

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



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

READING STANDARDS FOR LITERATURE	
ANCHOR STANDARD: Key Ideas and Details	
Performance Standards	FSPK Teacher Guide Page References
1. With prompting 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>).	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
2. With prompting and support, retell familiar stories (from books, oral presentations, songs, plays) using diverse media (e.g., conversation, drama, props throughout the classroom, creative movement, art, and creative writing).	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
3. With prompting and support, identify some characters, settings, and/or major events in a story.	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
ANCHOR STANDARD: Craft and Structure	
Performance Standards	FSPK Teacher Guide Page References
4. Exhibit curiosity and interest in learning words in print.	
a. Develop new vocabulary from stories.	<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>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, 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</p>
b. Identify environmental print (e.g., word wall, class dictation).	<p>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.</p> <p>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</p>

5. With prompting and support, interact with common types of texts (e.g., fantasy; factual; animals; books about people demonstrating racial, cultural, age, gender, ability and diversity).	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 prompting and support, identify the role of the author and illustrator.	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 prompting and support, make connections among self, illustrations, and the story (e.g., picture walk, small group questions and answers, props in drama).	Daily Read-Aloud Time lessons provide opportunities for the teacher to picture walk, question and discuss the story. 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 prompting and support, compare and contrast adventures and experiences of characters in familiar stories (e.g., how are two stories similar and/or different).	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. Actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., art activities, dramatic play, creative writing, movement).	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	
Performance Standards	FSPK Teacher Guide Page References
1. With prompting and support, ask and/or answer questions with details related to a variety of informational print materials (e.g., charts, graphs, maps, lists, and other reference materials).	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 prompting and support, identify the main topic/idea and retell some details using diverse media (e.g., drama, creative writing, art, conversation).	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 prompting and support, demonstrate the connections among individuals, events, ideas, or pieces of information in a text (e.g., art, dramatic play, creative writing, conversation).	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. Exhibit curiosity and interest about words in a variety of informational texts.	Strategy Card H – Vocabulary provides strategies for building vocabulary. 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
5. With prompting and support, identify the front cover, back cover, and title page of a book.	Strategy Card S – Read Aloud Time provides strategies for teaching parts of a book. 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
6. With prompting and support, identify the role of the author and illustrator in informational text.	Strategy Card S – Read Aloud Time provides strategies for introducing the author and illustrator in informational text. 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
ANCHOR STANDARD: Integration of Knowledge and Ideas	
Performance Standards	FSPK Teacher Guide Page References
7. With prompting and support, make connections between self and text and/or information and text. 8. With prompting and support, explore the purpose of the informational text as it relates to self.	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
9. With prompting and support, identify similarities and differences in illustrations between two texts on the same topic.	TG1: 35, 41, 77; TG2: 149; TG3: 59, 65, 119, 123; TG4: 59, 107; TG6: 77, 81, 96; TG7: 119; TG8: 37, 41, 47, 48, 65, 66, 77, 83, 114, 143; TG9: 103, 135, 137

ANCHOR STANDARD: Range of Reading and Level of Text Complexity	
Performance Standards	FSPK Teacher Guide Page References
10. With prompting and support, actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., experiments, observations, topic studies, conversations, illustrated journals).	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 prompting and support, demonstrate understanding of conventions of print.	
a. Recognize an association between spoken and written words.	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 that the letters of the alphabet are a special category of visual graphics that can be individually named.	<i>Each alphabet knowledge skill is introduced daily in the Morning Message and revisited throughout the week. Welcome to Frog Street Pre-K highlights the alphabet knowledge focus in each Teacher Guide; ABC Learning Center activities; Focus for the Week. Frog Street Pre-K Interactive Software (English and Spanish)</i> Theme 1: Identify letters in one's own name and names of friends. Lessons and practice centers are designed to meet this goal early in

	<p><i>the year.</i></p> <p>Themes 2 and 3: <i>Identify the letters of the alphabet, beginning with the letters children first learned to speak. For Spanish speakers, the vowels are introduced in Theme 2.</i></p> <p>Theme 4: <i>Letter-name pronunciation looks at letters which have their typical sound embedded in the name of the letter.</i></p> <p>Theme 5: <i>The alphabetic order approach is used mid-year, with the focus on uppercase and lowercase letters.</i></p> <p>Themes 6 and 7: <i>The letter-frequency approach focuses first on those letters most frequently used in print.</i></p> <p>Themes 8 and 9: <i>The letter-writing approach couples the motor memory of writing a letter with remembering the name and sound of the letter.</i></p>
<p>c. Recognize and name some upper- and lower-case letters of the alphabet, especially those in own 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>d. Differentiate letters from numbers.</p>	<p><i>Frog Street Pre-K</i> has rich opportunities for children to learn numerals. In</p>

