

**Frog Street Pre-K
Correlation to the
Pre-K Classroom Assessment
Scoring System
(GLASS)**



Emotional Support

Frog Street Pre-K Curriculum Elements	Pre-K Classroom Assessment Scoring (CLASS)
	Positive Climate
<ul style="list-style-type: none"> • Guidelines for Designing Classroom Centers are provided. • All lessons include detailed information about grouping, interaction, and proximity. 	Relationships—Physical Proximity
<ul style="list-style-type: none"> • Child to Child collaboration is encouraged throughout activities. • High-Interest, Sharable Materials and Activities are provided. <ul style="list-style-type: none"> ○ Practice Activities (Learning Centers) • Social-Emotional Development features Dr. Becky Bailey’s Conscious Discipline®. <ul style="list-style-type: none"> ○ Greeting Circle ○ Closing Circle 	Relationships—Shared Activities
<ul style="list-style-type: none"> • Peer collaboration is encouraged throughout activities. • High-Interest Materials and Activities are provided. <ul style="list-style-type: none"> ○ Practice Activities (Learning Centers) • A strong daily routine supports key social skills and emotional control. • Social-Emotional Development features Dr. Becky Bailey’s Conscious Discipline®. <ul style="list-style-type: none"> ○ Greeting Circle ○ Closing Circle ○ “Connect” Interactions 	Relationships—Peer Assistance
<ul style="list-style-type: none"> • Tips, guidelines, and research supporting socio-emotional development (emotional control) are embedded throughout lessons. • A strong daily routine supports key social skills and emotional control. • Social-Emotional Development features Dr. Becky Bailey’s Conscious Discipline®. 	Relationships--Matched Affect
<ul style="list-style-type: none"> • Tips, guidelines, and research supporting socio-emotional development (emotional control) are embedded throughout lessons. • A strong daily routine supports key social skills and emotional control. • Supports strong teacher-child interaction to develop rich oral language and robust vocabulary. • Child to Child collaboration is encouraged throughout activities. • Social-Emotional Development features Dr. Becky Bailey’s Conscious Discipline®. <ul style="list-style-type: none"> ○ Greeting Circle ○ Closing Circle 	Relationships—Social Conversation

<ul style="list-style-type: none"> • Interest is stimulated/children are engaged by the Frog Street characters. • Character Education Theme Three is Humor. • Provides Opportunities to Laugh and Play. • Embraces the joy of learning. 	Positive Affect—Smiling
<ul style="list-style-type: none"> • Character Education Theme Three is Humor. • Provides Opportunities to Laugh and Play. • Embraces the joy of learning. 	Positive Affect—Laughter
<ul style="list-style-type: none"> • High-Interest Materials and Activities are provided, including themes related to children’s real lives and experiences: <ul style="list-style-type: none"> ○ <i>My School and Me</i> ○ <i>My Family and Friends</i> ○ <i>Giants</i> ○ <i>Choices & Decisions</i> ○ <i>I Build! I Create!</i> ○ <i>Stories and Rhymes</i> ○ <i>Animals</i> ○ <i>Things that move</i> • Interest is stimulated/children are engaged by the Frog Street characters. • Provides Opportunities to Laugh and Play. • Embraces the joy of learning. • Social-Emotional Development features Dr. Becky Bailey’s Conscious Discipline®. 	Positive Affect—Enthusiasm
<ul style="list-style-type: none"> • Tips, guidelines, and research supporting socio-emotional development (emotional control) are embedded throughout lessons. • A strong daily routine supports key social skills and emotional control. • Supports strong teacher-child interaction to develop rich oral language and robust vocabulary. • Social-Emotional Development features Dr. Becky Bailey’s Conscious Discipline®. <ul style="list-style-type: none"> ○ Greeting Circle ○ Closing Circle 	Positive Communication—Verbal Affection
<ul style="list-style-type: none"> • Tips, guidelines, and research supporting socio-emotional development (emotional control) are embedded throughout lessons. • A strong daily routine supports key social skills and emotional control. • Social-Emotional Development features Dr. Becky Bailey’s Conscious Discipline®. <ul style="list-style-type: none"> ○ Greeting Circle ○ Closing Circle 	Positive Communication—Physical Affection

<ul style="list-style-type: none"> • Tips, guidelines, and research supporting socio-emotional development (emotional control) are embedded throughout lessons. • Students are expected to help construct knowledge. Positive expectations and a positive environment are embedded in lessons. • A strong daily routine supports key social skills and emotional control. • Social-Emotional Development features Dr. Becky Bailey’s Conscious Discipline®. <ul style="list-style-type: none"> ○ Greeting Circle: Daily Commitments ○ Closing Circle: Commitment Review 	Positive Communication—Positive Expectations
<ul style="list-style-type: none"> • Tips, guidelines, and research supporting socio-emotional development (emotional control) are embedded throughout lessons. • Character Education Theme One is Respect. • A strong daily routine supports key social skills and emotional control. • Social-Emotional Development features Dr. Becky Bailey’s Conscious Discipline®. 	Respect—Eye Contact
<ul style="list-style-type: none"> • Tips, guidelines, and research supporting socio-emotional development (emotional control) are embedded throughout lessons. • Character Education Theme One is Respect. • A strong daily routine supports key social skills and emotional control. • Social-Emotional Development features Dr. Becky Bailey’s Conscious Discipline®. <ul style="list-style-type: none"> ○ Greeting Circle ○ Community Building Throughout the Day ○ Closing Circle 	Respect—Warm, Calm Voice
<ul style="list-style-type: none"> • Tips, guidelines, and research supporting socio-emotional development (emotional control) are embedded throughout lessons. • Character Education Theme One is Respect. • A strong daily routine supports key social skills and emotional control. • Social-Emotional Development features Dr. Becky Bailey’s Conscious Discipline®. <ul style="list-style-type: none"> ○ Greeting Circle ○ Community Building Throughout the Day ○ Closing Circle 	Respect—Respectful Language
<ul style="list-style-type: none"> • Tips, guidelines, and research supporting socio-emotional development (emotional control) are embedded throughout lessons. • Character Education Theme Six is Cooperation. • A strong daily routine supports key social skills and emotional control. • Social-Emotional Development features Dr. Becky Bailey’s Conscious Discipline®. • High-Interest Materials and Activities are provided. <ul style="list-style-type: none"> ○ Practice Activities (Learning Centers) 	Respect—Cooperation and/or Sharing

