

Frog Street Pre-K Correlation to the Maryland College and Career-Ready Standards for Pre-K 2020



Frog Street Pre-K Correlation to the Maryland College and Career-Ready Standards for Pre-K

Domain: *Language and Literacy*

Strand: *Reading Literature*

Standard: *Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific evidence when writing or speaking to support conclusions drawn from the text.*

Indicator for 4-year-olds

Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)

Key Ideas and Details

- **RL.1:** With modeling and prompting, answer questions about details in a text.

TG1: p. **11** (Outdoor); p. **17** (Read-Alouds #1, Day 4); p. **18** (Read-Alouds #2, Day 1); p. **21** (Literacy Small Group, Day 3); p. **70** (Read-Alouds #2, Day 1); p. **71** (Read-Alouds #2, Days 4 & 5); p. **96-97** (Read Alouds #2, Days 1 & 3);

TG2: p. **18-19** (Read-Alouds #2, Days 1-5); p. **42-43** (Read-Alouds #1, Days 1, 2 & 5); p. **44-45** (Read-Alouds #2, Days 1-4); p. **46** (Literacy Small Group, Day 1); p. **70-71** (Read-Alouds #2, Days 1-5); p. **94-95** (Read-Alouds #1, Days 1-5); p. **96-97** (Read-Alouds #2, Days 1-5);

TG3: p. **18-19** (Read-Alouds #2, Days 1- 5); p.**42-43** (Read Alouds #1 Days 1-5); p.**44-45** (Read Alouds #1 Days 1-5); p. **70-71** (Read-Alouds #2, Days 1-5); p. **94-95** (Read-Alouds #1, Days 1-5); p. **96-97** (Read Alouds #2, Day 1, & 3-5);

TG4: p. **11** (Library & Listening); p. **16-17** (Read-Alouds #1, Days 1-2 & 4-5); p.**42-43** (Read Alouds #1 Days 1-5); p.**44-45** (Read Alouds #2 Days 1-5); p.**68-69** (Read Alouds #1 Days 1-5); p.**70-71** (Read Alouds #2 Days 1-5); p. **95** (Read Alouds #1, Day 3); p. b (Read Alouds #2 Days 4 & 5);

TG5: p. **17** (Read-Alouds #1, Day 5); p. **18-19** (Read-Alouds #2, Days 1- 4); p. **42** (Read-Alouds #1 , Day 2); p. **45** (Read-Alouds #2 , Day 5); p. **68-69** (Read-Alouds #1, Days 1-5); p. **70-71** (Read-Alouds #2, Days 1-5); p. **94-95** (Read Alouds #1, Days 1-5);

TG6: p. **16-17** (Read-Alouds #1, Days 1-5); p. **18-19** (Read-Alouds #2, Days 1-5); p. **68-69** (Read-Alouds #1, Days 1-5); p. b (Read Alouds #2, Day 1-5);

TG7: p. **17** (Read-Alouds #1, Day 3); p. **19** (Read-Alouds #2, Days 3 & 5); p. **44-45** (Read-Alouds #2 , Days 1-5); p. **68-69** (Read-Alouds #1, Days 1-5); p. **73** (Literacy Small Groups, Day 3); p. **96-97** (Read Alouds #2, Days 1-5); p. **99** (Literacy Small Groups , Day 3);

TG8: p. **18-19** (Read-Alouds #2, Days 1-5); p. **44-45** (Read Alouds #2 Days 1-5); p. **70-71** (Read-Alouds #2, Days 1-5); p. **94** (Read-Alouds #1, Day 1); p. **96-97** (Read Alouds #2 Days 1-5);

TG9: p. **16-17** (Read-Alouds #1, Days 1-5); p. **18-19** (Read-Alouds #2, Days 1-5); p. **21** (Literacy Small Groups, Day 3); p. **44-45** (Read-Alouds #2, Days 1-5); p. **70-71** (Read-Alouds #2, Days 1-5); p. **94-95** (Read Alouds #1, Days 1-5); p. **96-97** (Read Alouds #2, Days 1-5)

Notes:

Refer to Strategy Card, “**Read Aloud**” for specific suggestions on how to address this indicator.

Frog Street Pre-K Correlation to the Maryland College and Career-Ready Standards for Pre-K

Strand: Reading Literature	
Standard: <i>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i>	
Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
Key Ideas and Details <ul style="list-style-type: none"> • R.L.2: With modeling and support, retell familiar stories/poems. 	<p>TG1: p. 97 (Read Alouds #2, Day 5);</p> <p>TG2: p. 18 (Read-Alouds #2, Day 2); p. 43 (Read-Alouds #1, Day 4); p. 71 (Read-Alouds #2, Day 4);</p> <p>TG3: p.45 (Read Alouds #1 Days 3 & 4); p. 71 (Read-Alouds #2, Day 3); p. 99 (Literacy Small Group, Day 3);</p> <p>TG4: p. 11 (Library & Listening); p. 17 (Read-Alouds #1, Day 4); p. 19 (Read-Alouds #2, Day 5); p. 41(Music & Movement); p. 43 (Read Alouds #1 Day 5); p.44 (Read Alouds #2 Day 2); p. 61 (Language & Literacy); p.69 (Read Alouds #1 Days 4 & 5); p.70-71 (Read Alouds #2 Days 2 & 4); p. 97 (Read Alouds #2 Day 4);</p> <p>TG5: p. 11 (Language & Literacy, Midweek Option); p. 45 (Read-Alouds #2, Day 5, Extension Activity); p. 68 (Read-Alouds # 1, Day 2);</p> <p>TG6: p. 69 (Read-Alouds #1, Day 5);</p> <p>TG7: p. 9 (Language & Literacy); p. 21 (Literacy Small Groups, Day 3); p. 22-23 (Math Small Groups, Days 1-4); p. 48-49 (Math Small Groups, Days 1-4); p. 69 (Read-Alouds #1, Day 3, Extension Activity); p. 74 (Math Small Groups, Day 1); p. 97 (Read Alouds #2, Day 3, Extension); p. 100-101 (Math Small Groups, Days 1, 3 & 4);</p> <p>TG8: p. 22-23 (Math Small Groups, Days 1-4); p. 36 (Language & Literacy, Midweek Option); p.43 (Read Alouds #1 Day 5);</p> <p>TG9: p. 70 (Read-Alouds #2, Day 2); p. 95 (Read Alouds #1, Day 3)</p>
Strand: Reading Literature	
Standard: <i>Analyze how and why individuals, events, and ideas develop and interact over the course of text.</i>	
Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
Key Ideas and Details <ul style="list-style-type: none"> • RL.3: With modeling and support, identify characters, settings and major events in a story. 	<p>TG1: p. 18 (Read-Alouds #2, Day 1); p. 70 (Read-Alouds #2, Day 1); p. 71 (Read-Alouds #2, Day 5); p. 97 (Read Alouds #2, Day 3);</p> <p>TG2: p. 18-19 (Read-Alouds #2, Days 1-5); p. 42-43 (Read-Alouds #1, Days 1, 4 & 5); p. 70 (Read-Alouds #2, Day 2); p. 94 (Read-Alouds #1, Day 1); p. 96-97 (Read-Alouds #2, Days 1, 3, 4 & 5);</p> <p>TG3: p. 18-19 (Read-Alouds #2, Days 2, 3 & 4); p.42-43 (Read Alouds #1 Days 1 & 5); p.44-45 (Read Alouds #1 Days 1-4); p. 70-71 (Read-Alouds #2, Days 1-4); p. 89 (Language & Literacy); p. 94-95 (Read-Alouds #1, Days 1, 4 & 5); p. 96-97 (Read Alouds #2, Days 1, 3 & 5);</p>

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	<p>TG4: p. 16-17 (Read-Alouds #1, Days 1- 2 & 4-5); p. 19 (Read-Alouds #2, Day 5); p. 21 (Literacy Small Group, Day 3); p.42-43 (Read Alouds #1 Days 1-5); p.44-45 (Read Alouds #2 Days 1-3); p. 60 (Writer’s Corner); p.68-69 (Read Alouds #1 Days 1-5); p.70-71 (Read Alouds #2 Days 1-5); p. 95 (Read Alouds #1, Day 3); p. 97 (Read Alouds #2 Days 4 & 5);</p> <p>TG5: p. 17 (Read-Alouds #1, Day 5); p. 18-19 (Read-Alouds #2, Days 1- 5); p. 42 (Read-Alouds #1 , Day 2); p. 45 (Read-Alouds #2 , Day 5); p. 68-69 (Read-Alouds # 1, Days 1-5); p. 70-71 (Read-Alouds #2, Days 1-5); p. 95 (Read Alouds #1, Day 3);</p> <p>TG6: p. 18-19 (Read-Alouds #2, Days 1-5); p. 68-69 (Read-Alouds #1, Days 1, 3 & 5); p. 96-97 (Read Alouds #2, Day 1-5);</p> <p>TG7: p. 17 (Read-Alouds #1, Day 3); p. 19 (Read-Alouds #2, Days 3 & 5); p. 22-23 (Math Small Groups, Days 1-4); p. 44-45 (Read-Alouds #2 , Days 1-5); p. 48-49 (Math Small Groups, Days 1-4); p. 73 (Literacy Small Groups, Day 3); p. 74 (Math Small Groups, Day 1); p. 96-97 (Read Alouds #2, Days 1-5); p. 100-101 (Math Small Groups, Days 1, 3 & 4);</p> <p>TG8: p. 18 (Read-Alouds #2, Day 1); p. 22-23 (Math Small Groups, Days 1-4); p.43 (Read Alouds #1 Day 5); p.44-45 (Read Alouds #2 Days 1-5); p. 70-71 (Read-Alouds #2, Days 1-5); p. 94 (Read-Alouds #1, Day 1); p. 96-97 (Read Alouds #2 Days 1-5);</p> <p>TG9: p. 16-17 (Read-Alouds #1, Days 1-5); p. 18-19 (Read-Alouds #2, Days 1-5); p. 44-45 (Read-Alouds #2, Days 1-5); p. 94-95 (Read Alouds #1, Days 1-5); p. 96-97 (Read Alouds #2, Days 1-5)</p>
Strand: Reading Literature	
Standard: <i>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</i>	
Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher’s Guide (TG)
<p>Craft and Structure</p> <ul style="list-style-type: none"> RL.4: With modeling and support, answer questions about unknown words in stories and poems. 	<p>TG1: p. 17 (Read-Alouds #1, Day 5); p. 68 (Read-Alouds #1, Day 1); p. 96-97 (Read Alouds #2, Days 1-3);</p> <p>TG2: p. 19 (Read-Alouds #2, Days 4); p. 42 (Read-Alouds #1, Day 1); p. 44-45 (Read-Alouds #2, Days 1 & 4); p. 70 (Read-Alouds #2, Day 1); p. 94-95 (Read-Alouds #1, Days 1 & 5);</p> <p>TG3: p. 18 (Read-Alouds #2, Day 1); p.42 (Read Alouds #1 Day 1); p.44 (Read Alouds #1 Day 1); p. 70 (Read-Alouds #2, Days 1 & 2); p. 94 (Read-Alouds #1, Day 1); p. 96-97 (Read Alouds #2, Days 1, 2 & 5);</p> <p>TG4: p. 16 (Read-Alouds #1, Day 1); p.42 (Read Alouds #1 Day 1); p.44-45 (Read Alouds #2 Days 1 & 4); p.68-69 (Read Alouds #1 Days 1 & 3); p.70 (Read Alouds #2 Day 1);</p> <p>TG5: p. 18-19 (Read-Alouds #2, Days 1 & 3); p. 68 (Read-Alouds # 1, Day 1); p. 70-71 (Read-Alouds #2, Days 1 & 4); p. 94 (Read Alouds #1, Day 1);</p> <p>TG6: p. 16-17 (Read-Alouds #1, Days 1 & 3-5); p. 18-19 (Read-Alouds #2, Days 1-4); p. 68 (Read-Alouds #1, Days 1-2); p. 96-97 (Read Alouds #2, Day 1 & 3);</p>