	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.
e. Recognize words as a unit of print and understand that letters are grouped to form words.	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
f. Understand that print moves from left to right, top to bottom, and page by page.	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, 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
g. Understand that words are separated by spaces in print.	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, 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
ANCHOR STANDARD: Phonological Awareness	
Performance Standards	FSPK Teacher Guide References
2. With prompting and support, demonstrate an emerging (developing) understanding of spoken words, syllables, and sounds.	
a. Engage in language 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. Demonstrate awareness of the relationship between sounds and letters.	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, 154; TG5: 21, 84; TG6: 22, 28, 29, 33, 34, 35, 47, 60, 78, 150, 155; TG8: 22, 28, 29, 34, 35, 36, 40, 41, 42, 46, 47, 60, 143; TG9: 31, 60
d. Demonstrate an understanding of syllables in words (units of sound) by clapping, stomping, and finger tapping.	TG2: 45, 111, 137 TG3: 58, 59, 76, 105, 106, 112, 118, 132, 133, 136, 137, 142, 144, 150, 151 TG4: 21, 24, 36, 42, 72, 73, 76, 78, 84 TG5: 36 TG6: 22, 28, 34, 40, 46, 57, 58, 60, 64, 70, 76, 78, 82, 94, 100, 106, 130, 136, 142, 148, 149, 150, 151, 153, 154 TG7: 48 TG8: 37, 123 TG9: 21
e. With prompting and support, isolate and pronounce the initial sounds in words.	TG2: 45, 111, 137 TG3: 58, 59, 76, 105, 106, 112, 118, 132, 133, 136, 137, 142, 144, 150, 151 TG4: 21, 24, 36, 42, 72, 73, 76, 78, 84 TG5: 36 TG6: 22, 28, 34, 40, 46, 57, 58, 60, 64, 70, 76, 78, 82, 94, 100, 106, 130, 136, 142, 148, 149, 150, 151, 153, 154 TG7: 22, 28, 34, 36, 40, 46, 48, 57, 58, 64, 70, 76, 78, 82, 94, 100, 106, 112, 118 TG8: 21, 37, 40, 45, 58, 63, 100, 123, 130, 135 TG9: 21
f. Demonstrate an awareness of ending sounds in words.	TG2: 45, 111, 137 TG3: 58, 59, 76, 105, 106, 112, 118, 132, 133, 136, 137, 142, 144, 150, 151

	TG4: 21, 24, 36, 42, 72, 73, 76, 78, 84 TG5: 36 TG6: 22, 28, 34, 40, 46, 57, 58, 60, 64, 70, 76, 78, 82, 94, 100, 106, 130, 136, 142, 148, 149, 150, 151, 153, 154 TG7: 22, 28, 34, 36, 40, 46, 48, 57, 58, 64, 70, 76, 78, 82, 94, 100, 106, 112, 118 TG8: 21, 37, 40, 45, 58, 63, 100, 123, 130, 135 TG9: 21
3. With prompting and support, demonstrate emergent phonics and word analysis skills.	
a. Demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.	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, 154 TG5: 21, 84 TG6: 22, 28, 29, 33, 34, 35, 47, 60, 78, 150, 155 TG8: 22, 28, 29, 34, 35, 36, 40, 41, 42, 46, 47, 60, 143 TG9: 31, 60
b. Recognize own name, environmental print, and some common high-frequency sight words.	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
ANCHOR STANDARD: Fluency	
Performance Standards	FSPK Teacher Guide Page References
4. Display emergent reading behavior with purpose and understanding (e.g., pretend reading, picture reading).	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, 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 prompting and support, recognize that writing is a way of communicating for a variety of purposes.	
a. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) to express an opinion.	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, 34, 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, 94, 97, 100, 103, 109, 142, 148, 153, 154, 159 TG5: 29, 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, 120, 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. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) and describe their writing.	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, 34, 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, 94, 97, 100, 103, 109, 142, 148, 153, 154, 159 TG5: 29, 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, 120, 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
c. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) to tell about events or stories.	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.	

<p>5. With prompting and support, focus on a topic and draw pictures or add details to an illustration that will clarify responses to questions or suggestions from adults and peers.</p>	<p>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</p>
<p>6. With prompting and support, use a variety of tools (e.g., digital media, art materials) to share in the creation and publication of creative writing.</p>	<p>FSPK provides a variety of digital tools: The interactive software for student use features “Writer’s Corner” which encourages the creation and publication of creative writing TG1: 143, 145; TG2: 83, 85, 93; TG3: 59, 93; TG4: 57, 59, 61; TG5: 21, 95; TG6: 57, 107; TG7: 95, 129; TG8: 57, 93, 115, 133; TG9: 41, 57, 71, 73</p>
<p>ANCHOR STANDARD: Research to Build and Present Knowledge</p>	
<p>Performance Standards</p>	<p>FSPK Teacher Guide Page References</p>
<p>7. With prompting and support, participate in and demonstrate understanding of written representation in collaborative research projects (e.g., explore a number of books by a favorite author on the same topic) and express opinions about them.</p>	<p>TG1: 14, 20, 22, 29, 35, 44, 60, 62, 66, 78, 99, 102, 107, 108, 110, 114, 121, 129, 130, 137, 143, 144, 145 TG2: 24, 42, 44, 59, 66, 76, 78, 86, 102, 108, 111, 113, 120, 131, 132, 134, 137, 138, 140, 143, 144, 146, 150, 155, 156, 157 TG3: 23, 29, 32, 33, 35, 36, 38, 42, 48, 59, 60, 62, 66, 67, 68, 69, 71, 72, 74, 77, 80, 86, 95, 96, 98, 99, 100, 101, 104, 116, 117, 119, 120, 121, 122, 136, 142, 148, 151 TG4: 21, 33, 39, 58, 59, 60, 61, 63, 65, 66, 69, 71, 72, 74, 75, 77, 96, 97, 113, 114, 117, 120, 156 TG5: 66, 71, 75, 99, 105, 132, 135, 141, 143, 149, 150, 151 TG6: 24, 26, 27, 30, 33, 36, 41, 51, 59, 65, 66, 67, 69, 77, 78, 80, 81, 83, 86, 95, 96, 98, 101, 107, 117, 119, 120, 121, 144, 149, 155 TG7: 27, 36, 39, 41, 42, 47, 48, 50, 51, 60, 62, 63, 71, 77, 78, 79, 83, 95, 98, 101, 102, 104, 105, 107, 108, 111, 113, 114, 116, 120, 121, 123, 128, 138, 149, 156, 158 TG8: 22, 26, 27, 29, 30, 33, 34, 36, 37, 40, 41, 42, 44, 45, 47, 48, 50, 51, 59, 63, 64, 65, 66, 70, 72, 74, 76, 77, 78, 81, 82, 83, 85, 92, 95, 96, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 112, 113, 114, 115, 118, 119, 120, 129, 130, 132, 134, 136, 138, 139, 140, 142, 143, 144, 146, 147, 150, 151, 152, 153, 156, 158 TG9: 41, 48, 65, 71, 73, 76, 78, 83, 95, 96, 98, 103, 105, 135</p>
<p>8. With prompting and support, recall information from experiences to answer questions.</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 TG2: 60, 123, 152, 198 TG3: 60, 69, 72, 76, 78, 82, 113, 114, 115, 135, 141, 143, 152 TG4: 45, 60, 66, 73, 101, 129, 139, 167, 207</p>