<ul style="list-style-type: none"> • Greeting Circle <ul style="list-style-type: none"> ○ Community Building Throughout the Day ○ Closing Circle 	
Frog Street Pre-K Curriculum Elements	Pre-K Classroom Assessment Scoring (CLASS)
	Negative Climate
<ul style="list-style-type: none"> • Tips, guidelines, and research supporting socio-emotional development (emotional control) are embedded throughout lessons. • Increasing or decreasing intensity of emotions more consistently, with adult assistance is supported. • A strong daily routine supports key social skills and emotional control. • Social-Emotional Development features Dr. Becky Bailey’s Conscious Discipline®. <ul style="list-style-type: none"> ○ Greeting Circle ○ Community Building Throughout the Day ○ Closing Circle 	Negative Affective--Irritability
<ul style="list-style-type: none"> • Tips, guidelines, and research supporting socio-emotional development (emotional control) are embedded throughout lessons. • Increasing or decreasing intensity of emotions more consistently, with adult assistance is supported. • A strong daily routine supports key social skills and emotional control. • Social-Emotional Development features Dr. Becky Bailey’s Conscious Discipline®. <ul style="list-style-type: none"> ○ Greeting Circle ○ Community Building Throughout the Day ○ Closing Circle 	Negative Affective--Anger
<ul style="list-style-type: none"> • Tips, guidelines, and research supporting socio-emotional development (emotional control) are embedded throughout lessons. • Increasing or decreasing intensity of emotions more consistently, with adult assistance is supported. • A strong daily routine supports key social skills and emotional control. • Social-Emotional Development features Dr. Becky Bailey’s Conscious Discipline®. <ul style="list-style-type: none"> ○ Greeting Circle ○ Community Building Throughout the Day ○ Closing Circle 	Negative Affective—Harsh Voice
<ul style="list-style-type: none"> • Tips, guidelines, and research supporting socio-emotional development (emotional control) are embedded throughout lessons. • Increasing or decreasing intensity of emotions more consistently, with adult assistance is supported. • A strong daily routine supports key social skills and emotional control. • Social-Emotional Development features Dr. Becky Bailey’s Conscious 	Negative Affective—Peer Aggression

<p>Discipline®.</p> <ul style="list-style-type: none"> ○ Greeting Circle ○ Community Building Throughout the Day ○ Closing Circle 	
<ul style="list-style-type: none"> • Tips, guidelines, and research supporting socio-emotional development (emotional control) are embedded throughout lessons. • Increasing or decreasing intensity of emotions more consistently, with adult assistance is supported. • A strong daily routine supports key social skills and emotional control. • Social-Emotional Development features Dr. Becky Bailey’s Conscious Discipline®. <ul style="list-style-type: none"> ○ Greeting Circle ○ Community Building Throughout the Day ○ Closing Circle 	<p>Negative Affective—Disconnected or Escalating Negativity</p>
<ul style="list-style-type: none"> • Tips, guidelines, and research supporting socio-emotional development (emotional control) are embedded throughout lessons. • A strong daily routine supports key social skills and emotional control. • Social-Emotional Development features Dr. Becky Bailey’s Conscious Discipline®. 	<p>Punitive Control--Yelling</p>
<ul style="list-style-type: none"> • Tips, guidelines, and research supporting socio-emotional development (emotional control) are embedded throughout lessons. • A strong daily routine supports key social skills and emotional control. • Social-Emotional Development features Dr. Becky Bailey’s Conscious Discipline®. 	<p>Punitive Control--Threats</p>
<ul style="list-style-type: none"> • Tips, guidelines, and research supporting socio-emotional development (emotional control) are embedded throughout lessons. • A strong daily routine supports key social skills and emotional control. • Social-Emotional Development features Dr. Becky Bailey’s Conscious Discipline®. 	<p>Punitive Control—Physical Control</p>
<ul style="list-style-type: none"> • Tips, guidelines, and research supporting socio-emotional development (emotional control) are embedded throughout lessons. • A strong daily routine supports key social skills and emotional control. • Social-Emotional Development features Dr. Becky Bailey’s Conscious Discipline®. 	<p>Punitive Control—Harsh Punishment</p>
<ul style="list-style-type: none"> • Tips, guidelines, and research supporting socio-emotional development (emotional control) are embedded throughout lessons. • A strong daily routine supports key social skills and emotional control. • Tips, guidelines, and research supporting socio-emotional development (emotional control) are embedded throughout lessons. • Social-Emotional Development features Dr. Becky Bailey’s Conscious Discipline®. 	<p>Sarcasm/Disrespect—Sarcastic Voice/Statement</p>

<ul style="list-style-type: none"> • Tips, guidelines, and research supporting socio-emotional development (emotional control) are embedded throughout lessons. • A strong daily routine supports key social skills and emotional control. • Social-Emotional Development features Dr. Becky Bailey’s Conscious Discipline®. 	Sarcasm/Disrespect—Teasing
<ul style="list-style-type: none"> • Tips, guidelines, and research supporting socio-emotional development (emotional control) are embedded throughout lessons. • A strong daily routine supports key social skills and emotional control. • Social-Emotional Development features Dr. Becky Bailey’s Conscious Discipline®. 	Sarcasm/Disrespect—Humiliation
<ul style="list-style-type: none"> • Tips, guidelines, and research supporting socio-emotional development (emotional control) are embedded throughout lessons. • A strong daily routine supports key social skills and emotional control. • Social-Emotional Development features Dr. Becky Bailey’s Conscious Discipline®. 	Severe Negativity--Victimization
<ul style="list-style-type: none"> • Tips, guidelines, and research supporting socio-emotional development (emotional control) are embedded throughout lessons. • A strong daily routine supports key social skills and emotional control. • Social-Emotional Development features Dr. Becky Bailey’s Conscious Discipline®. 	Severe Negativity--Bullying
<ul style="list-style-type: none"> • Tips, guidelines, and research supporting socio-emotional development (emotional control) are embedded throughout lessons. • A strong daily routine supports key social skills and emotional control. • Social-Emotional Development features Dr. Becky Bailey’s Conscious Discipline®. 	Severe Negativity—Physical Punishment
Frog Street Pre-K Curriculum Elements	Pre-K Classroom Assessment Scoring (CLASS)
	Teacher Sensitivity
<ul style="list-style-type: none"> • Tips, guidelines, and research supporting socio-emotional development (emotional control) are embedded throughout lessons. • A strong daily routine supports key social skills and emotional control. • Social-Emotional Development features Dr. Becky Bailey’s Conscious Discipline®. 	Awareness—Anticipates problems and plans appropriately
<ul style="list-style-type: none"> • Tips, guidelines, and research supporting socio-emotional development (emotional control) are embedded throughout lessons. • A strong daily routine supports key social skills and emotional control. • Social-Emotional Development features Dr. Becky Bailey’s Conscious Discipline®. 	Awareness—Notices lack of understanding and/or difficulties
<ul style="list-style-type: none"> • Tips, guidelines, and research supporting socio-emotional development (emotional control) are embedded throughout lessons. • A strong daily routine supports key social skills and emotional control. • Social-Emotional Development features Dr. Becky Bailey’s Conscious 	Responsiveness—Acknowledges Emotions

