, 99, 102, 105; TG5: 75, 105; TG7: 39; TG9: 135 Choices - Theme 4 – Week 2 focuses on healthy food choices Weekly Cooking Center booklet is available. Each Cooking Center aligns to the instruction and content of the week.

CREATIVE EXPRESSION STANDARDS: MUSIC DOMAIN

ANCHOR STANDARD: Participate in music-related activities.

Performance Standards	FSPK Teacher Guide Page References
<ol style="list-style-type: none"> 1. With guidance and support, create sounds and rhythms using voice, body, instruments, or sound-producing objects. 2. Begin to sing a variety of short songs. 3. With guidance and support, listen and respond to short musical works (e.g., singing, answering questions, following instructions). 4. With guidance and support, identify fast and slow tempos. 5. With guidance and support, recognize a wide variety of sounds. 	<p>Adaptations for Young Learners Guide: 12, 19, 22, 31, 37, 52, 66, 93, 118, 120, 121, 137, 142, 144, 146, 149</p> <p>TG1: 22, 26, 28, 34, 36, 39, 40, 44, 46, 47, 58, 62, 64, 70, 76, 82, 86, 97, 98, 100, 103, 112, 118, 134, 136, 138, 142, 146, 148, 152, 154, 158; TG2: 22, 26, 28, 34, 40, 42, 46, 51, 58, 64, 70, 76, 78, 81, 82, 94, 98, 99, 100, 106, 110, 112, 114, 118, 130, 135, 136, 142, 148, 154; TG3: 22, 28, 34, 40, 46, 58, 60, 63, 64, 70, 76, 78, 106, 112, 117, 118, 130, 141, 142, 148, 154; TG4: 22, 28, 31, 39, 40, 51, 58, 64, 70, 76, 77, 78, 80, 81, 82, 94, 98, 106, 112, 118, 122, 123, 130, 135, 136, 140, 142, 148, 150, 152, 154, 158; TG5: 28, 34, 39, 40, 46, 64, 70, 76, 82, 94, 100, 110, 112, 118, 130, 136, 138, 142, 144, 146, 148, 152; TG6: 28, 32, 34, 36, 38, 40, 46, 47, 51, 58, 62, 63, 64, 66, 68, 70, 74, 76, 78, 82, 94, 98, 100, 106, 112, 118, 122, 130, 136, 140, 142, 146, 148, 150, 154; TG7: 22, 26, 28, 30, 32, 34, 37, 40, 46, 48, 58, 59, 60, 62, 64, 68, 70, 73, 75, 76, 78, 80, 82, 83, 87, 94, 98, 100, 102, 106, 110, 112, 114, 116, 118, 120, 130, 136, 142, 148, 149, 154, 155, 158; TG8: 22, 23, 24, 25, 26, 27, 28, 32, 34, 40, 44, 46, 47, 48, 49, 58, 60, 62, 64, 68, 70, 74, 75, 76, 82, 84, 86, 94, 96, 98, 101, 102, 103, 106, 109, 110, 116, 118, 119, 120, 121, 122, 136, 137, 138, 139, 142, 145, 146, 148, 150, 151, 152, 154, 155, 156; TG9: 22, 25, 28, 30, 34, 36, 40, 44, 46, 51, 58, 60, 65, 66, 68, 75, 76, 82, 94, 96, 98, 100, 104, 106, 110, 112, 116, 118, 120, 130, 136, 138, 142, 146, 148, 154, 156</p> <p>Music and Movement activities are included each day in every Teacher Guide. Music is also included in many Literacy, Math, and Content Connection lessons.</p> <p><u>Music and Listening Library CDs:</u> <i>Leaping Literacy, Moving to Math, Camino a las matemáticas, Dr. Jean on Frog Street, Canciones de ti y mí • Songs of You and Me (Bilingual), Canciones de los animalitos • Songs of Little Creatures (Bilingual), Canciones para aprender con diversión • Songs of Learning Fun (Bilingual), Canciones de nuestra tierra • Songs of Our Earth (Bilingual), Frog Street Friends, Feelin' Froggy, Cantarin, Spanish Listening, English Listening, Nursery Rhyme, It Starts in the Heart</i></p>