	TG5: 81, 159 TG6: 11, 75, 132, 145 TG7: 108, 132, 138, 148 TG8: 22, 24, 41, 58, 60, 94, 112, 136, 137, 154 Adaptations: 17, 20, 21, 24, 25, 49, 52, 53, 60, 61, 88, 96, 102, 103, 106, 107, 110, 111, 118
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 small-group as well as large-group shared conversations about pre-kindergarten topics and texts with peers and adults.	
a. Engage in voluntary conversations (e.g., turn-taking, exchanging information, listening attentively, being aware of others' feelings).	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 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
b. Engage in extended conversations.	TG1: 28, 38, 39, 40, 42, 43, 48, 49, 51, 62, 69, 75, 83, 95, 108, 109, 117, 119, 144, 145, 147, 152 TG2: 22, 23, 24, 25, 31, 65, 66, 71, 83, 94, 95, 99, 102, 109, 111, 113, 117, 120, 136, 137, 138, 144, 155 TG3: 94, 118, 120, 148, 156, 159 TG4: 23, 26, 27, 35, 65, 117 TG5: 35, 63, 66, 69, 72, 115, 123, 131, 151 TG6: 33, 63, 69, 83, 99, 103, 105, 120, 133, 139, 145, 153 TG7: 35, 36, 60, 61, 63, 65, 67, 70, 73, 75, 77, 81, 85, 95, 99, 102, 112, 118, 136, 142, 156

	TG8: 61, 108, 113, 115, 120, 138, 155, 157, 158 TG9: 23, 29, 31, 33, 37, 40, 42, 45, 47, 49, 64, 65, 71, 76, 85, 86, 87, 98, 99, 109, 115, 117, 121, 123, 133, 135, 151, 153, 157
2. With prompting and support, confirm understanding of information presented orally, from read-alouds, or through other media by asking and answering questions about details.	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
3. With prompting and support, ask and answer questions in order to seek help, obtain information, or clarify something that is not understood.	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
ANCHOR STANDARD: Presentation of Knowledge and Ideas	
Performance Standards	FSPK Teacher Guide Page References
4. With prompting and support, describe familiar people, places, things, and events.	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 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. With prompting and support, add drawings or other visual displays to descriptions.	TG1: 14, 20, 22, 29, 35, 44, 60, 62, 66, 78, 99, 102, 107, 108, 110, 114, 121, 129, 130, 137, 143, 144, 145 TG2: 24, 42, 44, 59, 66, 76, 78, 86, 102, 108, 111, 113, 120, 131, 132, 134, 137, 138, 140, 143, 144, 146, 150, 155, 156, 157 TG3: 23, 29, 32, 33, 35, 36, 38, 42, 48, 59, 60, 62, 66, 67, 68, 69, 71, 72, 74, 77, 80, 86, 95, 96, 98, 99, 100, 101, 104, 116, 117, 119, 120, 121, 122, 136, 142, 148, 151 TG4: 21, 33, 39, 58, 59, 60, 61, 63, 65, 66, 69, 71, 72, 74, 75, 77, 96, 97, 113, 114, 117, 120, 156 TG5: 66, 71, 75, 99, 105, 132, 135, 141, 143, 149, 150, 151 TG6: 24, 26, 27, 30, 33, 36, 41, 51, 59, 65, 66, 67, 69, 77, 78, 80, 81, 83, 86, 95, 96, 98, 101, 107, 117, 119, 120, 121, 144, 149, 155 TG7: 27, 36, 39, 41, 42, 47, 48, 50, 51, 60, 62, 63, 71, 77, 78, 79, 83, 95, 98, 101, 102, 104, 105, 107, 108, 111, 113, 114, 116, 120, 121, 123, 128, 138, 149, 156, 158 TG8: 22, 26, 27, 29, 30, 33, 34, 36, 37, 40, 41, 42, 44, 45, 47, 48, 50, 51, 59, 63, 64, 65, 66, 70, 72, 74, 76, 77, 78, 81, 82, 83, 85, 92, 95, 96, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 112, 113, 114, 115, 118, 119, 120, 129, 130, 132, 134, 136, 138, 139, 140, 142, 143, 144, 146, 147, 150, 151, 152, 153, 156, 158 TG9: 41, 48, 65, 71, 73, 76, 78, 83, 95, 96, 98, 103, 105, 135
6. With prompting and support, demonstrate an emergent (developing) ability to express thoughts, feelings, and ideas clearly.	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 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