Discipline®.	
<ul style="list-style-type: none"> • Tips, guidelines, and research supporting socio-emotional development (emotional control) are embedded throughout lessons. • A strong daily routine supports key social skills and emotional control. • Social-Emotional Development features Dr. Becky Bailey’s Conscious Discipline®. 	Responsiveness—Provides Comfort and Assistance
<ul style="list-style-type: none"> • Tips, guidelines, and research supporting socio-emotional development (emotional control) are embedded throughout lessons. • A strong daily routine supports key social skills and emotional control. • Strategies for English Language Learners are included. • Adaptations for Young Learners Guide are included. • Guidelines and Strategies for Children with Special Needs are included. • Guidelines for Multiple Intelligences in the Early Childhood Classroom are included. • Social-Emotional Development features Dr. Becky Bailey’s Conscious Discipline®. 	Responsiveness—Provides Individualized Support
<ul style="list-style-type: none"> • Tips, guidelines, and research supporting socio-emotional development (emotional control) are embedded throughout lessons. • A strong daily routine supports key social skills and emotional control. • Social-Emotional Development features Dr. Becky Bailey’s Conscious Discipline®. 	Addresses Problems—Helps resolve problems
<ul style="list-style-type: none"> • Tips, guidelines, and research supporting socio-emotional development (emotional control) are embedded throughout lessons. • The ability to problem-solve and seek help, as needed is supported. • A strong daily routine supports key social skills and emotional control. • Social-Emotional Development features Dr. Becky Bailey’s Conscious Discipline®. <ul style="list-style-type: none"> ○ Greeting Circle ○ Community Building Throughout the Day ○ Closing Circle 	Student Comfort—Seeks support and guidance
<ul style="list-style-type: none"> • Interest is stimulated/children are engaged by the Frog Street characters. • Children are engaged by thematic lessons activities. They are encouraged to participate in group, small group, and individual learning throughout the day. • Consistent concept repetition is incorporated into the lesson process—which builds upon children’s understanding and can expand their level of participation. • Children are encouraged to initiate social interactions. • Balances intentional instruction with child-centered learning. • A strong daily routine supports key social skills and emotional control. • Social-Emotional Development features Dr. Becky Bailey’s Conscious Discipline®. 	Student Comfort—Freely Participates

<ul style="list-style-type: none"> ○ Greeting Circle ○ Community Building Throughout the Day ○ Closing Circle 	
<ul style="list-style-type: none"> ● Children are encouraged to show initiative in independent situations, take risks, and persist in attempting to solve problems. ● A strong daily routine supports key social skills and emotional control. ● Social-Emotional Development features Dr. Becky Bailey’s Conscious Discipline®. <ul style="list-style-type: none"> ○ Greeting Circle ○ Community Building Throughout the Day ○ Closing Circle 	Student Comfort—Takes Risks
Frog Street Pre-K Curriculum Elements	Pre-K Classroom Assessment Scoring (CLASS)
	Regard for Student Perspective
<ul style="list-style-type: none"> ● Adaptations for Young Learners Guide are provided. ● Strategies for English Language Learners are provided. ● Guidelines and Strategies for Children with Special Needs are provided. ● Guidelines for Multiple Intelligences in the Early Childhood Classroom are provided. ● Social-Emotional Development features Dr. Becky Bailey’s Conscious Discipline®. <ul style="list-style-type: none"> ○ Greeting Circle ○ Community Building Throughout the Day ○ Closing Circle 	Flexibility and Student Focus—Shows Flexibility
<ul style="list-style-type: none"> ● Balances intentional instruction with child-centered learning. ● A strong daily routine supports key social skills and emotional control. ● Social-Emotional Development features Dr. Becky Bailey’s Conscious Discipline®. <ul style="list-style-type: none"> ○ Greeting Circle ○ Community Building Throughout the Day ○ Closing Circle 	Flexibility and Student Focus—Incorporates Students’ Ideas
<ul style="list-style-type: none"> ● Balances intentional instruction with child-centered learning. ● Adaptations for Young Learners Guide are provided. ● Empowers children with choices in self-directed center activities. ● Social-Emotional Development features Dr. Becky Bailey’s Conscious Discipline®. <ul style="list-style-type: none"> ○ Greeting Circle ○ Community Building Throughout the Day ○ Closing Circle 	Flexibility and Student Focus—Follows Student’ Leads
<ul style="list-style-type: none"> ● Balances intentional instruction with child-centered learning. 	Support for Autonomy and Leadership—Allows Choice