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	<p>TG7: p. 17 (Read-Alouds #1, Day 3); p. 19 (Read-Alouds #2, Day 3); p. 44-45 (Read-Alouds #2 , Days 1, 3 & 4); p. 68-69 (Read-Alouds #1, Days 1-3); p. 96-97 (Read Alouds #2, Days 2-4);</p> <p>TG8: p. 18-19 (Read-Alouds #2, Days 1 & 4); p.44 (Read Alouds #2 Day 1); p. 70-71 (Read-Alouds #2, Days 1-5); p. 94-95 (Read-Alouds #1, Days 1-5); p. 96-97 (Read Alouds #2 Days 1 & 3);</p> <p>TG9: p. 16-17 (Read-Alouds #1, Days 1, 3 & 5); p. 18-19 (Read-Alouds #2, Days 2, 4 & 5); p. 44-45 (Read-Alouds #2, Days 1 & 5); p. 70-71 (Read-Alouds #2, Days 1, 2 & 4); p. 94-95 (Read Alouds #1, Days 1 & 5); p. 96 (Read Alouds #2, Day 1)</p>
<p>Strand: Reading Literature</p>	
<p>Standard: <i>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</i></p>	
<p>Indicator for 4-year-olds</p>	<p>Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)</p>
<p>Craft and Structure</p> <ul style="list-style-type: none"> • RL.5: Gain exposure to common types of literary texts (e.g., storybooks, poems). 	<p>TG1: p. 18 (Read-Alouds #2, Day 1); p. 69 (Read-Alouds #1, Day 3); p. 96 (Read Alouds #2, Day 2);</p> <p>TG2: p. 42-43 (Read-Alouds #1, Days 1 & 5); p. 44 (Read-Alouds #2, Day 1); p. 68 (Read Alouds #1, Day 1); p. 71 (Read-Alouds #2, Day 5); p. 94 (Read-Alouds #1, Day 1);</p> <p>TG3: p. 16-17 (Read-Alouds #1, Days 2 & 3); p. 18 (Read-Alouds #2, Day 1); p.45 (Read Alouds #1 Day 3); p. 70-71 (Read-Alouds #2, Days 1, 3 & 4); p. 89 (Language & Literacy & Outdoor Activities); p. 94-95 (Read-Alouds #1, Days 1 & 5); p. 97 (Read Alouds #2, Days 4 & 5);</p> <p>TG4: p. 11 (Library & Listening); p. 16-17 (Read-Alouds #1, Days 1 & 4); p. 35(Pretend & Learn); p.42-43 (Read Alouds #1 Days 1, 2 & 5); p.44 (Read Alouds #2 Days 1& 2); p. 46 (Literacy Small Group, Day 1); p. 60 (Writer's Corner); p. 61 (Language & Literacy); p.68-69 (Read Alouds #1 Days 1-5); p.70-71 (Read Alouds #2 Days 1-5); p. 95 (Read Alouds #1, Day 3); p. 97 (Read Alouds #2 Days 4 & 5);</p> <p>TG5: p. 16-17 (Read-Alouds #1, Days 1 & 5); p. 18-19 (Read-Alouds #2, Days 1- 5); p. 42 (Read-Alouds #1 , Days 1 & 2); p. 45 (Read-Alouds #2 , Day 5); p. 68-69 (Read-Alouds #1, Days 1-5); p. 70-71 (Read-Alouds #2, Days 1-5); p. 94-95 (Read Alouds #1, Days 1-5);</p> <p>TG6: p. 16-17 (Read-Alouds #1, Days 1 & 3); p. 18-19 (Read-Alouds #2, Days 1 & 5); p. 42-43 (Read-Alouds #1 , Days 1 & 5); p. 68-69 (Read-Alouds #1, Days 1-5); p. 95 (Read Alouds #1 Day 5); p. 96-97 (Read Alouds #2, Day 1-2 & 5);</p> <p>TG7: p. 17 (Read-Alouds #1, Day 3); p. 18-19 (Read-Alouds #2, Days 1-5); p. 44-45 (Read-Alouds #2 , Days 1-5); p. 68-69 (Read-Alouds #1, Days 1 & 3); p. 96-97 (Read Alouds #2, Days 1, 3 & 4);</p> <p>TG8: p. 18-19 (Read-Alouds #2, Days 1-3); p.43 (Read Alouds #1 Day 4 & 5); p.44-45 (Read Alouds #2 Days 1 & 4); p. 69 (Read-Alouds #1, Day 5); p. 70-71 (Read-Alouds #2, Days 1 & 3-5); p. 94-95 (Read-Alouds #1, Days 1-5); p. 96-97 (Read Alouds #2 Days 1 & 5);</p>

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	<p>TG9: p. 16-17 (Read-Alouds #1, Days 1-5); p. 18 (Read-Alouds #2, Day 1); p. 42 (Read-Alouds # 1, Day 1); p. 44-45 (Read-Alouds #2, Days 1-5); p. 68-69 (Read-Alouds #1, Days 1-5); p. 70-71 (Read-Alouds #2, Days 1-5); p. 94-95 (Read Alouds #1, Days 1-5); p. 96-97 (Read Alouds #2, Days 1-5);</p>
Strand: Reading Literature	
Standard: <i>Assess how point of view or purpose shapes the content and style of a text.</i>	
Indicator for 4-year-olds	Citations or examples and corresponding page numbers from Teacher's Guide (TG)
<p>Craft and Structure</p> <ul style="list-style-type: none"> RL.6: With modeling and support, identify the role of author and illustrator. 	<p>TG1: p. 16 (Read-Alouds #1, Day 1); p. 18 (Read-Alouds #2, Day 1); p. 97 (Read Alouds #2, Day 3);</p> <p>TG2: p. 18 (Read-Alouds #2, Day 1); p. 71 (Read-Alouds #2, Day 5); p. 94 (Read-Alouds #1, Day 1); p. 96 (Read-Alouds #2, Day 1);</p> <p>TG3: p. 18 (Read-Alouds #2, Day 1); p.42-43 (Read Alouds #1 Days 1, 4 & 5); p. 96 (Read Alouds #2, Day 1);</p> <p>TG4: p. 16 (Read-Alouds #1, Day 1); p.44 (Read Alouds #2 Day 2);</p> <p>TG5: p. 68-69 (Read-Alouds # 1, Days 1 & 3); p. 70-71 (Read-Alouds #2, Days 1 & 5); p. 94-95 (Read Alouds #1, Days 1-5);</p> <p>TG6: p. 19 (Read-Alouds #2, Day 5);</p> <p>TG8: p. 18 (Read-Alouds #2, Day 1); p. 70-71 (Read-Alouds #2, Days 1 & 5); p. 96 (Read Alouds #2 Day 2);</p> <p>TG9: p. 45 (Read-Alouds #2, Day 3)</p>
Strand: Reading Literature	
Standard: <i>Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</i>	
Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
<p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> RL.7: With modeling and support, tell how the illustrations support the story. 	<p>TG1: p. 70 (Read-Alouds #2, Day 1);</p> <p>TG2: p. 18-19 (Read-Alouds #2, Days 2 & 5); p. 43 (Read-Alouds #1, Day 4); p. 70-71 (Read-Alouds #2, Days 1 & 5); p. 95 (Read-Alouds #1, Day 4); p. 96 (Read-Alouds #2, Day 1);</p> <p>TG3: p. 19 (Read-Alouds #2, Day 4); p.42-43 (Read Alouds #1 Days 1, 2 & 5); p. 70-71 (Read-Alouds #2, Days 1-3); p. 94 (Read-Alouds #1, Day 2); p. 96 (Read Alouds #2, Day 1);</p> <p>TG4: p. 16 (Read-Alouds #1, Day 2); p.42 (Read Alouds #1 Day 1); p.44-45 (Read Alouds #2 Days 1-3); p.68 (Read Alouds #1 Day 2);</p> <p>TG5: p. 17 (Read-Alouds #1, Day 5); p. 18-19 (Read-Alouds #2, Days 1- 4); p. 45 (Read-Alouds #2 , Day 5); p. 70-71 (Read-Alouds #2, Days 1-5); p. 94-95 (Read Alouds #1, Days 2 & 5);</p>