LANGUAGE STANDARDS	
ANCHOR STANDARD: Conventions of Standard English	
Performance Standards	FSPK Teacher Guide Page References
1. With prompting and support, demonstrate awareness of the conventions of standard English grammar and usage <i>when speaking</i> .	
a. Use frequently occurring nouns and verbs.	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, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118 TG8: 66
b. Form regular plural nouns by adding /s/ or /es/ (e.g., dog, dogs; dish, dishes).	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 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 TG5: 23, 26, 29, 33, 37, 41, 42, 47, 48, 63, 65, 71, 72, 75, 77, 86, 87, 93, 95, 96, 99, 101, 105, 110, 113, 120, 122, 130, 131, 132, 143, 144, 145, 155, 158 TG6: 22, 23, 26, 27, 29, 30, 32, 33, 35, 36, 37, 38, 40, 41, 44, 47, 59, 60, 62, 63, 64, 65, 66, 69, 71, 72, 74, 75, 76, 77, 78, 79, 84, 93, 94, 95, 96, 101, 102, 105, 107, 108, 113, 114, 117, 119, 120, 121, 122, 130, 131, 137, 138, 143, 145, 149, 150, 151, 153, 155 TG7: 22, 23, 26, 29, 30, 35, 36, 41, 47, 48, 49, 59, 60, 61, 63, 65, 69, 71, 76, 77, 78, 79, 80, 81, 82, 83, 85, 93, 95, 99, 101, 102, 104, 113, 114, 119, 123, 131, 135, 136, 138, 141, 143, 145, 149, 150, 151, 155, 156 TG8: 22, 23, 25, 26, 27, 29, 30, 33, 35, 36, 41, 42, 45, 46, 47, 48, 49, 51, 59, 64, 65, 70, 71, 72, 73, 75, 76, 77, 78, 79, 82, 83, 84, 85, 95, 100, 101, 102, 106, 108, 109, 112, 113, 115, 118, 119, 129, 130, 131, 132, 137, 139, 141, 143, 144, 145, 146, 149, 155, 156, 157 TG9: 23, 24, 27, 28, 29, 34, 35, 36, 39, 40, 41, 42, 43, 46, 47, 48, 58, 59, 60, 63, 66, 67, 71, 72, 73, 75, 76, 77, 82, 83, 87, 93, 95, 96, 99, 101, 105, 107, 108, 109, 113, 114, 117, 119, 120, 123, 131, 137, 142, 145

<p>c. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</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>
<p>d. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, of, by, with</i>).</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>
<p>e. Produce and expand complete sentences in shared language activities.</p>	<p>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</p>
<p>2. With prompting and support, demonstrate awareness of the conventions of standard English.</p>	
<p>a. Write first name, capitalizing the first letter.</p>	<p>TG1: 159; TG2: 49, 97, 115, 121, 145; TG3: 31, 67, 97; TG4: 117; TG5: 81, 135; TG6: 37, 117, 157; TG7: 30, 31, 37, 51, 80; TG8: 31; TG9: 25, 31, 37, 43</p>
<p>b. Attempt to write a letter or letters to represent a word.</p>	<p>TG1: 115, 133, 139, 145, 151; TG2: 25, 31, 37, 43, 57, 67, 81, 83, 85, 93, 97, 103, 139, 145; TG3: 43, 59, 61, 73, 85, 97, 105, 121, 139, 145; TG4: 25, 57, 61, 67, 73, 79; TG5: 31, 43, 49, 75, 79, 85, 109, 134, 135, 139, 151; TG6: 37, 45, 57, 61, 97, 121, 139, 141, 156; TG7: 31, 49, 103, 115, 151; TG8: 37, 43, 57, 85, 97, 103, 109, 115, 121, 133, 139, 145, 147, 151, 157; TG9: 25, 33, 61,</p>

	73, 79, 85, 115, 145
c. Experiment with written representations of words, using emergent (developing) knowledge of sound-letter relationships.	TG1: 60 TG2: 25, 68, 79, 96 TG3: 50, 60, 62, 68, 96, 97, 98, 110, 133 TG4: 48, 85, 86, 96, 120, 156 TG5: 25, 31, 73, 74, 84, 103, 133, 145, 151 TG6: 67, 72, 79 TG7: 66, 72, 78, 79, 85, 86 TG8: 103, 108, 115, 133, 145 TG9: 49, 79, 84, 85, 133
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 prompting and support, explore unknown and multiple-meaning words based on pre-kindergarten reading and content.	
a. Apply new meaning for familiar words accurately (e.g., recognizing that a car is also a vehicle).	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.	
a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	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
b. Experiment with frequently occurring verbs and adjectives by relating them to their opposites (antonyms) (e.g., <i>run, walk; fast, slow; soft, hard</i>)	TG2: 25, 60, 65, 79 TG3: 39, 131, 145 TG4: 23, 29, 66, 119, 137, 155 TG5: 59, 60, 83, 98, 113, 137 TG6: 71, 77, 95 TG7: 51, 60, 95 TG8: 59, 77, 95, 101 TG9: 130, 136, 137, 142, 148, 152
c. Identify real-life connections between words and their use (e.g., find examples of things that	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, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113,

<p>are <i>smooth, rough</i>).</p>	<p>119, 131, 137, 143, 149, 155 TG3: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 TG4: 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155 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, 137, 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, 143, 149, 155</p>
<p>d. Recognize and demonstrate knowledge of verbs (e.g., acting out sweeping, describing how to brush teeth).</p>	<p>TG2: 25, 60, 65, 79; TG3: 39, 131, 145; TG4: 23, 29, 66, 119, 137, 155 ; TG5: 59, 60, 83, 98, 113, 137 ; TG6: 71, 77, 95; TG7: 51, 60, 95; TG8: 59, 77, 95, 101; TG9: 130, 136, 137, 142, 148, 152</p>
<p>6. With prompting and support, use words and phrases that have been acquired through responses to text or stories, experiences, conversations, and/or from hearing a story.</p>	<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>