	The song lyrics taught in each theme are written in both English and Spanish in the Appendix at the back of each Teacher Guide.
CREATIVE EXPRESSION STANDARDS: DANCE AND MOVEMENT DOMAIN	
ANCHOR STANDARD: Demonstrate understanding through the use of movement.	
Performance Standards	FSPK Teacher Guide Page References
<ol style="list-style-type: none"> 1. With guidance and support, create simple movements (e.g., twirl, turn around, skip, shake). 2. With guidance and support, respond rhythmically to different types of music (e.g., fast, slow). 	<p>Frog Street Pre-K contains 12 music CDs used daily throughout the curriculum to bring music and movement opportunities to children.</p> <p>Adaptations for Young Learners Guide: 12, 19, 22, 31, 37, 52, 66, 93, 118, 120, 121, 137, 142, 144, 146, 149</p> <p>Music and Movement activities are included each day in every Teacher Guide. Music is also included in many Literacy, Math, and Content Connection lessons.</p> <p>TG1: 28, 39, 40, 47, 58, 64, 103, 118, 136, 142, 148; TG2: 47, 51, 117, 118, 142, 148; TG3: 40, 49, 51, 58, 64, 76, 82, 94, 106, 118, 142, 148, 154; TG4: 22, 82, 123, 130, 135, 142; TG5: 22, 34, 37, 46, 82, 130, 136, 139, 142, 147; TG6: 22, 34, 40, 46, 64, 94, 100, 106, 130, 133, 135, 136, 142; TG7: 40, 42, 46, 48, 49, 61, 70, 76, 82, 94, 100, 118, 136, 142, 148, 154; TG8: 28, 40, 46, 94, 100, 112, 148; TG9: 34, 70, 76, 82, 94, 112, 118, 142, 148, 154</p>
CREATIVE EXPRESSION STANDARDS: THEATRE AND DRAMATIC PLAY DOMAIN	
ANCHOR STANDARD: Engage in dramatic play throughout the day in a variety of centers.	
Performance Standards	FSPK Teacher Guide Page References
<ol style="list-style-type: none"> 1. Begin to imitate roles (e.g., mother, baby, doctor) observed in own life experiences. 2. With guidance and support, use available materials as either realistic or symbolic props. 3. With guidance and support make up new roles from experiences and/or familiar stories. 4. With guidance and support, imitate characteristics of animals (e.g., the sounds animals make) and of people. 	<p>Adaptations for Young Learners: 57, 85, 93, 107, 111, 147</p> <p>TG1: 43, 46, 49, 56, 69, 73, 75, 77, 83, 106, 111, 112, 130, 143; TG2: 25, 45, 81, 117, 138, 145; TG3: 41, 62, 95, 111, 112, 115, 121, 122, 123, 128, 133, 137, 153, 159; TG4: 25, 30, 31, 37, 43, 49, 66, 69, 79, 109, 113, 115, 121, 133, 157; TG5: 29, 34, 41, 46, 50, 60, 61, 64, 84, 85, 87, 102, 104, 111, 141 TG6: 59, 60, 64, 76, 103, 131, 136, 148; TG7: 24, 36, 43, 49, 76, 79, 85, 87, 92, 94, 102, 106, 111, 113, 121, 130, 132, 153, 156, 157, 158, 159; TG8: 25, 28, 30, 31, 32, 33, 34, 40, 47, 56, 62, 64, 65, 66, 67, 69, 70, 76, 80, 94, 98, 101, 103, 110, 116, 118, 130, 133, 135, 136, 137, 151, 156; TG9: 22, 28, 31, 34, 48, 51, 58, 65, 77, 83, 85, 95, 104, 121, 157</p> <p>Dramatic Play opportunities abound each week through the Pretend</p>