<ul style="list-style-type: none"> • Empowers children with choices in self-directed center activities. • Children are encouraged to actively participate in teacher-directed, personally chosen, and routine tasks until they are complete. • Theme Four is Choices & Decisions <ul style="list-style-type: none"> ○ I Make Choices ○ Healthy Choices ○ Healthy Habits ○ Problem-Solving 	
<ul style="list-style-type: none"> • Character Education Theme Seven is Self Reliance and Independence. • Balances intentional instruction with child-centered learning. • Empowers children with choices in self-directed center activities. 	Support for Autonomy and Leadership—Allows students to lead lessons
<ul style="list-style-type: none"> • Character Education Theme One is Responsibility. • Character Education Theme Seven is Self Reliance and Independence. • Balances intentional instruction with child-centered learning. • Empowers children with choices in self-directed center activities. 	Support for Autonomy and Leadership—Gives students responsibility
<ul style="list-style-type: none"> • The ability to actively participate in conversations about lessons and centers is supported. Children are encouraged to articulate understanding about perspectives, feelings, themes, and concepts. • Balances intentional instruction with child-centered learning. • Social-Emotional Development features Dr. Becky Bailey’s Conscious Discipline®. <ul style="list-style-type: none"> ○ Greeting Circle ○ Community Building Throughout the Day ○ Closing Circle 	Student Expression—Encourages student talk
<ul style="list-style-type: none"> • Actively participating in conversations about lessons and centers is supported. Children are encouraged to articulate understanding about perspectives, feelings, themes, and concepts. • Balances intentional instruction with child-centered learning. • Social-Emotional Development features Dr. Becky Bailey’s Conscious Discipline®. <ul style="list-style-type: none"> ○ Greeting Circle ○ Community Building Throughout the Day ○ Closing Circle 	Student Expression—Elicits ideas and/of perspectives
<ul style="list-style-type: none"> • Theme Seven is Things That Move. <ul style="list-style-type: none"> ○ I Move ○ Travel ○ Transportation ○ Mysterious Movers • Daily Moving and Learning Activities are provided. • Guidelines for Continuum of Physical Development are provided. 	Restriction of Movement—Allows Movement
<ul style="list-style-type: none"> • Theme Seven is Things That Move. 	Restriction of Movement—Is not rigid

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| <ul style="list-style-type: none">○ I Move○ Travel○ Transportation○ Mysterious Movers• Daily Moving and Learning Activities are provided.• Guidelines for Continuum of Physical Development are provided. | |
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Classroom Organization

Frog Street Pre-K Curriculum Elements	Pre-K Classroom Assessment Scoring (CLASS)
	Behavior Management
<ul style="list-style-type: none"> • A strong daily routine supports key social skills and emotional control. • Guidelines for Managing Behavior are provided. • Social-Emotional Development features Dr. Becky Bailey’s Conscious Discipline®. <ul style="list-style-type: none"> ○ Greeting Circle: Daily Commitments ○ Closing Circle: Commitment Review 	Clear Behavior Expectations—Clear Expectations
<ul style="list-style-type: none"> • The program uses research-based principles of learning as a foundation for lessons and centers that are consistent in format, process, and delivery. • A strong daily routine supports key social skills and emotional control. • Guidelines for Managing Behavior are provided. • Social-Emotional Development features Dr. Becky Bailey’s Conscious Discipline®. 	Clear Behavior Expectations—Consistency
<ul style="list-style-type: none"> • The ability to follow classroom rules and routines with occasional reminders from the teacher is included. • Social-Emotional Development features Dr. Becky Bailey’s Conscious Discipline®. • Guidelines for Managing Behavior are provided. • A strong daily routine supports key social skills and emotional control. Examples: <ul style="list-style-type: none"> ○ Safe Place Rules ○ Learning Center Rules 	Clear Behavior Expectations—Clarity of Rules
<ul style="list-style-type: none"> • Tips, guidelines, and research supporting socio-emotional development (emotional control) are embedded throughout lessons. • A strong daily routine supports key social skills and emotional control. • Guidelines for Managing Behavior are provided. • Social-Emotional Development features Dr. Becky Bailey’s Conscious Discipline®. <ul style="list-style-type: none"> ○ Greeting Circle ○ Community Building Throughout the Day ○ Closing Circle 	Proactive—Anticipates problem behavior or escalation
<ul style="list-style-type: none"> • Tips, guidelines, and research supporting socio-emotional development (emotional control) are embedded throughout lessons. • A strong daily routine supports key social skills and emotional control. • Guidelines for Managing Behavior are provided. • Social-Emotional Development features Dr. Becky Bailey’s Conscious Discipline®. 	Proactive—Low Reactivity

<ul style="list-style-type: none"> ○ Greeting Circle ○ Community Building Throughout the Day ○ Closing Circle 	
<ul style="list-style-type: none"> ● Tips, guidelines, and research supporting socio-emotional development (emotional control) are embedded throughout lessons. ● A strong daily routine supports key social skills and emotional control. ● Guidelines for Managing Behavior are provided. ● Social-Emotional Development features Dr. Becky Bailey’s Conscious Discipline®. <ul style="list-style-type: none"> ○ Greeting Circle ○ Community Building Throughout the Day ○ Closing Circle 	Proactive—Monitors
<ul style="list-style-type: none"> ● Tips, guidelines, and research supporting socio-emotional development (emotional control) are embedded throughout lessons. ● A strong daily routine supports key social skills and emotional control. ● Guidelines for Managing Behavior are provided. ● Social-Emotional Development features Dr. Becky Bailey’s Conscious Discipline®. <ul style="list-style-type: none"> ○ Greeting Circle ○ Community Building Throughout the Day ○ Closing Circle 	Redirection of Misbehavior—Effective reduction of misbehavior
<ul style="list-style-type: none"> ● Tips, guidelines, and research supporting socio-emotional development (emotional control) are embedded throughout lessons. ● A strong daily routine supports key social skills and emotional control. ● Guidelines for Managing Behavior are provided. ● Social-Emotional Development features Dr. Becky Bailey’s Conscious Discipline®. <ul style="list-style-type: none"> ○ Greeting Circle ○ Community Building Throughout the Day ○ Closing Circle 	Redirection of Misbehavior—Attention to the positive
<ul style="list-style-type: none"> ● Tips, guidelines, and research supporting socio-emotional development (emotional control) are embedded throughout lessons. ● A strong daily routine supports key social skills and emotional control. ● Guidelines for Managing Behavior are provided. ● Social-Emotional Development features Dr. Becky Bailey’s Conscious Discipline®. <ul style="list-style-type: none"> ○ Greeting Circle ○ Community Building Throughout the Day ○ Closing Circle 	Redirection of Misbehavior—Uses subtle cues to redirect
<ul style="list-style-type: none"> ● Tips, guidelines, and research supporting socio-emotional development (emotional control) are embedded throughout lessons. ● A strong daily routine supports key social skills and emotional control. 	Redirection of Misbehavior—Efficient redirection