MATHEMATICS STANDARDS: COUNTING AND CARDINALITY DOMAIN	
ANCHOR STANDARD: Know number names and the count sequence.	
Performance Standards	FSPK Teacher Guide Page References
1. With prompting and support, recite numbers 1 to 30 in the correct order.	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 prompting and support, recognize, name, and attempt writing numerals 0-10.	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, understand the relationship between numerals and quantities.	
a. Recognize that a numeral is a symbol that represents a number of objects, using developmentally appropriate pre-kindergarten materials.	TG1: 31, 34, 35, 61, 62, 63, 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, 116, 117; TG4: 81, 97, 104, 123, 134, 140, 141, 146, 147, 158, 159; TG5: 38, 39, 61, 116, 117, 133; TG6: 30, 37, 42, 74, 102, 104, 105, 116, 117, 123, 134, 135, 140, 141, 153; TG7: 32, 44, 45, 50, 51, 110, 116, 122, 123, 153; TG8: 109, 111, 134, 140; TG9: 38, 39, 105, 117, 132, 141, 147 Cardinality: TG1: 63, 153; TG2: 26, 27, 38, 39, 68, 104, 105, 108, 13, 135; TG3: 32, 44, 98, 99, 104, 105, 110, 111, 122, 123; TG4: 98, 116, 117, 134, 135, 140, 141, 146, 147, 152, 153, 158, 159; TG5: 44, 81, 87, 97, 110, 111; TG6: 62, 68, 69, 80, 81, 86, 134, 135, 141, 146, 147, 152, 153, 158, 159; TG7: 32, 32, 38, 44, 45, 51, 116, 153; TG8: 26, 27, 32, 33, 38, 39, 44, 45, 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 98, 99, 104, 105, 111, 116, 117, 119, 122, 123, 133, 140, 141, 147, 159; TG9: 27, 98, 99, 104, 105, 110, 111, 117, 135, 140, 141, 146, 147, 153
b. Match quantities and numerals 0-5.	
4. Count many kinds of concrete objects and actions up to 10, using one-to-one correspondence; and, with guidance and support, count up to 7 things in a scattered design.	TG1: 31, 34, 35, 61, 62, 63, 87, 153; TG2: 22, 24, 26, 27, 28, 29, 34, 38, 39, 40, 44, 45, 46, 60, 68, 70, 81, 85, 99, 104, 105, 108, 109, 109, 112, 118, 134, 135; TG3: 37, 42, 44, 98, 99, 104, 105, 110, 111, 116, 117, 122, 123; TG4: 81, 97, 98, 104, 116, 117, 123, 134, 140, 141, 146, 147, 158, 159; TG5: 38,

	39, 44, 61, 81, 87, 97, 110, 111, 116, 117, 133; TG6: 30, 37, 42, 62, 68, 69, 74, 80, 81, 86, 102, 104, 105, 116, 117, 123, 134, 135, 140, 141, 153 ; TG7: 32, 44, 45, 50, 51, 110, 116, 122, 123, 153; TG8: 26, 27, 32, 33, 38, 39, 44, 45, 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 98, 99, 104, 105, 109, 111, 134, 140; TG9: 27, 38, 39, 98, 99, 104, 105, 117, 132, 141, 147
a. Use the number name to represent the number of objects in a set, using developmentally appropriate pre-kindergarten materials.	TG1: 26, 86; TG3: 98, 99, 104, 134, 135, 140, 145, 146, 152, 153, 158; TG4: 26, 38, 39; TG5: 68, 80, 86, 87, 134, 135, 140, 141, 146, 147, 152, 153, 158, 159; TG7: 74; TG8: 104, 105, 110; TG9: 110

ANCHOR STANDARD: Compare Numbers.

Performance Standards	FSPK Teacher Guide Page References
5. Use comparative language (e.g., <i>more than, less than, equal to, same, and different</i>) to compare objects, using developmentally appropriate pre-kindergarten materials.	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

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 adding and subtracting by using developmentally appropriate pre-kindergarten materials.	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, model real-world addition and subtraction problems up to 5 using developmentally appropriate pre-kindergarten materials.	
3. With guidance and support, demonstrate an understanding of patterns using developmentally appropriate pre-kindergarten materials. a. Duplicate and extend simple patterns using concrete objects.	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
------------------------------	---

<p>1. With guidance and support, recognize measurable attributes of everyday objects such as length, weight, and size, using appropriate vocabulary (e.g., <i>small, big, short, tall, empty, full, heavy, light</i>).</p> <p>2. With guidance and support, compare two objects using attributes of length, weight, and size (e.g., <i>bigger, longer, taller, heavier, same weight, same amount</i>).</p>	<p><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;</p> <p><u>Weight:</u> TG1: 152, TG3: 54, 62, 68, 69, 74, 75; TG5: 69; TG6: 74; TG8: 74, 78; TG9: 37, 133, 140</p> <p><u>Capacity:</u> 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>
<p>a. Use nonstandard units of measurement.</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. 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>
<p>b. Explore standard tools of measurement</p>	<p>TG1: 30, 31, 33, 86, 87, 135, 141, 158, 159; TG2: 23, 75; TG3: 32, 50, 51, 86, 87, 103, 158; TG4: 44, 60, 61, 66, 67, 80, 87, 98, 99, 104, 105, 110, 111, 114, 115, 116, 117, 120, 121, 122, 133, 151, 157; TG5: 32, 63, 158; TG6: 62, 63, 80, 81, 85, 86, 87, 123; TG7: 115, 117, 134, 135, 140, 141, 146, 147, 157; TG8: 39, 131, 132, 133; TG9: 33, 42, 48, 49, 50, 51, 60, 61, 62, 66, 67, 72, 74, 75, 78, 79, 111, 115, 133, 139, 140, 146, 152, 153, 158, 159</p>
<p>ANCHOR STANDARD: Classify objects and count the number of objects in each category.</p>	
<p>Performance Standards</p>	<p>FSPK Teacher Guide Page References</p>
<p>3. With guidance and support, sort, categorize, or classify objects (e.g., color, size, length, height, weight, area, temperature).</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;</p>

TG9: 31, 32, 39, 49, 72, 73, 87, 97, 99, 102, 103, 105, 108, 109, 110, 114, 123, 151, 159

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
1. With guidance and support, correctly name shapes. 2. With guidance and support, recognize and correctly name shapes in the environment, regardless of their orientation or overall size.	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
3. With guidance and support, explore the differences between two-dimensional and three-dimensional shapes.	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, 99, 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 <i>Construction Center activities throughout each theme provide hands-on experiences with three-dimensional shapes. Theme 6: Week 1 focuses specifically on construction terms and Theme 6: Week 3 on “I Can Build.”</i>

ANCHOR STANDARD: Analyze, compare, create, and compose shapes.