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	<p>TG6: p. 16 (Read-Alouds #1, Day 1); p. 18-19 (Read-Alouds #2, Days 1-2 & 5); p. 68-69 (Read-Alouds #1, Days 1-5); p. 96-97 (Read Alouds #2, Day 1-5); p. 99 (Literacy Small Groups, Day 4);</p> <p>TG7: p. 19 (Read-Alouds #2, Day 3); p. 45 (Read-Alouds #2, Day 3); p. 68-69 (Read-Alouds #1, Days 1-5); p. 96-97 (Read Alouds #2, Days 1-5);</p> <p>TG8: p.44-45 (Read Alouds #2 Days 1-5); p. 70-71 (Read-Alouds #2, Days 1-5); p. 94 (Read-Alouds #1, Day 1); p. 96-97 (Read Alouds #2 Days 1, # & 5)</p> <p>TG9: p. 16 (Read-Alouds #1, Day 1); p. 19 (Read-Alouds #2, Day 5); p. 44-45 (Read-Alouds #2, Days 1-5); p. 95 (Read Alouds #1, Day 4); p. 96-97 (Read Alouds #2, Days 1 2 & 5)</p> <p>Notes: Refer to Strategy Card, “Read Aloud” under the Before Reading section in the third bullet for specific suggestions on how to address this indicator</p>
Strand: Reading Literature	
Standard: <i>Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</i>	
Indicator for 4-year-olds	Citations or examples and corresponding page numbers from Teacher’s Guide (TG)
<p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> RL.9: With modeling and support, compare adventures and experiences of characters in familiar stories. 	<p>TG1: p. 17 (Read-Alouds #1, Day 5); p. 71 (Read-Alouds #2, Day 5);</p> <p>TG2: p. 19 (Read-Alouds #2, Day 3); p. 43 (Read-Alouds #1, Day 5); p. 44-45 (Read-Alouds #2, Days 1-5); p. 94-95 (Read-Alouds #1, Days 1, 2 & 5); p. 96-97 (Read-Alouds #2, Days 1-5);</p> <p>TG3: p. 19 (Read-Alouds #2, Day 4); p.42-43 (Read Alouds #1 Days 1-5); p.44-45 (Read Alouds #1 Days 1, 3 & 4); p. 70-71 (Read-Alouds #2, Days 1, 2 & 4); p. 95 (Read-Alouds #1, Day 5);</p> <p>TG4: p. 16-17 (Read-Alouds #1, Days 2 & 4); p.42-43 (Read Alouds #1 Days 1-5); p.44-45 (Read Alouds #2 Days 1-5); p.68-69 (Read Alouds #1 Days 1-5); p.70-71 (Read Alouds #2 Days 1-5); p. 95 (Read Alouds #1, Day 3); p. 97 (Read Alouds #2 Days 4 & 5);</p> <p>TG5: p. 15 (Music & Movement); p. 68-69 (Read-Alouds # 1, Days 1-3, & 5); p. 70-71 (Read-Alouds #2, Days 2 & 5);</p> <p>TG6: p. 19 (Read-Alouds #2, Day 5); p. 68 (Read-Alouds #1, Day 2); p. 96 (Read Alouds #2, Day 2, Extension Activity);</p> <p>TG7: p. 19 (Read-Alouds #2, Days 3 & 5); p. 45 (Read-Alouds #2, Day 3); p. 97 (Read Alouds #2, Day 3, Extension);</p> <p>TG8: p.43 (Read Alouds #1 Day 5); p. 70-71 (Read-Alouds #2, Days 1-5); p. 96-97 (Read Alouds #2 Days 1-5);</p>

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	TG9: p. 16-17 (Read-Alouds #1, Days 1-5); p. 18-19 (Read-Alouds #2, Days 1-5); p. 45 (Read-Alouds #2, Days 3); p. 94-95 (Read Alouds #1, Days 1-5); p. 96-97 (Read Alouds #2, Days 1 & 5)
Strand: Reading Literature	
Standard: <i>Read and comprehend complex literary and informational texts independently and proficiently.</i>	
Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
Range of Reading and Level of Text Complexity <ul style="list-style-type: none"> RL.10: Actively engage in group reading activities with purpose and understanding. 	TG2: p. 46 (Literacy Small Group, Day 1); p. 89 (Language & Literacy); TG3: p. 46 (Literacy Small Group, Day 1); p. 89 (Language & Literacy & Outdoor Activities); TG4: p. 11 (Library & Listening); p. 14 (Morning Message, Step 3); p. 35 (Pretend & Learn); p. 61 (Language & Literacy); TG6: p. 99 (Literacy Small Groups, Day 4); TG7: p. 73 (Literacy Small Groups, Day 3); p. 99 (Literacy Small Groups, Day 3); TG9: p. 21 (Literacy Small Groups, Days 3 & 4); 99 (Literacy Small Groups, Day 5); Notes: This indicator is addressed daily during the Read-Alouds #1 & 2 routine (See pages 16-19; 42-45; 68-71; 94-97 of each Teacher Guide.)
Domain: Language and Literacy	
Strand: Reading Informational Text	
Standard: <i>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</i>	
Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
Key Ideas and Details <ul style="list-style-type: none"> RI.1: With modeling and support, answer questions about details in an informational text. 	TG1: p. 42 (Read-Alouds #1, Day 1); p. 43 (Read-Alouds #1, Day 5); p. 68 (Read-Alouds #1, Day 1); p. 94 (Read Alouds #1, Day 1); TG2: p. 16 (Read-Alouds #1, Day 1); p. 68-69 (Read Alouds #1, Days 1-5); p. 72 (Literacy Small Group, Day 1); p. 72 (Literacy Small Group, Day 2); TG3: p. 16-17 (Read-Alouds #1, Days 1, 2 & 4); p. 68-69 (Read Alouds #1, Days 1-5); TG4: p. 11 (Library & Listening); p. 18-19 (Read-Alouds #2, Days 1-4); p. 94-95 (Read Alouds #1, Days 1-3 & 5); p. 96-97 (Read Alouds #2 Days 1-3);

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	<p>TG5: p. 16-17 (Read-Alouds #1, Days 1-4); p. 18 (Read-Alouds #2, Day 2); p. 42-43 (Read-Alouds #1 , Days 1-5); p. 44-45 (Read-Alouds #2, Days 1-4); p. 47 (Literacy Small Groups, Day 3); p. 96-97 (Read Alouds #2 Days 1-4);</p> <p>TG6: p. 42-43 (Read-Alouds #1, Days 1-5); p. 44-45 (Read-Alouds #2, Days 1-5); p. 70-71 (Read-Alouds #2, Days 1-5); p. 94-95 (Read Alouds #1 Days 1-5);</p> <p>TG7: p. 16-17 (Read-Alouds #1, Days 1-2 & 4-5); p. 18-19 (Read-Alouds #2, Days 1-2 & 4); p. 42-43 (Read-Alouds #1 , Days 1-5); p. 68-69 (Read-Alouds #1, Days 1-5); p. 70-71 (Read-Alouds #2, Days 1-5); p. 94-95 (Read Alouds #1, Days 1-5);</p> <p>TG8: p. 16-17 (Read-Alouds #1, Days 1-5); p. 18-19 (Read-Alouds #2, Days 1-5); p. 42-43 (Read Alouds #1 Days 1-5); p. 46-47 (Literacy Small Groups, Days 1, 3 & 4); p. 68-69 (Read-Alouds #1, Days 1-5);</p> <p>TG9: p. 42-43 (Read-Alouds # 1, Days 1-5); p. 46 (Literacy Small Groups, Day 1); p. 68-69 (Read-Alouds #1, Days 1-5); p. 72 (Literacy Small Groups, Day 1)</p>
Strand: Reading Informational Text	
Standard: <i>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i>	
Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
<p>Key Ideas and Details</p> <ul style="list-style-type: none"> RI.2: With modeling and support, recall one or more detail(s) related to the main topic from an informational text. 	<p>TG1: p. 43 (Read-Alouds #1, Day 5); p. 44 (Read-Alouds #2, Days 1 & 2); p. 45 (Read-Alouds #2, Days 3 & 5); p. 68 (Read-Alouds #1, Day 1); p. 71 (Read-Alouds #2, Days 4 & 5); p. 94 (Read Alouds #1, Day 1); p. 96 (Read Alouds #2, Day 1);</p> <p>TG2: p. 16 (Read-Alouds #1, Days 1 & 2); p. 21 (Literacy Small Groups, Day 3); p. 68-69 (Read Alouds #1, Days 1-3); p. 72 (Literacy Small Group, Day 1);</p> <p>TG3: p. 16-17 (Read-Alouds #1, Days 1, 2 & 4); p. 68-69 (Read Alouds #1, Days 1-5);</p> <p>TG4: p. 18-19 (Read-Alouds #2, Days 1-4); p. 94 (Read Alouds #1, Day 1); p. 96 (Read Alouds #2 Days 1-2);</p> <p>TG5: p. 16-17 (Read-Alouds #1, Days 1-4); p. 18 (Read-Alouds #2, Day 2); p. 42-43 (Read-Alouds #1 , Days 1-5); p. 44-45 (Read-Alouds #2, Days 1-4); p. 96-97 (Read Alouds #2 Days 1-4);</p> <p>TG6: p. 42-43 (Read-Alouds #1, Days 1-5); p. 44-45 (Read-Alouds #2, Days 1-5); p. 70-71 (Read-Alouds #2, Days 1-5); p. 94-95 (Read Alouds #2 Days 1-5);</p> <p>TG7: p. 16-17 (Read-Alouds #1, Days 1-2 & 4-5); p. 18-19 (Read-Alouds #2, Days 1-2 & 4); p. 42-43 (Read-Alouds #1 , Days 1-5); p. 68-69 (Read-Alouds #1, Days 1-5); p. 70-71 (Read-Alouds #2, Days 1-5); p. 94-95 (Read Alouds #1, Days 1-5); p. 97 (Read Alouds #2, Day 5);</p> <p>TG8: p. 16-17 (Read-Alouds #1, Days 1-5); p. 18-19 (Read-Alouds #2, Days 1-5); p. 20 (Literacy Small Groups, Day 1); p. 42-43 (Read Alouds #1 Days 1-5); p. 68-69 (Read-Alouds #1, Days 1-5);</p>