<ul style="list-style-type: none"> • Guidelines for Managing Behavior are provided. • Social-Emotional Development features Dr. Becky Bailey’s Conscious Discipline®. <ul style="list-style-type: none"> ○ Greeting Circle ○ Community Building Throughout the Day ○ Closing Circle 	
<ul style="list-style-type: none"> • The ability to follow classroom rules and routines with occasional reminders from teacher is supported. • A strong daily routine supports key social skills and emotional control. • Guidelines for Managing Behavior are provided. • Social-Emotional Development features Dr. Becky Bailey’s Conscious Discipline®. <ul style="list-style-type: none"> ○ Greeting Circle ○ Community Building Throughout the Day ○ Closing Circle 	Student Behavior—Frequent Compliance
<ul style="list-style-type: none"> • The ability to regulate behavior with occasional reminders or assistance from the teacher is supported. • The ability to increase or decrease intensity of emotions more consistently, with adult assistance is provided. • Guidelines for Managing Behavior are provided. 	Student Behavior—Little Aggression and Defiance
Frog Street Pre-K Curriculum Elements	Pre-K Classroom Assessment Scoring (CLASS)
	Productivity
<ul style="list-style-type: none"> • High-Interest Materials and Activities are provided. <ul style="list-style-type: none"> ○ Practice Activities (Learning Centers) • Social-Emotional Development features Dr. Becky Bailey’s Conscious Discipline®. <ul style="list-style-type: none"> ○ Greeting Circle ○ Community Building Throughout the Day ○ Closing Circle 	Maximizing Learning Time—Provision of Activities
<ul style="list-style-type: none"> • A strong daily routine supports key social skills and emotional control. • Empowers children with choices in self-directed activities. • High-Interest Materials and Activities are provided. <ul style="list-style-type: none"> ○ Practice Activities (Learning Centers) 	Maximizing Learning Time—Choice When Finished
<ul style="list-style-type: none"> • Transition guidelines are provided so learning is continuous and maximized throughout the day. • A strong daily routine supports key social skills and emotional control. • Social-Emotional Development features Dr. Becky Bailey’s Conscious Discipline®. 	Maximizing Learning Time—Few Disruptions
<ul style="list-style-type: none"> • The ability to sustain attention to personally chosen or routine tasks until they are completed is provided. • A strong daily routine supports key social skills and emotional control. 	Maximizing Learning Time—Effective completion of managerial tasks

<ul style="list-style-type: none"> • A strong daily routine supports key social skills and emotional control. • Guidelines for Introducing Centers One Stage at a Time are provided. • Guidelines for scope and sequence are provided. 	Maximizing Learning Time—Pacing
<ul style="list-style-type: none"> • Children are encouraged to practice important classroom routines and focus on smoother transitions. • A strong daily routine supports key social skills and emotional control. • Guidelines for Introducing Centers One Stage at a Time are provided. 	Routines—Students know what to do
<ul style="list-style-type: none"> • Children are provided with clear, consistent instructions to support important classroom routines and focus on smoother transitions. • A strong daily routine supports key social skills and emotional control. • Guidelines for Introducing Centers One Stage at a Time are provided. 	Routines—Clear Instructions
<ul style="list-style-type: none"> • Through practicing important classroom routines and focusing on smoother transitions, children experience less wandering. • A strong daily routine supports key social skills and emotional control. 	Routines—Little Wandering
<ul style="list-style-type: none"> • Transition guidelines are provided so learning is continuous and maximized throughout the day. • Children practice important classroom routines and focus on smoother transitions. • A strong daily routine supports key social skills and emotional control. 	Transitions--Brief
<ul style="list-style-type: none"> • Transition guidelines are provided so learning is continuous and maximized throughout the day. • Children practice important classroom routines and focus on smoother transitions. • A strong daily routine supports key social skills and emotional control. 	Transitions—Explicit Follow-Through
<ul style="list-style-type: none"> • Transition guidelines are provided so learning is continuous and maximized throughout the day. • Children practice important classroom routines and focus on smoother transitions. • A strong daily routine supports key social skills and emotional control. 	Transitions—Learning Opportunities Within
<ul style="list-style-type: none"> • All necessary manipulatives, books, guidelines, materials, and resources are included in the comprehensive curriculum. Guides, lessons, and resources are also available online. • Welcome to Pre-K guidebook provides detailed information about how to access, organize, and use all materials. • Teacher Resources and Information include: <ul style="list-style-type: none"> ○ Welcome to Frog Street Pre-K (detailed overview of the program) ○ Games and Patterns ○ Student Software Icons ○ English Vocabulary Cards ○ Spanish Vocabulary Cards 	Preparation—Materials Ready and Accessible

<ul style="list-style-type: none"> ○ Creative Storytelling Cards ○ Week Overviews ○ Week Preparations ○ Lesson Planners ○ Typical Schedules ○ Learning Goals ○ Standards Alignments ○ Vocabulary ○ Materials ○ Spanish Literacy Guidelines ○ eBook Libraries ○ Special Needs Adaptations Guidelines ○ Strategies for English Language Learners ○ Guidelines for Building Math Skills and Contacts ○ Guidelines for Multiple Intelligence in the Early Ed. Classroom ○ Guidelines for Setting Up the Learning Environment ○ Guidelines for Designing Classroom Centers are provided. ○ Guidelines for Managing Center Time ○ Guidelines and Strategies for Children with Special Needs ○ Continuum of Physical Development Guidelines ○ Family Connections ○ Assessment –A Portfolio Approach 	
<ul style="list-style-type: none"> ● Welcome to Pre-K guidebook provides detailed information about how to access, organize, and use all materials. It outlines the standard lesson format and explains associated planning, teaching strategies, and scope and sequence. ● Effective facilitation practices are embedded in teacher guides—and taught to teachers during associated professional development. 	Preparation—Knows Lessons
Frog Street Pre-K Curriculum Elements	Pre-K Classroom Assessment Scoring (CLASS)
	Instructional Learning Formats
<ul style="list-style-type: none"> ● Effective facilitation practices are embedded in teacher guides—and taught to teachers during associated professional development. ● Welcome to Pre-K guidebook provides detailed information about effective facilitation. ● Social-Emotional Development features Dr. Becky Bailey’s Conscious Discipline®. 	Effective Facilitation—Teacher Involvement
<ul style="list-style-type: none"> ● Effective facilitation practices are embedded in teacher guides—and taught to teachers during associated professional development. ● Welcome to Pre-K guidebook provides detailed information about how to access, organize, and use all materials. It outlines the standard lesson format and explains associated planning, teaching strategies, and scope and 	Effective Facilitation—Effective Questioning