Performance Standards	FSPK Teacher Guide Page References
4. With guidance and support, create and represent shapes using developmentally appropriate pre-kindergarten materials (e.g., popsicle sticks, play dough, blocks, pipe cleaners, pattern blocks).	TG1: 50, 51, 69, 80, 81; TG2: 63, 68, 69, 74, 75, 80, 81, 86, 87, 99, 104, 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
5. 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.	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. Cooperate with peers during play by taking turns, sharing materials, and inviting others to play. 2. Initiate and make decisions regarding play and learning activities (e.g., choose learning centers and materials). 3. Exhibit creativity and imagination in a variety of forms (e.g., roles, props, and language). 4. Demonstrate active engagement in play. 	<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> <p>Character Education Traits: Theme 8 (curiosity); Literacy and Math Practice Centers, Weekly Learning Centers.</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 interest in new experiences by interacting with peers, using familiar materials in creative ways, and investigating new environments. 	<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>
<ol style="list-style-type: none"> 2. Ask questions to seek new information. 	<p>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,</p>

	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. Make independent choices.	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. 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
<ol style="list-style-type: none"> Follow through to complete a task or activity. Demonstrate the ability to remain engaged in an activity or experience 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). 	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"> Identify a problem or ask a question. 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). Apply prior learning and experiences to build new knowledge. 	Problem solving <i>and</i> trial and error <i>are</i> vocabulary focus words for Theme 4: Week 4. 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
--	---

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.	
<ul style="list-style-type: none"> a. Communicate to seek out help with difficult task, to find comfort, and to obtain security b. Engage with a variety of familiar adults for a specific purpose. c. Engage with a variety of familiar adults for a specific purpose. 	<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.	
<ul style="list-style-type: none"> a. Engage in positive interactions and communications with classmates (e.g., greet peers, use names of classmates, share materials). 	<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>
<ul style="list-style-type: none"> b. Develop relationships and share a friendship with one or two peers (e.g., offer assistance and materials to others). 	<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>
<ul style="list-style-type: none"> d. Ask permission to use items or materials of others. 	<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. Character education traits for Theme 1 are respect and responsibility</i></p>
<ul style="list-style-type: none"> e. Acknowledge needs and rights of others (e.g., say, “It’s your turn on the swing.”). 	<p>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:</p>

	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.	
<p>a. Show affection and concern in appropriate ways (e.g., pat a child on the arm; give a soft hug to an upset peer).</p> <p>b. Offer and accept encouraging and courteous words to demonstrate kindness.</p> <p>c. With prompting and support, identify emotional cues of others and react in a positive manner (e.g., say, “You seem sad.”).</p>	<p>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</p>
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.	
<p>a. With prompting and support, share experiences and ideas with others (e.g., engage in conversation to express ideas).</p>	<p><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></p> <p>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,</p>

	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. 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).	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. Accept assigned duties during play or classroom management routines (e.g., clean-up responsibilities).	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. Express to others a desire to play (e.g., say, “I want to play.”). b. Lead and follow. c. 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 prompting and support, use discussions and negotiations to reach a compromise (e.g., say, “I had the drum first or you can have it when this song is over.”). b. With prompting 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> ”).	TG1: 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; 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
--	---

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.	
<ul style="list-style-type: none"> a. 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...”). b. Identify own emotions (e.g., say, “I feel...”) and express pride in accomplishments (e.g., “I did it!”). 	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, 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. Express independence, interest, and curiosity (e.g., say, “I can...”, “I choose...”, “I want...”). b. Select and complete tasks (e.g., finish a puzzle or drawing). 	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
3. Show flexibility, inventiveness, and interest in solving problems.	
<ul style="list-style-type: none"> a. Make alternative choices (e.g., move to another area when a center is full). 	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.
b. Persist and problem solve when working a task (e.g., work on a puzzle; rebuild a tower of blocks that has fallen).	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
4. Know personal information.	
a. Describe self using several basic characteristics (e.g., gender, age, hair color, eye color).	TG1: 23, 36, 42, 46, 48, 51, 57, 133, 143; TG2: 57, 60, 65, 67, 73, 115; TG9: 33, 74, 75, 80, 99, 158
b. Refer to self by first and last name.	
c. Know parents'/guardians' names	
ANCHOR STANDARD: Recognize and adapt expressions, behaviors, and actions.	
Performance Standards	FSPK Teacher Guide Page References
5. Show impulse control with body and actions.	
a. Control own body in space (e.g., move safely through room without harm to self or others).	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, 100; TG9: 27, 132, 137, 138, 143, 148, 149
b. Follow procedures or routines (e.g., come to circle time when the teacher begins to sing).	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. Transition appropriately within environments with ease (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 prompting 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 prompting and support, recognize emotions (e.g., “I am really mad.”). c. With prompting and support, express feelings through appropriate gestures, actions, and language (e.g., smile and say, “This story makes me happy.”).	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, 121, 136; TG8: 106, 130, 136, 159; TG9: 24, 45, 46, 94, 100, 106, 123, 130, 137, 143
d. With prompting 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. Follow one-step and/or two-step directions (e.g., move appropriately when transitions are announced).	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. Use materials with care and safety (e.g., use scissors to cut paper).	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. Take turns sharing 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. 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. 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. Make observations, make predictions, and ask questions about natural occurrences or events.	T1: 75, 103, 135; T2: 63, 69, 75, 87, 99, 141; T3: 20, 57, 61, 68, 69, 73, 74, 80, 81, 93, 109, 123, 135, 152; T4: 45, 63, 129, 145, 147, 153; T5: 27, 63, 67, 69, 116, 123; T6: 27, 56, 75, 87, 111; T7: 69, 103, 115, 117, 128, 131, 133, 135, 141, 146, 147, 151; T8: 39, 75; T9: 39, 42, 43, 63, 87, 117, 141
2. Describe, compare, sort and classify, and order objects.	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. Use a variety of simple tools to make investigations (e.g., use a magnifying glass to look at a bug).	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. Explore materials, objects, and events and notice cause and effect.	TG1: 32, 33, 36, 38, 39, 42, 45, 50, 51, 61, 75, 80, 81, 96, 97, 98, 99, 103, 104, 105, 107, 109, 110, 111, 114, 116, 117, 120, 121, 122, 123, 132, 134, 135, 140, 141, 152, 153, 156, 57, 158, 159; TG2: 31, 39, 59, 62, 63, 75, 87, 98, 99, 103, 110, 111, 117, 119, 123, 134, 135, 140, 141, 151, 152, 153, 158, 159; TG3: 24, 25, 60, 61, 63, 68, 69, 73, 74, 75, 79, 80, 81, 103, 104, 114, 117, 141; TG4: 33, 44, 45, 59, 63, 86, 87, 105, 133, 137, 138, 139, 141, 147, 153, ; TG5: 25, 27, 32, 39, 44, 45, 62, 63, 67, 68, 69, 79, 81, 87, 117, 123, 153, 159; TG6: 27, 29, 33, 36, 39, 51, 60, 61, 62, 63, 65, 69, 72, 73, 75, 85, 86, 87, 102, 104, 108, 109, 111, 123, 137, 147, ; TG7: 45, 69, 101, 105, 115, 117, 135, 139, 141, 145, 147, 157; TG8: 32, 32, 38, 45, 59, 73, 75, 147, 153; TG9: 22, 26, 27, 31, 39, 42, 43, 63, 69, 73, 85, 87, 99, 117, 122, 123, 139
5. Describe and communicate observations, results, and ideas.	TG1: 27, 32, 33, 45, 61, 63, 67, 75, 87, 93, 99, 103, 104, 105, 109, 110, 111, 112, 113, 114, 115, 116, 117, 119, 120, 135, 140, 141, 159; TG2: 63, 69, 75, 87, 99, 141, 151; TG3: 20, 51, 57, 61, 68, 69, 73, 74, 79, 80, 81, 85, 93, 109, 123, 135, 141; TG4: 45, 60, 63, 86, 87, 129, 140, 141, 145, 146, 147, 153;