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	<p>TG9: p. 42-43 (Read-Alouds # 1, Days 1-5); p. 68-69 (Read-Alouds #1, Days 1-5); p. 72 (Literacy Small Groups, Day 1)</p>
<p>Strand: Reading Informational Text</p>	
<p>Standard: <i>Analyze how and why individuals, events, and ideas develop and interact over the course of text.</i></p>	
<p>Indicator for 4-year-olds</p>	<p>Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)</p>
<p>Key Ideas and Details</p> <ul style="list-style-type: none"> RI.3: With modeling and support, connect individuals, events, and pieces of information in text to life experiences. 	<p>TG1: p. 16 (Read-Alouds #1, Day 2); p. 18 (Read-Alouds #2, Day 2); p. 20 (Literacy Small Group, Day 1); p. 42 (Read-Alouds #1, Day 1); p. 43 (Read-Alouds #1, Day 3); p. 44 (Read-Alouds #2, Day 1); p. 68 (Read-Alouds #1, Days 1 & 2); p. 69 (Read-Alouds #1, Days 3 & 5); p. 70 (Read-Alouds #2, Day 1); p. 72 (Literacy Small Groups, Day 1); p. 94-95 (Read Alouds #1, Days 1, 3 & 5); p. 98 (Literacy Small Group, Day 1);</p> <p>TG2: p. 16-17 (Read-Alouds #1, Days 1-5); p. 21 (Literacy Small Groups, Day 3); p. 60 (Writer's Corner); p. 68-69 (Read Alouds #1, Days 1, 2 & 3); p. 72 (Literacy Small Group, Day 2);</p> <p>TG3: p. 16-17 (Read-Alouds #1, Days 1, 2 & 3); p. 18-19 (Read-Alouds #2, Days 1-3); p. 42-43 (Read Alouds #1 Days 1, 3-5); p. 45 (Read Alouds #1 Days 3 & 5); p. 63 (Science); p. 68-69 (Read Alouds #1, Days 1 & 3); p. 71 (Read-Alouds #2, Days 3-5); p. 94-95 (Read-Alouds #1, Days 1 & 5); p. 96-97 (Read Alouds #2, Days 2-4);</p> <p>TG4: p. 16-17 (Read-Alouds #1, Days 1, 3 & 4); p. 19 (Read-Alouds #2, Day 4); p. 42-43 (Read Alouds #1 Days 1, 3 & 4); p. 44-45 (Read Alouds #2 Days 1, 4 & 5); p. 68-69 (Read Alouds #1 Days 1 & 3); p. 71 (Read Alouds #2 Days 3 & 5); p. 94-95 (Read Alouds #1, Days 1, 3 & 5); p. 96 (Read Alouds #2 Days 1 & 3);</p> <p>TG5: p. 16-17 (Read-Alouds #1, Days 1 & 3); p. 42-43 (Read-Alouds #1 , Days 1, 3 & 4); p. 44-45 (Read-Alouds #2, Days 2, 4 & 5); p. 46 (Literacy Small Groups, Day 1); p. 47 (Literacy Small Groups, Day 3); p. 95 (Read Alouds #1, Day 3); p. 96-97 (Read Alou ds #2 Days 1-4);</p> <p>TG6: p. 17 (Read-Alouds #1, Day 3); p. 18-19 (Read-Alouds #2, Days 1-3 & 5); p. 42-43 (Read-Alouds #1 , Days 1 & 3-5); p. 45 (Read-Alouds #2 , Day 4); p. 68-69 (Read-Alouds #1, Days 1 & 3-5); p. 94-95 (Read Alouds #1 Days 1 & 3-5); p. 96-97 (Read Alouds #2, Day 1-4);</p> <p>TG7: p. 19 (Read-Alouds #2, Day 5); p. 42 (Read-Alouds #1 , Day 1); p. 45 (Read-Alouds #2 , Day 3); p. 68 (Read-Alouds #1, Day 1); p. 70 (Read-Alouds #2, Day 1); p. 73 (Literacy Small Groups, Day 3); p. 94 (Read Alouds #1, Day 1); p. 96 (Read Alouds #2, Days 1);</p> <p>TG8: p. 16-17 (Read-Alouds #1, Days 1 & 4); p. 43 (Read Alouds #1 Day 3, "Short Naps"); p. 44 (Read Alouds #2 Days 1 & 2); p. 68 (Read-Alouds #1, Day 1); p. 71 (Read-Alouds #2, Day 4); p. 94 (Read-Alouds #1, Day 1); p. 97 (Read Alouds #2 Days 3 & 5);</p> <p>TG9: p. 16-17 (Read-Alouds #1, Days 1 & 4); p. 18-19 (Read-Alouds #2, Day 1 & 3); p. 20 (Literacy Small Groups, Day 1); p. 42-43 (Read-Alouds # 1, Days 1-5); p. 68-69 (Read-Alouds #1, Days 1-5); p. 70-71 (Read-Alouds #2, Days 1 & 3); p. 72-73 (Literacy Small Groups, Days 1 & 3); p. 94-95 (Read Alouds #1, Days 1 & 4); 98 (Literacy Small Groups, Day 1)</p>

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	<p>Notes:</p> <p>Refer to Strategy Card, “Read Aloud” under the <i>After Reading</i> section in the second bullet for specific suggestions on how to address this indicator.</p>
<p>Strand: Reading Informational Text</p>	
<p>Standard: <i>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</i></p>	
<p>Indicator for 4-year-olds</p>	<p>Citations or examples and corresponding page numbers from the corresponding Theme/Teacher’s Guide (TG)</p>
<p>Craft and Structure</p> <ul style="list-style-type: none"> • RI.4: With modeling and support, answer questions about unknown words in a text. 	<p>TG1: p. 42 (Read-Alouds #1, Day 1); p. 69 (Read-Alouds #1, Day 4); p. 94 (Read Alouds #1, Day 1); p. 96 (Read Alouds #2, Day 1);</p> <p>TG2: p. 16 (Read-Alouds #1, Days 1-2); p. 72 (Literacy Small Group, Day 1);</p> <p>TG3: p. 68-69 (Read Alouds #1, Days 1 & 5);</p> <p>TG4: p. 18-19 (Read-Alouds #2, Days 1-4); p. 94 (Read Alouds #1, Days 1-2); p. 96 (Read Alouds #2 Days 1 & 2);</p> <p>TG5: p. 16-17 (Read-Alouds #1, Days 1, 2 & 4); p. 42-43 (Read-Alouds #1, Days 1-5); p. 44 (Read-Alouds #2, Day 1); p. 96-97 (Read Alouds #2 Days 1 & 3);</p> <p>TG6: p. 42-43 (Read-Alouds #1, Days 1-4); p. 44-45 (Read-Alouds #2, Days 1, 3 & 5); p. 70-71 (Read-Alouds #2, Days 1-5); p. 94-95 (Read Alouds #1 Days1-5);</p> <p>TG7: p. 16-17 (Read-Alouds #1, Days 1-2 & 4-5); p. 18 (Read-Alouds #2, Day 1); p. 20 (Literacy Small Groups, Day 1); p. 42-43 (Read-Alouds #1 , Days 1 & 5); p. 70-71 (Read-Alouds #2, Days 1-5); p. 95 (Read Alouds #1, Day 4);</p> <p>TG8: p. 16-17 (Read-Alouds #1, Days 1, 3 & 5); p. 18-19 (Read-Alouds #2, Days 1-3); p. 20-21 (Literacy Small Groups, Days 1, 3 & 4); p.42 (Read Alouds #1 Day 1); p.46-47 (Literacy Small Groups, Days 1, 3 & 4); p. 68 (Read-Alouds #1, Day 1);</p> <p>TG9: p. 42-43 (Read-Alouds # 1, Days 1 & 4); p. 46 (Literacy Small Groups, Day 1); p. 68-69 (Read-Alouds #1, Days 1, 2 & 5); p. 72 (Literacy Small Groups, Day 1)</p> <p>Notes:</p> <p>Refer to Strategy Card, “Read Aloud” under the <i>Before Reading</i> section in the fifth bullet for specific suggestions on how to address this indicator</p>

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Strand: Reading Informational Text	
Standard: <i>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</i>	
Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
<p>Craft and Structure</p> <ul style="list-style-type: none"> RI.5: With modeling and support identify the front cover, and back cover of a book. 	<p>TG1: p. 44 (Read-Alouds #2, Day 1); p. 47 (Literacy Small Group, Day 4); p. 96 (Read Alouds #1, Day 5);</p> <p>TG2: p. 16 (Read-Alouds #1, Day 1); p. 68-69 (Read Alouds #1, Days 1-3); p. 89 (Language & Literacy);</p> <p>TG3: p. 16 (Read-Alouds #1, Day 1); p. 68 (Read Alouds #1, Day 1); p. 89 (Language & Literacy);</p> <p>TG4: p. 18 (Read-Alouds #2, Day 1); p.42 (Read Alouds #1 Day 1); p.44 (Read Alouds #2 Days 1 & 2); p.69 (Read Alouds #1 Day 4); p. 94 (Read Alouds #1, Day 1); p. 96 (Read Alouds #2 Days 1 & 2);</p> <p>TG5: p. 42-43 (Read-Alouds #1, Days 1-5); p. 96 (Read Alouds #2 Day 1);</p> <p>TG6: p. 21 (Literacy Small Groups, Day 4); p. 94 (Read Alouds #1 Day 1); p. 99 (Literacy Small Groups, Day 4);</p> <p>TG7: p. 16-17 (Read-Alouds #1, Days 1-2 & 4-5); p. 18-19 (Read-Alouds #2, Days 1-2 & 4); p. 42-43 (Read-Alouds #1 , Days 1-4); p. 70 (Read-Alouds #2, Day 1); p. 94 (Read Alouds #1, Day 1);</p> <p>TG8: p.42 (Read Alouds #1 Day 1); p.47 (Literacy Small Groups, Day 4);</p> <p>TG9: p. 21 (Literacy Small Groups, Day 4); p. 46 (Literacy Small Groups, Day 1); p. 72 (Literacy Small Groups, Day 1)</p> <p>Notes:</p> <p>Refer to Strategy Card, “Read Aloud” under the Before Reading section in the first bullet for specific suggestions on how to address this indicator.</p>
Strand: Reading Informational Text	
Standard: <i>Assess how point of view or purpose shapes the content and style of a text.</i>	
Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
<p>Craft and Structure</p> <ul style="list-style-type: none"> RI.6: With modeling and support define the role of the author and illustrator/ photographer in presenting the ideas or information in a text. 	<p>TG1: p. 43 (Read-Alouds #1, Day 5); p. 96 (Read Alouds #2, Day 1);</p> <p>TG2: p. 68-69 (Read Alouds #1, Days 1-3);</p> <p>TG4: p.42-43 (Read Alouds #1 Days 1-5); p.44-45 (Read Alouds #2 Days 2 & 3); p. 94 (Read Alouds #1, Day 1);</p> <p>TG5: p. 96-97 (Read Alouds #2 Days 1-4);</p>