<p>sequence.</p> <ul style="list-style-type: none"> • Social-Emotional Development features Dr. Becky Bailey’s Conscious Discipline®. 	
<ul style="list-style-type: none"> • Effective facilitation practices are embedded in teacher guides—and taught to teachers during associated professional development. • Consistent concept repetition is incorporated into the lesson process—which builds upon children’s understanding and can expand their level of involvement. • Welcome to Pre-K guidebook provides detailed information about how to access, organize, and use all materials. It outlines the standard lesson format and explains associated planning, teaching strategies, and scope and sequence. • Social-Emotional Development features Dr. Becky Bailey’s Conscious Discipline®. 	<p>Effective Facilitation—Expanding Children’s Involvement</p>
<ul style="list-style-type: none"> • The Frog Street Pre-K program provides a variety of modalities and materials—with a range of auditory-visual and movement opportunities. • High-Interest Materials and Activities are provided and include: <ul style="list-style-type: none"> ○ Songs, Stories, Rhymes, Finger Plays, and Games ○ Large and Small Books for Children, Including Developmental Storybooks ○ Resource Guides, CDs, and Manipulatives ○ Colorful Cards and Photographs that children use to practice literacy skills ○ Interactive Resources: Story Folders, Storytellers DVD, Creative Storytelling Guidelines, Games and Patterns CD, CD Collection (Music and Listening), Interactive Software, Digital Online Library ○ Math Books, Resources, Music, and Manipulatives ○ Science Books and Resources ○ Rebus Posters • Provides comprehensive, integrated instruction in all domains. 	<p>Variety of Modalities and Materials—Range of auditory-visual and movement opportunities</p>
<ul style="list-style-type: none"> • High-Interest Materials and Activities are provided, including creative lessons focusing on the arts. (See above.) • Provides comprehensive, integrated instruction in all domains. 	<p>Variety of Modalities and Materials—Interesting and Creative Materials</p>
<ul style="list-style-type: none"> • High-Interest Materials and Activities are provided as part of ongoing hands-on learning opportunities. • Provides comprehensive, integrated instruction in all domains. 	<p>Variety of Modalities and Materials—Hands-On Opportunities</p>
<ul style="list-style-type: none"> • A foundation of the Frog Street Toddler and Pre-K programs is active student interest, engagement and participation in thematic activities and exploration. • Children are encouraged to actively participate in teacher-directed, personally chosen, and routine tasks until they are complete. • Social-Emotional Development features Dr. Becky Bailey’s Conscious Discipline®. 	<p>Student Interest—Active Participation</p>

<ul style="list-style-type: none"> • Interest and understanding by listening to/engaging with teachers and peers—and responding appropriately is supported. Children are encouraged to express their thoughts and ideas on an ongoing basis. • Social-Emotional Development features Dr. Becky Bailey’s Conscious Discipline®. 	Student Interest--Listening
<ul style="list-style-type: none"> • Children are encouraged to remain focused on engaging group activities for approximately 20 minutes at a time. • Social-Emotional Development features Dr. Becky Bailey’s Conscious Discipline®. 	Student Interest—Focused Attention
<ul style="list-style-type: none"> • Detailed instruction guidelines, background information, and planning specifications are incorporated into the program/lessons, including advanced organizers, summaries, and reorientation statements. • A systematic and sequential continuum for building skills and concepts is provided. 	Clarity of Learning Objectives—Advanced Organizers
<ul style="list-style-type: none"> • Detailed instruction guidelines, background information, and planning specifications are incorporated into the program/lessons, including advanced organizers, summaries, and reorientation statements. • A systematic and sequential continuum for building skills and concepts is provided. 	Clarity of Learning Objectives--Summaries
<ul style="list-style-type: none"> • Detailed instruction guidelines, background information, and planning specifications are incorporated into the program/lessons, including advanced organizers, summaries, and reorientation statements. • A systematic and sequential continuum for building skills and concepts is provided. 	Clarity of Learning Objectives—Reorientation Statements

Instructional Support

Frog Street Pre-K Curriculum Elements	Pre-K Classroom Assessment Scoring (CLASS)
	Concept Development
<ul style="list-style-type: none"> • Question asking and answering is embedded extensively in all lessons and activities. • A systematic and sequential continuum for building skills and concepts is provided. 	Analysis and Reasoning—Why and/or how questions
<ul style="list-style-type: none"> • Problem-solving is extensively embedded in lessons. Children are positioned to see themselves as capable problem-solvers—on their own and in pairs/partners, or groups. • A systematic and sequential continuum for building skills and concepts is provided. 	Analysis and Reasoning—Problem Solving
<ul style="list-style-type: none"> • Predication and experimentation are embedded in many lessons, including math and literacy experiences, learning centers, and science investigations. • A systematic and sequential continuum for building skills and concepts is provided. 	Analysis and Reasoning—Prediction/Experimentation
<ul style="list-style-type: none"> • The ability to sort objects that are the same and different into groups and use language to describe how the groups are similar and different is provided. • The ability to collect data and organize it in graphic representations is supported. • The opportunity for classification and comparison to take place is supported throughout the day, in areas such as ELA, math, science, and Greeting Circle. • A systematic and sequential continuum for building skills and concepts is provided. 	Analysis and Reasoning—Classification/Comparison
<ul style="list-style-type: none"> • Children are encouraged to use higher order thinking skills throughout the curriculum-- including skills such as application, analysis, synthesis, and evaluation. • Practice Activities (Learning Centers) provide opportunities for evaluation and demonstration of themes, content, and knowledge. • A systematic and sequential continuum for building skills and concepts is provided. • Social-Emotional Development features Dr. Becky Bailey’s Conscious Discipline®. <ul style="list-style-type: none"> ○ Closing Circle 	Analysis and Reasoning—Evaluation
<ul style="list-style-type: none"> • Brainstorming, planning, and producing are all part of the problem-solving process in lessons and activities. These actions take place in groups, small groups, partners/pairs, and individually. • A systematic and sequential continuum for building skills and concepts is provided. 	Creating--Brainstorming