	TG5: 27, 39, 45, 62, 63, 67, 68, 69, 87, 105, 116, 117, 122, 123; TG6: 27, 56, 62, 75, 85, 87, 111, 123; TG7: 69, 103, 115, 117, 128, 133, 146, 151, 157 TG8: 39, 75, 92, 147, 153 TG9: 39, 42, 43, 63, 99, 117, 141
6. Work collaboratively with others.	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
7. Name and identify the body parts associated with the use of each of the five senses. 8. Describe similarities and differences in the environment using the five senses.	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
SCIENCE STANDARDS: PHYSICAL SCIENCE DOMAIN	
ANCHOR STANDARD: Develop awareness of observable properties of objects and materials.	
Performance Standards	FSPK Teacher Guide Page References
1. Manipulate and explore a wide variety of objects and materials.	TG1: 141; TG2: 111, 119; TG5: 69, 81, 85, 159; TG6: 69, 75, 87, 123
2. Describe and compare objects and materials by observable properties (e.g., color, size, shape, weight, texture, temperature).	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. Identify position and movement of people and objects (e.g., over, under, 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
4. Explore what happens to objects in relation to other forces (e.g., throwing rocks, bouncing ball).	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

SCIENCE STANDARDS: LIFE SCIENCE DOMAIN

ANCHOR STANDARD: Acquire scientific knowledge related to life science.

Performance Standards	FSPK Teacher Guide Page References
1. Name, describe, and distinguish plants, animals, and people by observable characteristics.	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. Describe plant, animal, and human life cycles.	TG3: 135; TG4: 60; TG5: 105; TG8: 33, 57, 117, 131, 132, 133, 135, 145; TG9: 35, 40, 42, 46, 47, 48, 49, 50, 51, 153
3. Describe the needs of living things.	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
4. Compare and contrast characteristics of living and nonliving things.	<i>Theme 8 focuses entirely on animals.</i> 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: 23, 41, 42, 44, 45, 87, 97, 107, 110, 111, 136, 140, 141, 143; TG3: 20, 23, 24, 29, 32, 33, 36, 37, 39, 44, 45, 48, 59, 60, 62, 63, 65, 69, 71, 72, 77, 95, 135, 141, 143, 147, 149, 151; TG4: 59, 60, 82, 87, 105; T5: 71, 77, 99, 105, 135, 141, 143, 149, 150, 159; TG6: 81, 155; TG7: 23, 24, 25, 26, 27, 30, 42, 45, 47, 76, 78, 79, 81, 83, 137, 155, 156, 157; TG8: 23, 24, 25, 27, 29, 30, 33, 35, 36, 37, 41, 42, 45, 47, 48, 51, 58, 59, 60, 61, 63, 65, 66, 70, 71, 72, 73, 76, 77, 78, 81, 82, 83, 85, 92, 95, 101, 102, 103, 105, 107, 113, 115, 117, 119, 123, 131, 133, 134, 135, 137, 138, 139, 143, 146, 147, 150, 152, 153, 156; TG9: 47, 49, 51, 75, 79, 95, 96, 97, 99, 101, 102, 103, 105, 139

SCIENCE STANDARDS: EARTH SCIENCE DOMAIN

ANCHOR STANDARD: Apply scientific knowledge related to earth science and space.