	and Learn Center. Children use Story Folders with magnetic story props to retell stories.
CREATIVE EXPRESSION STANDARDS: VISUAL ARTS DOMAIN	
ANCHOR STANDARD: Create and respond to visual art.	
Performance Standards	FSPK Teacher Guide Page References
1. With guidance and support, produce original art (e.g., color, paint, draw) using a wide variety of materials and tools.	Exploration/Sensory: TG1: 45, 79, 85, 87, 103, 105, 109, 117, 121, 145, 159; TG2: 69, 75, 121; TG3: 97; TG4: 74, 87; TG5: 39, 63, 69, 147; TG6: 25, 37, 43, 51, 69, 75, 136, 139, 141, 145, 147, 151; TG7: 31, 39, 85, 99, 135, 151; TG8: 37; TG9: 61, 109, 115, 117, 135 Representation, Self-Expression: TG1: 25, 27, 31, 37, 43, 51, 61, 67, 69, 79, 109, 115, 133, 139, 143, 145, 147, 151, 153; TG2: 25, 27, 37, 43, 61, 63, 67, 69, 73, 75, 81, 85, 87, 95, 97, 103, 109, 121, 133, 139, 147, 151, 157, 159; TG3: 27, 37, 39, 45, 49, 61, 67, 77, 79, 85, 97, 103, 105, 145, 151, 153, 157; TG4: 31, 33, 45, 49, 61, 63, 73, 75, 85, 97, 103, 109, 153, 157; TG5: 43, 51, 67, 73, 79, 81, 85, 111, 115, 121, 133, 147, 151, 157; TG6: 25, 27, 43, 49, 51, 57, 67, 93, 99, 103, 109, 115, 133, 135, 139, 141, 143, 145, 147, 157; TG7: 25, 37, 49, 51, 63, 81, 85, 97, 109, 111, 115, 117, 121, 123, 133, 139, 151, 153; TG8: 27, 45, 49, 61, 68, 79, 81, 99, 115, 133, 151, 157; TG9: 27, 37, 39, 61, 67, 68, 69, 73, 79, 81, 85, 97, 103, 109, 110, 115, 121, 129, 133, 135, 137, 139, 141, 145, 151, 157, 159
2. With guidance and support, create artwork that reflects an idea, theme, or story.	Adaptations for Young Learners: 35, 43, 48, 49, 75, 79, 115, 161, 165 TG1: 31, 43, 61, 69, 117, 143; TG2: 102, 158; TG3: 27, 49, 56, 59, 65, 68, 69, 72, 74, 78, 84, 85, 86, 94, 108, 111; TG4: 59, 62, 95, 109; TG5: 111, 39; TG6: 107, 137, 138, 141, 144; TG7: 20, 37, 97, 131, 137, 139, 153; TG8: 37, 151; TG9: 571, 109, 121, 129, 133, 139, 151
3. With guidance and support, describe own art work.	TG1: 143, 145; TG2: 85, 158; TG3: 27, 59, 31, 83, 95; TG4: 61; TG5: 95; TG6: 107, 109, 141; TG7: 95, 131, 137; TG8: 47; TG9: 141, 43

SOCIAL STUDIES: FAMILY AND COMMUNITY DOMAIN	
ANCHOR STANDARD: Understand self in relation to the family and the community.	
Performance Standards	FSPK Teacher Guide Page References
1. Begin to identify self as a member of a family, the learning community, and local community	Adaptations for Young Learners: 28-43 TG1: 27, 33, 39, 45, 51, 63, 69, 75, 81, 87, 99, 101, 105, 111, 117, 123, 135, 141, 147, 153, 159; TG2: 20, 21, 23, 24, 25, 26, 27, 30, 33, 35, 36, 37, 38, 39, 45, 47, 48, 51, 58, 59, 60, 63, 65, 66, 69, 75, 81, 85, 87, 99, 105, 111, 117, 123, 135, 141, 143, 147, 153, 156, 159; TG3: 27, 33, 39, 45, 51, 63, 69, 75, 81, 87, 99, 105, 111, 117, 123, 135, 141, 147, 153, 159; TG4: 27, 33, 39, 45, 51, 63, 65, 69, 75, 81, 87, 99, 105, 111, 117, 119, 120, 123, 135, 141, 147, 153, 159; TG5: 27, 28, 30, 32, 33, 39, 45, 51, 63, 69, 75, 81, 87, 95, 99, 105, 111, 117, 123, 135, 141, 147, 153, 159; TG6: 27, 33, 36, 39, 45, 51, 63, 65, 67, 69, 75, 81, 87, 99, 101, 105, 111, 117, 123, 135, 141, 147, 153, 159; TG7: 27, 33, 39, 45, 51, 63, 69, 75, 81, 87, 99, 105, 111, 117, 123, 135, 141, 147, 153, 159; TG8: 27, 33, 39, 45, 51, 63, 69, 75, 81, 87, 99, 105, 111, 117, 123, 135, 141, 147, 153, 159; TG9: 25, 27, 33, 39, 45, 49, 51, 63, 69, 75, 81, 87, 99, 105, 111, 117, 123, 135, 141, 147, 153, 159
2. With guidance and support, identify similarities and differences in people.	Adaptations for Young Learners Guide: 14, 16, 17, 18, 29, 31, 38, 115, 157, 169 TG1: 38, 39, 44, 45, 48, 58, 61, 64, 68, 82, 101, 107, 110, 114, 115, 143; TG2: 61, 84, 96, 98, 99, 156; TG4: 23; TG5: 39; TG7: 95; TG9: 27, 66, 156
3. With guidance and support, describe some family traditions.	TG1: 101; TG2: 23, 24, 27, 29, 30, 32, 33, 35, 37, 41, 42, 47, 48, 60, 65, 83, 84, 85, 87, 96, 99, 104, 106, 107, 143, 156, 159; TG3: 61, 117; TG4: 23, 27, 59, 71, 123; TG5: 47, 51; TG6: 61, 66, 67; TG7: 27, 45, 67, 71, 95; TG8: 119; TG9: 107
4. With guidance and support, identify some similarities and differences in family structure, culture, ability, language, age and gender.	TG1: 33, 61, 69, 97, 101; TG2: 20, 21, 22, 24, 25, 26, 27, 30, 33, 35, 36, 37, 38, 39, 45, 47, 48, 51, 58, 59, 66, 69, 85, 143, 156; TG3: 27, 33; TG4: 65, 119, 120, 123; TG5: 28, 30, 32, 95; TG6: 39, 63, 67, 81, 87, 101, 109, 116; TG7: 27, 37, 45, 117; TG8: 45, 51, 58; TG9: 25, 33, 49, 159
ANCHOR STANDARD: Understand the concept of individual rights and responsibilities.	
Performance Standards	FSPK Teacher Guide Page References
5. With guidance and support, demonstrate responsible behavior related to daily routines.	TG1: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154; TG2: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154; TG3: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94,