<ul style="list-style-type: none"> Brainstorming, planning, and producing are all part of the problem-solving process in lessons and activities. These actions take place in groups, small groups, partners/pairs, and individually. A systematic and sequential continuum for building skills and concepts is provided. 	Creating--Planning
<ul style="list-style-type: none"> Brainstorming, planning, and producing are all part of the problem-solving process in lessons and activities. These actions take place in groups, small groups, partners/pairs, and individually. A systematic and sequential continuum for building skills and concepts is provided. 	Creating--Producing
<ul style="list-style-type: none"> Includes comprehensive, integrated instruction in all domains. Subjects, concepts, and themes consistently connect and overlap throughout lessons. They build progressively to expand young children’s understanding and knowledge. A systematic and sequential continuum for building skills and concepts is provided. 	Integration—Connects Concepts
<ul style="list-style-type: none"> Children consistently build upon prior knowledge. Their real lives and experiences are constantly referred to in connection to lessons being studied/themes being explored. Adaptations for Young Learners Guide are provided. Provides comprehensive, integrated instruction in all domains. A systematic and sequential continuum for building skills and concepts is provided. 	Integration—Integrates with previous knowledge
<ul style="list-style-type: none"> Children consistently build upon prior knowledge. Their real lives and experiences are constantly referred to in connection to lessons being studied/themes being explored. Nine Overarching, Real World Themes: <ul style="list-style-type: none"> <i>My School and Me</i> <i>My Family and Friends</i> <i>Giants</i> <i>Choices</i> <i>Stories and Rhymes</i> <i>I Build! I Create!</i> <i>Things that Move</i> <i>Animals, Changes</i> 	Connections to the Real World—Real-World Applications
<ul style="list-style-type: none"> Children consistently build upon prior knowledge. Their real lives and experiences are constantly referred to in connection to lessons being studied/themes being explored. Nine Overarching, Real World Themes (see above) 	Connections to the Real World—Related to Students’ Lives
Frog Street Pre-K Curriculum Elements	Pre-K Classroom Assessment Scoring (CLASS)
	Quality of Feedback

<ul style="list-style-type: none"> • Scaffolding and Challenge Opportunities—teachers provide ongoing hints toward children expanding knowledge and understanding. • A systematic and sequential continuum for building skills and concepts is provided. • Adaptations for Young Learners Guide are provided. 	Scaffolding--Hints
<ul style="list-style-type: none"> • Scaffolding and Challenge Opportunities—teachers provide ongoing hints toward children expanding knowledge and understanding. • A systematic and sequential continuum for building skills and concepts is provided. • Adaptations for Young Learners Guide are provided. 	Scaffolding--Assistance
<ul style="list-style-type: none"> • Supports strong teacher-child interaction to develop rich oral language and a robust vocabulary. • Teachers consistently engage in feedback loops through back-and-forth exchanges with children about thoughts, ideas, questions, and rationale. • A systematic and sequential continuum for building skills and concepts is provided. 	Feedback Loops—Back-and-Forth Exchanges
<ul style="list-style-type: none"> • Supports strong teacher-child interaction to develop rich oral language and a robust vocabulary. • Teachers consistently engage in feedback loops through back-and-forth exchanges with children about thoughts, ideas, questions, and rationale. They are prompted to encourage persistence in completing tasks and problem-solving. • A systematic and sequential continuum for building skills and concepts is provided. 	Feedback Loops—Persistence by Teacher
<ul style="list-style-type: none"> • Supports strong teacher-child interaction to develop rich oral language and a robust vocabulary. • Teachers consistently engage in feedback loops through back-and-forth exchanges with children about thoughts, ideas, questions, and rationale. They are prompted to encourage persistence in completing tasks and problem-solving. • A systematic and sequential continuum for building skills and concepts is provided. 	Feedback Loops—Follow-Up Questions
<ul style="list-style-type: none"> • Supports strong teacher-child interaction to develop rich oral language and a robust vocabulary. • Teachers consistently ask children to explain their thinking and findings. • A systematic and sequential continuum for building skills and concepts is provided. 	Prompting Though Processes--Asks students to explain thinking
<ul style="list-style-type: none"> • Supports strong teacher-child interaction to develop rich oral language and a robust vocabulary. • Teachers are prompted to consistently and quickly respond to student 	Prompting Though Processes—Queries responses and actions

<p>queries and ask children follow-up questions. They are encouraged to show engagement and enthusiasm for student thoughts, interests, findings, and questions.</p> <ul style="list-style-type: none"> • A systematic and sequential continuum for building skills and concepts is provided. 	
<ul style="list-style-type: none"> • Supports strong teacher-child interaction to develop rich oral language and a robust vocabulary. • Teachers are prompted to consistently challenge children to expand upon their thoughts, ideas, and understanding. • A systematic and sequential continuum for building skills and concepts is provided. • Adaptations for Young Learners Guide are provided. 	Providing Information--Expansion
<ul style="list-style-type: none"> • Supports strong teacher-child interaction to develop rich oral language and a robust vocabulary. • Teachers are prompted to consistently repeat, re-word, clarify, and question children's thoughts, ideas, and understanding. • A systematic and sequential continuum for building skills and concepts is provided. • Adaptations for Young Learners Guide are provided. 	Providing Information--Clarification
<ul style="list-style-type: none"> • Supports strong teacher-child interaction to develop rich oral language and a robust vocabulary. • Teachers are prompted to consistently provide feedback and elaborate on children's responses (thoughts, ideas, and understanding)—to continue to expand thinking and learning. • A systematic and sequential continuum for building skills and concepts is provided. • Adaptations for Young Learners Guide are provided. 	Providing Information—Specific Feedback
<ul style="list-style-type: none"> • Supports strong teacher-child interaction to develop rich oral language and a robust vocabulary. • Teachers are prompted to consistently recognize student outcomes, reinforce and elaborate on responses, and encourage student motivation, persistence, and determination. • A systematic and sequential continuum for building skills and concepts is provided. • Social-Emotional Development features Dr. Becky Bailey's Conscious Discipline®. 	Encouragement and Affirmation--Recognition
<ul style="list-style-type: none"> • Supports strong teacher-child interaction to develop rich oral language and a robust vocabulary. • Teachers are prompted to consistently recognize student outcomes, reinforce and elaborate on responses, and encourage student motivation, 	Encouragement and Affirmation--Reinforcement

<p>persistence, and determination.</p> <ul style="list-style-type: none"> • A systematic and sequential continuum for building skills and concepts is provided. • Social-Emotional Development features Dr. Becky Bailey’s Conscious Discipline®. 	
<ul style="list-style-type: none"> • Supports strong teacher-child interaction to develop rich oral language and a robust vocabulary. • Teachers are prompted to consistently recognize student outcomes, reinforce and elaborate on responses, and encourage student motivation, persistence, and determination. • A systematic and sequential continuum for building skills and concepts is provided. • Social-Emotional Development features Dr. Becky Bailey’s Conscious Discipline®. 	<p>Encouragement and Affirmation—Student Persistence</p>