Performance Standards	FSPK Teacher Guide Page References
1. Describe daily weather changes and seasonal patterns using weather vocabulary (e.g., hot, cold, warm, sunny, cloudy).	<i>Theme 9: Week 2 Earth Changes encourages children to use their senses to study day and night, 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. Identify characteristics of the 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. Collect, sort, identify, and describe natural objects in the natural world (e.g., rocks, soil, leaves).	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. Use appropriate technology tools (e.g., magnifying glass, telescope, microscope, computer, simple machines) to explore objects and/or to discover	How information is accessible through technology: TG4: 51; TG5: 21, 143; TG6: 81, 93; TG7: 57, 69, 72; TG8: 98, 129, 159; TG9: 21

<p>new information.</p> <ol style="list-style-type: none">2. Use technology tools to gather and/or communicate information.3. With prompting and support, invent and construct simple objects or structures using technology tools.	<p><i>Frog Street Pre-K Interactive Software</i> is included in the curriculum. One of the activities, <i>Writer's Corner</i>, encourages children to create a story, record it, and print for publication.</p>
--	---

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 and demonstrate the use of body parts connected with gross motor movement (e.g., knee, foot, arm).	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. Demonstrate coordination of large muscles to perform simple motor tasks (e.g., climbing, jumping, stretching, throwing a ball).	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 prompting and support, demonstrate body coordination (e.g., balance, strength, moving in space, walking up and down stairs alternating feet). 4. Use various types of equipment (e.g., playground equipment, tricycles, slides).	<i>The <u>Moving and Learning</u> activity that follows Greeting Circle each morning and the activities presented in the <u>Gross Motor Center</u> 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. Engage in gross motor activities that are familiar as	TG1: 46, 72, 73, 78, 79, 82, 87, 104, 112, 121, 135, 158; TG2: 44, 69, 117,

well as activities that are new and challenging (e.g., pulling, throwing, catching, kicking, bouncing or hitting balls, riding wheel toys, skipping).	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
---	---

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 prompting 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).	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. Demonstrate 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 and objects).	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. Demonstrate emerging (developing) coordination of fine muscles to perform simple motor tasks (e.g., tear, cut, fold and crease paper).	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 prompting and support, use fine motor skills for self-expression (e.g., coloring, painting, building, dressing-up in dramatic play). 5. With prompting and support, participate in group activities involving fine motor experiences (e.g., playing together with blocks, 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 (developing) competency in self-help skills needed to perform a variety of physical activities.	
Performance Standards	FSPK Teacher Guide Page References
6. With prompting 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 prompting and support, identify safety rules (e.g., classroom, home, community).	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 prompting 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 prompting and support, demonstrate appropriate behavior to respect self and others in	Self-Control TG1: 24, 25, 26, 27, 28, 31, 33, 41, 45, 49, 51, 79, 99, 154; TG2: 22, 25, 28,

<p>physical activity by following simple directions and safety procedures.</p>	<p>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.</p> <p>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.</p>
<p>ANCHOR STANDARD: Demonstrate an emerging (developing) use of standard health practices.</p>	
<p>Performance Standards</p>	<p>FSPK Teacher Guide Page References</p>
<p>4. With prompting and support, practice common health routines (e.g., resting, eating healthy meals, exercising, and using appropriate personal hygiene).</p>	<p>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</p>
<p>5. With prompting and support, participate in a variety of physical activities.</p>	<p>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.</p> <p>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</p>
<p>6. With prompting and support, identify nutritious foods.</p>	<p>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</p> <p>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.</p>

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. Create sounds and rhythms using voice, body, instruments, or sound-producing objects. 2. Sing a variety of short songs. 3. Listen actively and respond to short musical works (e.g., singing, answering questions, following instructions). 4. With prompting and support, identify fast and slow tempos and simple elements of music. 5. With prompting and support, recognize a wide variety of sounds and songs from other cultures. 	<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, Cantarín, Spanish Listening, English Listening, Nursery Rhyme, It Starts in the Heart</i> The song lyrics taught in each theme are written in both English and Spanish in the Appendix at the back of each Teacher Guide.</p>

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. Create simple movements (e.g., twirl, turn around, skip, shake). 2. Respond rhythmically to different types of music (e.g., fast, slow). 	<p>Frog Street Pre-K contains 12 music CD's used daily throughout the curriculum to bring music and movement opportunities to children.</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. Imitate roles (e.g., mother, baby, doctor) observed in own life experiences. 2. Use available materials as either realistic or symbolic props. 3. Make up new roles from experiences and/or familiar stories. 4. Imitate characteristics of animals (e.g., the sounds animals make) and of people. 	<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 and Learn Center. Children use Story Folders with magnetic story props to retell stories.</p>
CREATIVE EXPRESSION STANDARDS: VISUAL ARTS DOMAIN	
ANCHOR STANDARD: Create and respond to visual art.	
Performance Standards	FSPK Teacher Guide Page References
<ol style="list-style-type: none"> 1. Produce original art (e.g., color, paint, draw) using 	<p>Exploration/Sensory: TG1: 45, 79, 85, 87, 103, 105, 109, 117, 121,</p>

<p>a wide variety of materials and tools.</p>	<p>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</p>
<p>2. Create artwork that reflects an idea, theme, or story.</p>	<p>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</p>
<p>3. Describe own artwork.</p>	<p>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</p>

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. Identify self as a member of a family, the learning community, and local community	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 prompting and support, identify similarities and differences in people.	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 prompting 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. 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 prompting 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
a. Identify some rules for 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
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
6. With prompting and support, identify some community members (e.g., parents, teachers, principals/directors, community helpers).	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
7. With prompting and support, identify some positive character traits of self and others (e.g., fair, friendly, respectful, responsible).	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
8. With prompting 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

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. Treat classroom materials and the belongings of others with care.	<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. Theme 1 focuses on teaching children procedures they will use throughout the program. Examples from Theme 1 include:</i>

	<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 prompting 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 prompting and support, use money in pretend play to demonstrate 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. Use a variety of technology tools (e.g., telephone, cash register, computer), either real or pretend, that affect daily life interactions and activities.	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; TG8: 33, 60; TG9: 27, 102, 108, 147
5. Demonstrate an understanding of 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 prompting 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. Recognize 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