	100, 106, 112, 118, 130, 136, 142, 148, 154; TG4: 22, 28, 30, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154; TG5: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154; TG6: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154; TG7: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154; TG8: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154; TG9: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154
6. With guidance and support, explain some rules in the home and in the classroom.	
a. Identify some rules for different settings.	Adaptations for Young Learners Guide: pages 64-81 TG1: 25, 26, 41, 45, 154; TG2: 43, 49, 61; TG3: 106, 118; TG4: 30, 34, 42, 48, 51; TG5: 14, 58; TG6: 28, 34, 48; TG7: 28, 94, 100, 118, 142; TG8: 40, 64, 100, 106, 112; TG9: 46, 137, 144, 145
b. Identify appropriate choices to promote positive interactions.	TG1: 76, 87, 94, 130, 142, 148, 154; TG2: 22, 28, 29, 34, 40, 46, 47, 58, 64, 70, 76, 94, 95, 101, 106, 112, 113, 118, 120, 142, 148, 154; TG3: 34, 58, 64, 70, 71, 76; TG4: 23, 29, 30, 40, 41, 45, 48, 70, 76, 111, 148, 156; TG5: 22, 34, 40, 46, 58, 70, 94, 112, 148; TG6: 22, 28, 58, 64, 70, 83, 84, 94, 100, 106, 112, 118, 130, 154; TG7: 22, 35, 40, 46, 58, 64, 70, 76, 100, 106, 111, 112, 118, 130, 136, 142, 148; TG8: 28, 34, 40, 46, 58, 63, 70, 82, 94, 95, 100, 106, 112, 113, 118, 130, 136, 137, 141, 142, 148, 154; TG9: 22, 28, 34, 40, 46, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 143, 144, 145, 147, 148, 154, 159
7. With guidance and support, identify some community members (e.g., parents, teachers, principals/directors, community helpers).	Adaptations for Young Learners Guide: 17, 40, 41, 42, 43, 54, 57, 61, 68, 79, 103, 109, 124, 136, 140, 141, 155, 162, 165 TG1: 23, 28, 35, 42, 43, 47, 48, 49, 51, 63, 158; TG2: 33, 130, 131, 132, 133, 134, 135, 137, 138, 146, 147, 149, 153, 155, 156, 157, 159; TG3: 117; TG4: 75, 77, 113, 114, 115, 116, 117; TG5: 51, 119, 120, 121, 123; TG6: 65, 67, 137; TG7: N/A TG8: 33, 60; TG9: 27, 102, 108, 147
8. With guidance and support, identify some positive character traits of self and others (e.g., respectful, kind, fair, friendly).	TG1: 24, 27, 37, 49, 68, 77, 79, 94, 97; TG2: 28, 34, 46, 99, 105, 120, 123; 82, 112, 115, 118, 121, 122, 123, 137; TG4: 22, 25, 31, 37, 40, 43, 49, 66, 70, 157; TG5: 34, 40, 41, 46, 60, 61, 64, 106, 118; TG6: 22, 28, 63, 64, 70, 76, 94, 110, 121, 123, 132, 136, 142, 148; TG7: 34, 39, 46, 63, 64, 70, 75, 81, 82, 100, 118, 148, 154, 159; TG8: 22, 45, 46, 64, 69, 70, 82, 130, 133, 137, 148, 151; TG9: 28, 33, 34, 37, 40, 64, 100, 130, 136, 142, 148, 153, 156