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	<p>TG6: p. 94-95 (Read Alouds #1 Days 1-3);</p> <p>TG7: p. 45 (Read-Alouds #2, Day 3);</p> <p>T G8: p. 18 (Read-Alouds #2, Day 1);</p> <p>TG9: p. 72 (Literacy Small Groups, Day 1);</p> <p>Notes: Refer to Strategy Card, “Read Aloud” under the Before Reading section in the second bullet for specific suggestions on how to address this indicator.</p>
<p>Strand: Reading Informational Text</p>	
<p>Standard: <i>Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</i></p>	
<p>Indicator for 4-year-olds</p>	<p>Citations or examples and corresponding page numbers from the corresponding Theme/Teacher’s Guide (TG)</p>
<p>Integration of Knowledge and Details</p> <ul style="list-style-type: none"> • RI.7: With modeling and support, tell how the illustrations/photographs support the text. 	<p>TG1: p. 42 (Read-Alouds #1, Day 2); p. 43 (Read-Alouds #1, Day 5); p. 70 (Read-Alouds #2, Day 1); p. 96 (Read Alouds #1, Day 3);</p> <p>TG3: p. 16-17 (Read-Alouds #1, Days 1-5); p. 68-69 (Read Alouds #1, Days 1-5);</p> <p>TG4: p. 18-19 (Read-Alouds #2, Days 1-4); p.44-45 (Read Alouds #2 Days 2 & 3); p. 96 (Read Alouds #2 Days 1 & 2);</p> <p>TG5: p. 16-17 (Read-Alouds #1, Days 1-4); p. 42-43 (Read-Alouds #1, Days 1-5); p. 44-45 (Read-Alouds #2, Days 1-4); p. 96-97 (Read Alouds #2 Days 1-4);</p> <p>TG6: p. 42-43 (Read-Alouds #1 , Days 1-4); p. 44-45 (Read-Alouds #2 , Days 1-5); p. 70-71 (Read-Alouds #2, Days 1-5); p. 94-95 (Read Alouds #1 Days 1-5); p. 99 (Literacy Small Groups, Day 4);</p> <p>TG7: p. 16-17 (Read-Alouds #1, Days 1-2 & 4-5); p. 18-19 (Read-Alouds #2, Days 1-2 & 4); p. 20 (Literacy Small Groups, Day 1); p. 42-43 (Read-Alouds #1 , Days 1-5); p. 70-71 (Read-Alouds #2, Days 1-5); p. 94-95 (Read Alouds #1, Days 1 & 3); p. 97 (Read Alouds #2, Day 5);</p> <p>TG8: p. 16-17 (Read-Alouds #1, Days 1-5); p. 18-19 (Read-Alouds #2, Days 1-5); p.42-43 (Read Alouds #1 Days 1-5); p.46-47 (Literacy Small Groups, Days 1, 3 & 4);</p> <p>TG9: p. 42-43 (Read-Alouds # 1, Days 1-5); p. 46 (Literacy Small Groups, Day 1); p. 68-69 (Read-Alouds #1, Days 1-5); p. 72 (Literacy Small Groups, Day 1);</p> <p>Notes:</p> <p>Refer to Strategy Card, “Read Aloud” under the Before Reading section in the third bullet for specific suggestions on how to address this indicator.</p>

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Strand: Reading Informational Text	
Standard: <i>Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</i>	
Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
Integration of Knowledge and Details <ul style="list-style-type: none"> • RI.8: With modeling and support identify the reasons an author gives to support points in a text. 	TG1: p. 94 (Read Alouds #1, Day 1); TG3: p. 17 (Read-Alouds #1, Day 3); p. 43 (Read Alouds #1 Day 4); TG4: p. 16-17 (Read-Alouds #1, Days 2 & 5); p. 18-19 (Read-Alouds #2, Days 1-4); TG5: p. 16-17 (Read-Alouds #1, Days 1 & 4); p. 42-43 (Read-Alouds #1, Days 1-5); TG6: p. 94 (Read Alouds #1 Days 1-2); TG7: p. 42 (Read-Alouds #1, Day 1)
Strand: Reading Informational Text	
Standard: <i>Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</i>	
Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
Integration of Knowledge and Details <ul style="list-style-type: none"> • RI.9: With prompting and support, discuss similarities and differences between two texts on the same topic (i.e. in illustrations or descriptions). 	TG2: p. 68 (Read Alouds #1, Day 2); TG3: p. 70 (Read-Alouds #2, Day 2); p. 89 (Language & Literacy); TG4: p. 17 (Read-Alouds #1, Day 5); p. 44 (Read Alouds #2 Day 2); p. 60 (Writer's Corner); p. 70-71 (Read Alouds #2 Days 1-5); p. 97 (Read Alouds #2 Days 4 & 5); TG5: p. 18 (Read-Alouds #2, Day 2); p. 42 (Read-Alouds #1, Day 2, Extension Activity); p. 71 (Read-Alouds #2, Day 5); TG7: p. 18 (Read-Alouds #2, Day 2)
Strand: Reading Informational Text	
Standard: <i>Read and comprehend complex literary and informational texts independently and proficiently.</i>	
Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)

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<p>Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> RI.10: Actively engage in group reading activities with purpose and understanding. 	<p>TG1: p. 42 (Read-Alouds #1, Day 1); p. 43 (Read-Alouds #1, Day 2); p. 44 (Read-Alouds #2, Days 1 & 2); p. 68 (Read-Alouds #1, Day 1); p. 70 (Read-Alouds #2, Day 1); p. 73 (Literacy Small Groups, Days 3 & 4); p. 95-96 (Read Alouds #1, Days 1-5);</p> <p>TG2: p. 16-17 (Read-Alouds #1, Days 1-5); p. 68-69 (Read Alouds #1, Days 1-5); p. 72 (Literacy Small Group, Day 2); p. 89 (Language & Literacy);</p> <p>TG3: p. 16-17 (Read-Alouds #1, Days 1-5); p. 68-69 (Read Alouds #1, Days 1-5); p. 89 (Language & Literacy);</p> <p>TG4: p. 11 (Library & Listening); p. 14 (Morning Message, Step 3); p. 18-19 (Read-Alouds #2, Days 1-4); p. 94-95 (Read Alouds #1, Days 1-3 & 5); p. 96-97 (Read Alouds #2 Days 1-3);</p> <p>TG5: p. 16-17 (Read-Alouds #1, Days 1-4); p. 42-43 (Read-Alouds #1 , Days 1-5); p. 44-45 (Read-Alouds #2, Days 1-4); p. 47 (Literacy Small Groups, Days 3 & 4); p. 50 (STEAM, Day 1); p. 96-97 (Read Alouds #2 Days 1-4);</p> <p>TG6: p. 42-43 (Read-Alouds #1 , Days 1-5); p. 44-45 (Read-Alouds #2 , Days 1-5); p. 47 (Literacy Small Groups, Day 3); p. 70-71 (Read-Alouds #2, Days 1-5); p. 94-95 (Read Alouds #1 Days 1-5);</p> <p>TG7: p. 16-17 (Read-Alouds #1, Days 1-2 & 4-5); p. 18-19 (Read-Alouds #2, Days 1-2 & 4); p. 42-43 (Read-Alouds #1 , Days 1-5); p. 47 (Literacy Small Groups , Days 3-4); p. 70-71 (Read-Alouds #2, Days 1-5); p. 94-95 (Read Alouds #1, Days 1-5);</p> <p>TG8: p. 16-17 (Read-Alouds #1, Days 1-5); p. 18-19 (Read-Alouds #2, Days 1-5); p. 20-21 (Literacy Small Groups, Days 1, 3 & 4); p.42-43 (Read Alouds #1 Days 1-5); p.46-47 (Literacy Small Groups, Days 1, 3 & 4); p. 68-69 (Read-Alouds #1, Days 1-5);</p> <p>TG9: p. 42-43 (Read-Alouds # 1, Days 1-5); p. 46-47 (Literacy Small Groups, Days 1 & 3-4); p. 68-69 (Read-Alouds #1, Days 1-5); p. 72-73 (Literacy Small Groups, Days 1, 3-5);</p> <p>Notes:</p> <p>This indicator is addressed daily during Step 2 (Write the Sentence) of the Morning Message Routine (See pages 14, 40, 66 and 92 of each Teacher Guide). This occurs at the end of the activity as children “read: the sentence together. The only exception is on Week 1 of Theme 1.</p>
Domain: <i>Language and Literacy</i>	
Strand: <i>Reading Foundational Skills</i>	
Standard: <i>Demonstrate understanding of the organization and basic features of print.</i>	
Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher’s Guide (TG)