Language Modeling

Frog Street Pre-K Curriculum Elements	Pre-K Classroom Assessment Scoring (CLASS)
<ul style="list-style-type: none"> • Teacher-child and peer to peer conversation is supported (progressively) throughout lessons, activities, and centers. • Showing understanding by responding appropriately is supported. • Showing understanding by following two-step oral directions and usually follows three-step directions is supported. • Showing understanding of the new language being spoken by English-speaking teachers and peers is supported. • Using language for different purposes is supported. • Engaging in conversations in appropriate ways is supported. • Providing appropriate information for various situations is provided. • Demonstrating knowledge of verbal conversational rules is provided. • The ability to demonstrate knowledge of nonverbal conversational rules is provided. • Matching language to social context is supported. • The teacher and other adults in the school understanding children’s speech is supported. • Provides comprehensive, integrated instruction in all domains. • Social-Emotional Development features Dr. Becky Bailey’s Conscious Discipline®. <ul style="list-style-type: none"> ○ Greeting Circle ○ Closing Circle 	<p>Frequent Conversation—Back and Forth Exchanges Frequent Conversation—Contingent Responding Frequent Conversation—Peer Conversation</p>
<ul style="list-style-type: none"> • Many Frog Street activities are open-ended in nature—with prompts for teachers to ask corresponding open-ended, inquiry-based questions. Students are asked to respond to many “Why,” “How,” and “What-if” inquiries to use language in more sophisticated ways. • Showing understanding by responding appropriately is supported. • Providing appropriate information for various situations is supported. • Provides comprehensive, integrated instruction in all domains. 	<p>Open-Ended Questions—Questions require a more than one-word response. Open-Ended Questions—Students Respond</p>
<ul style="list-style-type: none"> • Teachers consistently build on what children say by modeling appropriate and more complex language and syntax—and by repeating, clarifying, extending, and elaborating on children’s responses . • Provides comprehensive, integrated instruction in all domains. 	<p>Repetition and Extension—Repeats Repetition and Extension—Extends/Elaborates</p>
<ul style="list-style-type: none"> • Teacher-initiated self- and parallel-talk is often utilized during thematic lessons as directions are explained, teacher’s actions are modeled, and children’s actions are described. Child-initiated self- and parallel talk is often used by children during learning center activities. • High-Interest Materials and Activities are provided. 	<p>Self- and Parallel Talk—Maps own actions with language Self- and Parallel Talk—Maps student action with language</p>

<ul style="list-style-type: none"> ○ Practice Activities (Learning Centers) ● Provides comprehensive, integrated instruction in all domains. 	
<ul style="list-style-type: none"> ● Language and Communication: listening, speaking/speech, vocabulary, and sentence and structure development are progressively supported throughout lessons, activities, and centers. ● Using language for different purposes is supported. ● Perceiving differences between similar-sounding words is supported. ● Investigating and demonstrating growing understanding of the sounds and intonation of the English language (ELL) is supported. ● Using a wide variety of words to label and describe people, places, things, and actions is supported. ● Understanding terms used in the instructional language of the classroom is supported. ● Understanding a variety of ways or knowing the meaning of three to four thousand words, many more than he or she uses is supported. ● Using a large speaking vocabulary, adding several new words daily is supported. ● Using category labels to understand how the words or objects relate to one another is supported. ● Increasing listening vocabulary and begins to develop vocabulary of object names and common phrases in English is supported. ● Increasing listening vocabulary and begins to develop vocabulary of object names and common phrases in English is supported. ● Using complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order is supported. ● Using regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement is supported. ● Using sentences with more than one phrase is supported. ● Combining more than one idea using complex sentences is supported. ● Combining sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning is supported. ● Engaging in various forms of nonverbal communication with those who do not speak her home language is supported. ● Using single words and simple phrases to communicate meaning in social situations is supported. ● Using new vocabulary and grammar in speech is supported. ● Social-Emotional Development features Dr. Becky Bailey’s Conscious Discipline®. <ul style="list-style-type: none"> ○ Greeting Circle--Morning Message sessions link vocabulary to the context of the lesson and focus on phonological awareness and emergent writing. 	<p>Advanced Language—Variety of Words Advanced Language—Connected to familiar words and/or ideas</p>

- Provides comprehensive, integrated instruction in all domains.

Literacy Focus—Reading

Frog Street Pre-K Curriculum Elements	Pre-K Classroom Assessment Scoring (CLASS)
<ul style="list-style-type: none"> • Engagement in pre-reading and reading-related activities is supported. • Using books and other written materials to engage in pre-reading behaviors is supported. • Asking to be read to or asking the meaning of written text is supported. • Separating a normally spoken four-word sentence into individual words is supported. • Combining words to make a compound word is supported. • Deleting a word from a compound word is supported. • Combining syllables into words is supported. • Deleting a syllable from a word is supported. • Producing word that rhymes with a given word is supported. • Producing a word that begins with the same sound as a given pair of words is supported. • Combining onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with pictorial support is supported. • Combining onset and rime to form familiar one-syllable is supported. • Recognizing and blending two phonemes into real words with pictorial support is supported. • Naming at least 20 upper- and at least 20 lowercase letters is supported. • Recognizing at least 20 letter sounds is supported. • Producing the correct sounds for at least 10 letters is supported. • Retelling or reenacting a story after it is read aloud is supported. • Using information learned from books by describing, relating, categorizing, or comparing and contrasting is supported. • Asking and answering appropriate questions about the book is supported. • Provides comprehensive, integrated instruction in all domains. 	<p>Explicit—Uses Literacy-Related Terms</p> <p>Explicit—Draws attention to literacy concepts</p>

Literacy Focus--Writing

Frog Street Pre-K Curriculum Elements	Pre-K Classroom Assessment Scoring (CLASS)
<ul style="list-style-type: none"> • Intentionally using scribbles/writing to convey meaning is supported. • Independently using letters or symbols to make words or parts of words is supported. • Writing one’s own name (first name, or frequent nickname is supported. • Independently writing some letters on request is supported. • Using some appropriate writing conventions when writing or giving dictation is supported. • Provides comprehensive, integrated instruction in all domains. 	<p>Purposeful—Explains Importance of print</p> <p>Purposeful—Connects to or is embedded in real world applications</p>