9. With guidance and support, describe a simple sequence of familiar events.	TG1: 26, 27, 35, 41, 86, 87, 93, 107; TG2: 20, 24, 27, 35, 49, 56, 72, 73, 119, 135, 141, 148, 153; TG3: 63; TG4: 20, 69, 93, 99; TG5: 159; TG6: 37, 108, 128; TG7: 23, 43, 72, 73; TG9: 63, 149
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SOCIAL STUDIES STANDARDS: OUR WORLD DOMAIN

ANCHOR STANDARD: Understand the importance of people, resources, and the environment

Performance Standards	FSPK Teacher Guide Page References
1. With guidance and support, treat classroom materials and the belongings of others with care.	<p>Adaptations for Young Learners Guide: 13, 17, 21, 25, 31, 35, 36, 39, 43, 49, 53, 55, 57, 61, 67, 68, 71, 72, 75, 79, 85, 86, 89, 93, 165, 166, 167</p> <p><i>Frog Street Pre-K incorporates Conscious Discipline™, a comprehensive social emotional program that teaches children to take responsibility for their actions. This responsibility extends to properly managing and handling materials and equipment.</i></p> <p><i>Theme 1 focuses on teaching children procedures they will use throughout the program. Examples from Theme 1 include:</i></p> <p>p. 24: “Demonstrate the use and care of materials and discuss rules specific to each center.”</p> <p>p. 25: “Show children how to put a puzzle away when they are finished with it.”</p> <p>p. 41: “Discuss the appropriate way for children to handle and care for books.”</p> <p>p. 99: “Demonstrate how to properly handle and use the magnifying glass.”</p> <p>p. 107: “Ask volunteers to demonstrate turning book pages so they will not tear.”</p> <p>TG1: 24, 25, 26, 27, 31, 33, 41, 45, 49, 51, 79, 99; TG2: 25, 37, 43, 153; TG3: 103, 105, 141; TG4: 34, 43, 156; TG5: 85, 121; TG6: 31, 37, 60; TG7: 61, 73, 79, 85, 111; TG8: 145, 151, 157; TG9: 141, 159</p>
2. With guidance and support, identify location and some physical features of familiar places in the environment.	TG1: 32, 33, 45; TG2: 32, 68; TG3: 81, 96, 101, 102, 103, 104, 105, 106, 107, 108, 109, 113, 119; TG4: 49; TG5: 135; TG6: 45, 65, 75, 83, 95, 97, 101, 122; TG7: 66, 67; TG9: 141, 156
3. With guidance and support, use money in pretend play in order to set in motion an understanding of the role money plays in the environment (e.g., play store or restaurant).	TG2: 33, 35; TG3: 131; TG4: 72, 75, 85; TG5: 119, 121; TG8: 35, 56; TG9: 37, 107
4. Begin to use a variety of technology tools (e.g., telephone, cash register, computer), either real or pretend, that affect daily life interactions and	TG1: 23, 28, 35, 42, 43, 47, 48, 49, 51, 63, 158; TG2: 33, 130, 131, 132, 133, 134, 135, 137, 138, 146, 147, 149, 153, 155, 156, 157, 159; TG3: 117; TG4: 75, 77, 113, 114, 115, 116; TG5: 51, 119, 120, 121, 123; TG6: 65, 67, 137;

activities.	TG8: 33, 60; TG9: 27, 102, 108, 147
5. With guidance and support, begin to understand the role that people play in caring for the environment (e.g., recycling, keeping the environment clean, conserving water).	TG2: 147; TG3: 20; TG7: 137, 138, 13; TG9: 102, 106, 107, 108, 111, 112, 113, 114, 115, 117, 118, 119, 123
SOCIAL STUDIES STANDARDS: HISTORY AND EVENTS DOMAIN	
ANCHOR STANDARD: Understand events that happened in the past.	
Performance Standards	FSPK Teacher Guide Page References
1. With guidance and support, describe a simple series of familiar events.	TG1: 30, 31, 33, 87; TG4: 98, 104, 110, 114, 115, 116, 117, 120, 121, 122, 151; TG6: 61; TG9: 24, 33, 42, 60, 64, 66, 67, 74, 75, 78, 79, 111, 115, 132, 133, 137, 152, 158, 159
2. With guidance and support, begin to understand events that happened in the past.	TG1: 30, 31, 33, 87; TG4: 98, 104, 110, 114, 115, 116, 117, 120, 121, 122, 151; TG6: 61; TG9: 24, 33, 42, 60, 64, 66, 67, 74, 75, 78, 79, 111, 115, 132, 133, 137, 152, 158, 159