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<p>Print Concepts</p> <ul style="list-style-type: none"> RF.1a: Demonstrate an awareness that words are read from left to right, top to bottom and page by page. 	<p>TG1: p. 9 (ABC); p. 47 (Literacy Small Group, Day 3); p. 73 (Literacy Small Groups, Day 3);</p> <p>TG2: p. 60 (Writer's Corner); p. 89 (Language & Literacy);</p> <p>TG4: p. 21 (Literacy Small Group, Days 3 & 4);</p> <p>TG5: p. 47 (Literacy Small Groups, Day 3 & 4); p. 73 (Literacy Small Group, Days 3 & 4); p. 99 (Literacy Small Group, Day 3);</p> <p>TG6: p. 14 (Morning Message, Step 3); p. 21 (Literacy Small Groups, Days 4-5); p. 40 (Morning Message, Step 3); p. 47 (Literacy Small Groups, Day 3); p. 47 (Literacy Small Groups, Day 5); p. 60 (Writer's Corner); p. 66 (Morning Message, Step 3); p. 73 (Literacy Small Groups, Day 5); p. 99 (Literacy Small Groups, Days 3 & 4);</p> <p>TG7: p. 47 (Literacy Small Groups, Days 3-4); p. 73 (Literacy Small Groups, Day 3); p. 99 (Literacy Small Groups, Days 3 & 4);</p> <p>TG8: p. 21 (Literacy Small Groups, Days 3 & 4); p. 47 (Literacy Small Groups, Days 3 & 4); p. 68 (Read-Alouds #1, Day 2); p. 73 (Literacy Small Groups, Day 3); p. 99 (Literacy Small Groups, Days 3 & 4);</p> <p>TG9: p. 8 (Writer's Corner); p. 14 (Morning Message, Step 3); p. 21 (Literacy Small Groups, Day 3); p. 40 (Morning Message, Step 3); p. 47 (Literacy Small Groups, Day 4); p. 66 (Morning Message, Step 3); p. 92 (Morning Message, Step 3); 99 (Literacy Small Groups, Day 4)</p> <p>Notes:</p> <p>This indicator is addressed daily during Step 2 (Write the Sentence) of the Morning Message Routine (See pages 14, 40, 66 and 92 of each Teacher Guide). The only exception is on Week 1 of Theme 1.</p>
<p>Strand: Reading Foundational Skills</p>	
<p>Standard: <i>Demonstrate understanding of the organization and basic features of print.</i></p>	
<p>Indicator for 4-year-olds</p>	<p>Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)</p>
<p>Print Concepts</p> <ul style="list-style-type: none"> RF.1b: Recognize that spoken words can be written and read. 	<p>TG1: p. 40 (Morning Message, Step 2); p. 43 (Read-Alouds #1, Day 4); p. 47 (Literacy Small Group, Days 3 & 4); p. 73 (Literacy Small Groups, Day 4); p. 95 (Read Alouds #1, Day 2);</p> <p>TG2: p. 8 (Writer's Corner); p. 89 (Language & Literacy);</p> <p>TG3: p. 73 (Literacy Small Groups, Day 5); p. 89 (Language & Literacy);</p> <p>TG4: p. 45 (Read Alouds #2 Day 3); p. 95 (Read Alouds #1, Day 3);</p> <p>TG5: p. 8 (Writer's Corner); p. 21 (Literacy Small Group, Day 3 & 4); p. 47 (Literacy Small Groups, Day 3 & 4); p. 60 (ABC); p. 70 (Read-Alouds #2, Day 2); p. 73 (Literacy Small Group, Days 3 & 4); p. 96-97 (Read Alouds #2 Days 1, 4 & 5); p. 99 (Literacy Small Group, Day 3);</p>

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	<p>TG6: p. 8 (Writer’s Corner); p. 21 (Literacy Small Groups, Days 3-4); p. 34 (Writer’s Corner); p. 47 (Literacy Small Groups, Day 3); p. 60 (Writer’s Corner); p. 73 (Literacy Small Groups, Day 4); p. 86 (Writer’s Corner); p. 98 (Literacy Small Groups, Day 1); p. 99 (Literacy Small Groups, Days 3 & 4);</p> <p>TG7: p. 8 (Writer’s Corner); p. 20 (Literacy Small Groups, Day 1); p. 34 (Writer’s Corner); p. 47 (Literacy Small Groups , Days 3-4); p. 60 (Writer’s Corner); p. 73 (Literacy Small Groups, Day 3); p. 99 (Literacy Small Groups , Days 3 & 4);</p> <p>TG8: p. 21 (Literacy Small Groups, Days 3 & 4); p.47 (Literacy Small Groups, Days 3 & 4);); p. 60 (Writer’s Corner); p. 68 (Read-Alouds #1, Day 2); p. 73 (Literacy Small Groups, Day 3); p. 99 (Literacy Small Groups, Days 3 & 4);</p> <p>TG9: p. 8 (Writer’s Corner); p. 21 (Literacy Small Groups, Day 3); p. 44 (Read-Alouds #2, Day 1); p. 47 (Literacy Small Groups, Days 3 & 4); p. 86 (Writer’s Corner); 99 (Literacy Small Groups, Day 5);</p> <p>Notes: This indicator is addressed daily during Step 2 (Write the Sentence) of the Morning Message Routine (See pages 14, 40, 66 and 92 of each Teacher Guide). The only exception is on Week 1 of Theme 1.</p>
Strand: Reading Foundational Skills	
Standard: <i>Demonstrate understanding of the organization and basic features of print.</i>	
Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher’s Guide (TG)
<p>Print Concepts</p> <ul style="list-style-type: none"> • RF.1c: Understand that words are separated by spaces in print. 	<p>TG1: p. 66 (Morning Message, Step 1); p. 73 (Literacy Small Groups, Day 3);</p> <p>TG4: p. 95 (Read Alouds #1, Day 3); p. 21 (Literacy Small Group, Day 3);</p> <p>TG5: p. 47 (Literacy Small Groups, Day 3 & 4); p. 73 (Literacy Small Group, Days 3 & 4); p. 99 (Literacy Small Group, Day 3);</p> <p>TG6: p. 21 (Literacy Small Groups, Day 3); p. 47 (Literacy Small Groups, Day 3); p. 99 (Literacy Small Groups, Days 3 & 4);</p> <p>TG7: p. 47 (Literacy Small Groups, Days 3-4); p. 73 (Literacy Small Groups, Day 3); p. 99 (Literacy Small Groups, Days 3 & 4);</p> <p>TG8: p. 14 (Morning Message, Step 1); p. 20-21 (Literacy Small Groups, Days 2-4); p.47 (Literacy Small Groups, Days 3 & 4); p. 73 (Literacy Small Groups, Day 3); p. 99 (Literacy Small Groups, Day 4);</p> <p>TG9: p. 21 (Literacy Small Groups, Day 3); p. 47 (Literacy Small Groups, Day 3);</p> <p>Notes: This indicator is addressed daily during Step 2 (Write the Sentence) of the Morning Message Routine (See pages 14, 40, 66 and 92 of each Teacher Guide). The only exception is on Week 1 of Theme 1.</p>

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Strand: Reading Foundational Skills	
Standard: Demonstrate understanding of the organization and basic features of print.	
Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
<p>Print Concepts</p> <ul style="list-style-type: none"> RF.1d: Recognize and name some upper and lowercase letters of the alphabet. 	<p>TG1: p. 21 (Literacy Small Group, Day 5); p. 47 (Literacy Small Group Day 5); p. 61 (ABC); p. 73 (Literacy Small Groups, Day 5); p. 99 (Literacy Small Group, Day 5);</p> <p>TG2: p. 9 (ABC); p. 21 (Literacy Small Groups, Days 4 & 5); p. 35(ABC); p. 47 (Literacy Small Group, Day 5); p. 73 (Literacy Small Group, Day 5);</p> <p>TG3: p. 21 (Literacy Small Groups, Day 5); p. 47 (Literacy Small Group, Day 5); p. 73 (Literacy Small Groups, Day 5);</p> <p>TG4: p. 8 (ABC); p. 21 (Literacy Small Group, Day 5); p. 34(Writer's Corner); p. 45 (Read Alouds #1 Day 3); p. 47 (Literacy Small Group, Day 5); p. 95 (Read Alouds #1, Day 3); p. 99 (Literacy Small Group, Day 5); p. 100 (Math Small Group, Day 2);</p> <p>TG5: p. 21 (Literacy Small Group, Day 5); p. 47 (Literacy Small Groups, Day 5); p. 60 (ABC); p. 73 (Literacy Small Group, Day 5); p. 99 (Literacy Small Group, Day 3 & 5);</p> <p>TG6: p. 21 (Literacy Small Groups, Day 4); p. 47 (Literacy Small Groups, Day 5); p. 66 (Morning Message, Step 2); p. 73 (Literacy Small Groups, Day 5); p. 98 (Literacy Small Groups, Day 1); p. 99 (Literacy Small Groups, Days 3-5);</p> <p>TG7: p. 17 (Read-Alouds #1, Day 3); p. 20 (Literacy Small Groups, Day 1); p. 21 (Literacy Small Groups, Day 5); p. 47 (Literacy Small Groups , Days 3-5); p. 73 (Literacy Small Groups, Day 5); p. 86 (ABC); p. 99 (Literacy Small Groups , Day 5);</p> <p>TG8: p. 8 (ABC); p. 21 (Literacy Small Groups, Day 5); p.47 (Literacy Small Groups, Day 5); p. 99 (Literacy Small Groups, Day 5);</p> <p>TG9: p. 8 (Writer's Corner); p. 21 (Literacy Small Groups, Days 3 & 5); p. 86 (Writer's Corner); p. 96 (Read Alouds #2, Day 2); 99 (Literacy Small Groups, Day 5)</p> <p>Notes:</p> <p>This indicator is addressed daily during Step 3 (Identify Letters) of the Morning Message Routine (See pages 14, 40, 66 and 92 of each Teacher Guide). The only exception is on Week 1 of Theme 1.</p>
Strand: Reading Foundational Skills	
Standard: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)

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<p>Phonological Awareness</p> <ul style="list-style-type: none"> RF.2a: Recognize rhyming words in spoken language. 	<p>TG3: p. 95 (Read-Alouds #1, Day 3);</p> <p>TG4: p. 14 (Morning Message, Step 1); p. 20 (Literacy Small Group, Day 2); p. 40 (Morning Message, Step 1); p. 46 (Literacy Small Group, Day 2); p. 66 (Morning Message, Step 1); p. 72 (Literacy Small Group, Day 2); p. 92 (Morning Message, Step 1); p. 98 (Literacy Small Group, Day 2);</p> <p>TG5: p. 98 (Literacy Small Group, Day 2);</p> <p>TG6: p. 17 (Read-Alouds #1, Day 3); p. 43 (Read-Alouds #1, Day 5); p. 72 (Literacy Small Groups, Day 2);</p> <p>TG7: p. 42 (Read-Alouds #1, Day 1);</p> <p>TG8: p. 19 (Read-Alouds #2, Day 5); p. 78 (Literacy Small Groups, Day 2); p. 92 (Morning Message, Step 1); p. 98 (Literacy Small Groups, Day 2);</p> <p>TG9: p. 14 (Morning Message, Step 1); p. 20 (Literacy Small Groups, Day 2); p. 97 (Read Alouds #2, Day 4);</p> <p>Notes:</p> <p>Refer to Strategy Card, “Rhyming” for specific suggestions on how to address this indicator.</p>
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Strand: Reading Foundational Skills

Standard: *Demonstrate understanding of spoken words, syllables, and sounds (phonemes).*

Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher’s Guide (TG)
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<p>Phonological Awareness</p> <ul style="list-style-type: none"> RF.2b: Identify and isolate individual words in a spoken sentence. 	<p>TG1: p. 20 (Literacy Small Group, Day 2); p. 66 (Morning Message, Step 1); p. 92 (Morning Message, Step 1); p. 98 (Literacy Small Group, Day 2);</p> <p>TG2: p. 14 (Morning Message Step 1); p. 20 (Literacy Small Groups, Day 2); p. 40 (Morning Message Step 1); p. 46 (Literacy Small Group, Day 2); p. 66 (Morning Message, Step 1); p. 72 (Literacy Small Group, Day 2); p. 92 (Morning Message, Step 1); p. 98 (Literacy Small Group, Day 1);</p> <p>TG3: p. 20 (Literacy Small Groups, Day 2); p. 46 (Literacy Small Group, Day 2); p. 98 (Literacy Small Group, Day 2);</p> <p>TG8: p.14</p> <p>Refer to Strategy Card, “Sentence Segmentation” for specific suggestions on how to address this indicator.</p>
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Strand: Reading Foundational Skills

Standard: *Demonstrate understanding of spoken words, syllables, and sounds (phonemes).*

Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher’s Guide (TG)
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<p>Phonological Awareness</p> <ul style="list-style-type: none"> RF.2c: Count, pronounce, blend, and segment syllables in spoken words. 	<p>TG2: p. 35(ABC); p. 66 (Morning Message, Step 1); p. 92 (Morning Message, Step 1); p. 98 (Literacy Small Group, Day 1);</p> <p>TG3: p. 14 (Morning Message, Step 1); p. 20 (Literacy Small Groups, Day 2); p. 40 (Morning Message, Step 1); p. 46 (Literacy Small Group, Day 2); p. 66 (Morning Message, Step 1); p. 72 (Literacy Small Groups, Day 2); p. 92 (Morning Message, Step 1); p. 98 (Literacy Small Group, Day 2);</p> <p>TG8: p. 40 (Morning Message, Step 1); p.46 (Literacy Small Groups, Day 2); p. 66 (Morning Message, Step 1); p. 72 (Literacy Small Groups, Day 2)</p> <p>Notes:</p> <p>Refer to Strategy Card, “Syllables” for specific suggestions on how to address this indicator.</p>
<p>Strand: Reading Foundational Skills</p>	
<p>Standard: <i>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</i></p>	
<p>Indicator for 4-year-olds</p>	<p>Citations or examples and corresponding page numbers from the corresponding Theme/Teacher’s Guide (TG)</p>
<p>Phonological Awareness</p> <p>RF.2d: Blend and segment onsets and rimes of single-syllable spoken words.</p>	<p>TG6: p. 14 (Morning Message, Step 1); p. 20 (Literacy Small Groups, Day 2); p. 40 (Morning Message, Step 1); p. 46 (Literacy Small Groups, Day 2); p. 66 (Morning Message, Step 1); p. 92 (Morning Message, Step 1); p. 98 (Literacy Small Groups, Day 2);</p> <p>TG7: p. 14 (Morning Message, Step 1); p. 20 (Literacy Small Groups, Day 2); p. 40 (Morning Message, Step 1); p. 46 (Literacy Small Groups, Day 1); p. 66 (Morning Message, Step 1); p. 72 (Literacy Small Groups, Day 2);</p> <p>TG9: p. 40 (Morning Message, Step 1); p. 46 (Literacy Small Groups, Day 2); p. 66 (Morning Message, Step 1); p. 72 (Literacy Small Groups, Day 2);</p> <p>Notes:</p> <p>Refer to Strategy Card, “Onset-Rime” for specific suggestions on how to address this indicator.</p>
<p>Strand: Reading Foundational Skills</p>	
<p>Standard: <i>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</i></p>	
<p>Indicator for 4-year-olds</p>	<p>Citations or examples and corresponding page numbers from the corresponding Theme/Teacher’s Guide (TG)</p>
<p>Phonological Awareness</p> <ul style="list-style-type: none"> RF.2e: Isolate and pronounce the initial sound in spoken words. 	<p>TG4: p. 14 (Morning Message, Step 3); p. 21 (Literacy Small Group, Day 5); p. 40 (Morning Message, Step 3); p. 47 (Literacy Small Group, Day 5); p. 66 (Morning Message, Step 1); p. 73 (Literacy Small Group, Day 5); p. 92 (Morning Message, Step 3);</p>

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	<p>TG5: p. 14 (Morning Message, Step 1 and 3); p. 20 (Literacy Small Group, Day 2); p. 40 (Morning Message, Step 1); p. 46 (Literacy Small Groups, Day 2); p. 47 (Literacy Small Groups, Day 5); p. 66 (Morning Message, Step 1); p. 72 (Literacy Small Group, Day 2); p. 73 (Literacy Small Group, Day 5); p. 92 (Morning Message, Step 1); p. 98-99 (Literacy Small Group, Days 2 & 5);</p> <p>TG6: p. 98 (Literacy Small Groups, Day 2);</p> <p>TG7: p. 14 (Morning Message, Step 1); p. 17 (Read-Alouds #1, Day 3); p. 20 (Literacy Small Groups, Day 2); p. 40 (Morning Message, Step 1); p. 46 (Literacy Small Groups, Day 1); p. 66 (Morning Message, Step 1); p. 72 (Literacy Small Groups, Day 2); p. 92 (Morning Message, Step 2);</p> <p>TG9: p. 46 (Literacy Small Groups, Day 2); p. 66 (Morning Message, Step 1); p. 72 (Literacy Small Groups, Day 2); p. 92 (Morning Message, Step 1); 98 (Literacy Small Groups, Day 2);</p> <p>Notes: Refer to Strategy Card, “Alliteration” for specific suggestions on how to address this indicator.</p>
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Strand: Reading Foundational Skills

Standard: *Demonstrate understanding of spoken words, syllables, and sounds (phonemes).*

Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher’s Guide (TG)
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<p>Phonological Awareness</p> <ul style="list-style-type: none"> RF.2f: Orally blend and segment individual phonemes in two- to-three phoneme words. 	<p>TG7: p. 40 (Morning Message, Step 1); p. 46 (Literacy Small Groups, Day 2); p. 66 (Morning Message, Step 1); p. 72 (Literacy Small Groups, Day 2); p. 92 (Morning Message, Step 2); 98 (Literacy Small Groups, Day 2)</p> <p>TG9: p. 40 (Morning Message, Step 1); p. 46 (Literacy Small Groups, Day 2); p. 66 (Morning Message, Step 1); p. 72 (Literacy Small Groups, Day 2)</p> <p>Notes: Refer to Strategy Card, “Blend Phonemes” for specific suggestions on how to address this indicator.</p>
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Strand: Reading Foundational Skills

Standard: *Know and apply grade- level phonics and word analysis skills in decoding words.*

Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher’s Guide (TG)
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<p>Phonics and Word Recognition</p> <ul style="list-style-type: none"> RF.3a: Recognize that words are made up of letters and their sounds. 	<p>TG1: p. 9 (ABC);</p> <p>TG3: p. 21 (Literacy Small Groups, Day 5);</p> <p>TG4: p. 21 (Literacy Small Group, Day 5); p. 47 (Literacy Small Group, Day 5); p. 73 (Literacy Small Group, Day 5); p. 92 (Morning Message, Step 3); p. 95 (Read Alouds #1, Day 3); p. 99 (Literacy Small Group, Day 5);</p> <p>TG5: p. 21 (Literacy Small Group, Day 5); p. 47 (Literacy Small Groups, Day 5); p. 60 (ABC); p. 73 (Literacy Small Group, Day 5); p. 99 (Literacy Small Group, Day 5);</p> <p>TG6: p. 20 (Literacy Small Groups, Day 2); p. 34 (Writer's Corner); p. 46 (Literacy Small Groups, Day 2); p. 98 (Literacy Small Groups, Days 1 & 2); p. 99 (Literacy Small Groups, Days 3 & 4);</p> <p>TG7: p. 17 (Read-Alouds #1, Day 3); p. 21 (Literacy Small Groups, Day 5); p. 47 (Literacy Small Groups, Days 3-4); p. 99 (Literacy Small Groups, Days 3 & 4);</p> <p>TG8: p. 21 (Literacy Small Groups, Day 3); p.47 (Literacy Small Groups, Days 3 & 4); ; p. 60 (Writer's Corner); p. 73 (Literacy Small Groups, Days 3-5); p. 86 (Writer's Corner); p. 99 (Literacy Small Groups, Days 3 & 4);</p> <p>TG9: p. 8 (Writer's Corner); p. 21 (Literacy Small Groups, Days 4 & 5); p. 46 (Literacy Small Groups, Day 2); p. 47 (Literacy Small Groups, Day 5); p. 73 (Literacy Small Groups, Day 5); p. 86 (Writer's Corner); p. 96 (Read Alouds #2, Day 2); 99 (Literacy Small Groups, Days 4 & 5);</p> <p>Notes:</p> <p>This indicator is addressed daily during Step 3 (Identify Letters) of the Morning Message Routine (See pages 14, 40, 66 and 92 of each Teacher Guide). The only exception is on Week 1 of Theme 1.</p>
<p>Strand: Reading Foundational Skills</p>	
<p>Standard: <i>Know and apply grade- level phonics and word analysis skills in decoding words.</i></p>	
<p>Indicator for 4-year-olds</p>	<p>Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)</p>
<p>Phonics and Word Recognition</p> <ul style="list-style-type: none"> RF.3b: Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the most frequent sound for some consonants. 	<p>TG5: p. 21 (Literacy Small Group, Day 5); p. 47 (Literacy Small Groups, Day 5); p. 66 (Morning Message, Step 3); p. 73 (Literacy Small Group, Day 5); p. 92 (Morning Message, Day 3); p. 99 (Literacy Small Group, Day 5);</p> <p>TG6: p. 20-21 (Literacy Small Groups, Days 2 & 4); p. 46 (Literacy Small Groups, Day 2); p. 98 (Literacy Small Groups, Day 2); p. 99 (Literacy Small Groups, Day 4);</p> <p>TG7: p. 21 (Literacy Small Groups, Day 5);</p> <p>TG8: p. 14 (Morning Message, Step 3); p. 21 (Literacy Small Groups, Day 3 & 5); p. 40 (Morning Message, Step 3); p.47 (Literacy Small Groups, Days 3, 4 & 5); ; p. 60 (Writer's Corner); p. 66 (Morning Message, Step 3); p. 73 (Literacy Small Groups, Days 3 & 5); p. 92 (Morning Message, Step 3); p. 99 (Literacy Small Groups, Days 4 & 5);</p>

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	<p>TG9: p. 8 (Writer’s Corner); p. 14 (Morning Message, Step 3); p. 21 (Literacy Small Groups, Days 4 & 5); p. 40 (Morning Message, Step 3); p. 46 (Literacy Small Groups, Day 2); p. 47 (Literacy Small Groups, Day 5); p. 60 (Writer’s Corner); p. 66 (Morning Message, Step 3); p. 73 (Literacy Small Groups, Day 5); p. 86 (Writer’s Corner); p. 92 (Morning Message, Step 3);</p> <p>Notes: Refer to Strategy Card, “Letter Wall” for specific suggestions on how to address this indicator.</p>
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Strand: Reading Foundational Skills

Standard: *Know and apply grade- level phonics and word analysis skills in decoding words.*

Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher’s Guide (TG)
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<p>Phonics and Word Recognition</p> <ul style="list-style-type: none"> RF.3c: Recognize name in print as well as some environmental print (symbols/words). 	<p>TG1: p. 47 (Literacy Small Group, Day 3);</p> <p>TG2: p. 21 (Literacy Small Groups, Day 4);</p> <p>TG4: p. 73 (Literacy Small Group, Day 4);</p> <p>TG5: p. 47 (Literacy Small Groups, Days 3 & 4); p. 60 (ABC); p. 73 (Literacy Small Group, Day 3); p. 73 (Literacy Small Group, Day 5); p. 99 (Literacy Small Group, Day 3 & 4);</p> <p>TG6: p. 8 (Writer’s Corner); p. 21 (Literacy Small Groups, Day 4); p. 60 (Writer’s Corner); p. 99 (Literacy Small Groups, Day 4);</p> <p>TG7: p. 34 (Writer’s Corner); p. 47 (Literacy Small Groups, Days 3-4); p. 73 (Literacy Small Groups, Day 3); p. 99 (Literacy Small Groups, Days 3 & 4);</p> <p>TG8: p. 21 (Literacy Small Groups, Days 3-5); p.47 (Literacy Small Groups, Days 3 & 4); p. 73 (Literacy Small Groups, Days 3 & 4); p. 99 (Literacy Small Groups, Day 4);</p> <p>TG9: p. 8 (Writer’s Corner); p. 21 (Literacy Small Groups, Day 4); p. 47 (Literacy Small Groups, Days 4 & 5); 99 (Literacy Small Groups, Day 5);</p> <p>Notes: Refer to Strategy Card, “Letter Wall,” for specific suggestions on how the curriculum addresses this indicator.</p>
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Strand: Reading Foundational Skills

Standard: *Engage with a variety of texts with purpose and understanding. Read with sufficient accuracy and fluency to support comprehension.*

Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher’s Guide (TG)
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<p>Fluency</p> <ul style="list-style-type: none"> RF.4: Engage with a variety of texts (e.g., a variety of structures and/or genres) with purpose and understanding. 	<p>TG3: p. 35 (Library & Listening); p. 46 (Literacy Small Group, Day 1);</p> <p>TG4: p. 60 (Writer’s Corner); p. 61 (Language & Literacy); p. 94-95 (Read Alouds #1, Days 1-5); p. 96-97 (Read Alouds #2 Days 1-2 & 4-5);</p> <p>TG5: p. 47 (Literacy Small Groups, Day 3 & 4); p. 60 (ABC); p. 73 (Literacy Small Group, Day 4); p. 99 (Literacy Small Group, Day 3);</p> <p>TG6: p. 21 (Literacy Small Groups, Day 4); p. 99 (Literacy Small Groups, Day 4);</p> <p>TG7: p. 34 (Writer’s Corner); p. 47 (Literacy Small Groups, Days 3-4); p. 73 (Literacy Small Groups, Day 3); p. 99 (Literacy Small Groups, Days 3 & 4);</p> <p>TG8: p. 24-25 (STEAM, Days 1-5); p.47 (Literacy Small Groups, Day 4); p. 50-51 (STEAM, Days 1-4); p. 99 (Literacy Small Groups, Day 4);</p> <p>TG9: p. 21 (Literacy Small Groups, Day 4); p. 47 (Literacy Small Groups, Day 4);</p> <p>Notes:</p> <p>This indicator is addressed daily during the Read-Alouds #1 & 2 routine (See pages 16-19; 42-45; 68-71; 94-97 of each Teacher Guide.)</p>
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Domain: *Language and Literacy*

Strand: *Writing*

Standard: *Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.*

Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher’s Guide (TG)
<p>Text Types and Purposes</p> <ul style="list-style-type: none"> W.1: With modeling and support, use a combination of drawing, dictating, and developmentally appropriate writing to share opinion about an experience or book. 	<p>TG1: p. 34 (Writer’s Corner); p. 73 (Literacy Small Groups, Day 4); p. 86 (Writer’s Corner); p. 99 (Literacy Small Group, Day 4);</p> <p>TG2: p. 8 (Writer’s Corner); p. 21 (Literacy Small Groups, Day 4); p. 47 (Literacy Small Group, Day 4); p. 60 (Writer’s Corner); p. 73 (Literacy Small Group, Day 4); p. 96 (Read-Alouds #2, Day 2);</p> <p>TG3: p. 21 (Literacy Small Groups, Day 4); p. 34 (Writer’s Corner); p. 60 (Writer’s Corner); p. 73 (Literacy Small Groups, Day 4);</p> <p>TG4: p. 47 (Literacy Small Group, Day 4); p. 60 (Writer’s Corner);</p> <p>TG5: p. 21 (Literacy Small Group, Day 4); p. 47 (Literacy Small Groups, Day 4); p. 73 (Literacy Small Group, Day 4); p. 86 (Writer’s Corner);</p> <p>TG6: p. 34 (Writer’s Corner); p. 47 (Literacy Small Groups, Day 4); p. 86 (Writer’s Corner);</p>

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	<p>TG7: p. 21 (Literacy Small Groups, Day 4); p. 34 (Writer’s Corner); p. 47 (Literacy Small Groups, Day 4); p. 73 (Literacy Small Groups, Day 4);</p> <p>TG8: p.47 (Literacy Small Groups, Day 4); p. 99 (Literacy Small Groups, Day 4);</p> <p>TG9: p. 21 (Literacy Small Groups, Day 4); p. 47 (Literacy Small Groups, Day 4); p. 60 (Writer’s Corner); 99 (Literacy Small Groups, Day 4);</p> <p>Notes:</p> <p>Refer to Strategy Card, “Expressive Writing,” for specific suggestions on how the curriculum addresses this indicator.</p>
<p>Strand: Writing</p>	
<p>Standard: <i>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</i></p>	
<p>Indicator for 4-year-olds</p>	<p>Citations or examples and corresponding page numbers from the corresponding Theme/Teacher’s Guide (TG)</p>
<p>Text Types and Purposes</p> <ul style="list-style-type: none"> • W.2: Use a combination of drawing, dictating, or developmentally appropriate writing to state information on a topic. 	<p>TG1: p. 34 (Writer’s Corner); p. 73 (Literacy Small Groups, Day 4); p. 86 (Writer’s Corner); p. 99 (Literacy Small Group, Day 4);</p> <p>TG2: p. 8 (Writer’s Corner); p. 21 (Literacy Small Groups, Day 4); p. 60 (Writer’s Corner); p. 73 (Literacy Small Group, Day 4); p. 86 (Writer’s Corner);</p> <p>TG3: p. 8 (Writer’s Corner); p. 21 (Literacy Small Groups, Day 4); p. 34 (Writer’s Corner); p. 60 (Writer’s Corner); p. 73 (Literacy Small Groups, Day 4); p. 86 (Writer’s Corner); p. 99 (Literacy Small Group, Day 4);</p> <p>TG4: p. 21 (Literacy Small Group, Day 4); p. 47 (Literacy Small Group, Day 4); p. 60 (Writer’s Corner); p. 73 (Literacy Small Group, Day 4); p. 86 (Writer’s Corner);</p> <p>TG5: p. 8 (Writer’s Corner); p. 21 (Literacy Small Group, Day 4); p. 34 (Writer’s Corner); p. 47 (Literacy Small Groups, Day 4); p. 73 (Literacy Small Group, Day 4); p. 99 (Literacy Small Group, Day 4);</p> <p>TG6: p. 8 (Writer’s Corner); p. 21 (Literacy Small Groups, Day 4); p. 47 (Literacy Small Groups, Day 4); p. 60 (Writer’s Corner); p. 73 (Literacy Small Groups, Day 4); p. 86 (Writer’s Corner); p. 99 (Literacy Small Groups, Day 4);</p> <p>TG7: p. 8 (Writer’s Corner); p. 21 (Literacy Small Groups, Day 4); p. 23 (Math Small Groups, Day 5); p. 34 (Writer’s Corner); p. 47 (Literacy Small Groups , Day 4); p. 49 (Math Small Groups, Day 5); p. 60 (Writer’s Corner); p. 73 (Literacy Small Groups, Day 4); p. 99 (Literacy Small Groups , Day 4);</p> <p>TG8: p. 21 (Literacy Small Groups, Day 4); p. 34 (Writer’s Corner); p.47 (Literacy Small Groups, Day 4);); p. 60 (Writer’s Corner); p. 73 (Literacy Small Groups, Day 4); p. 86 (Writer’s Corner); p. 99 (Literacy Small Groups, Day 4);</p>

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	<p>TG9: p. 21 (Literacy Small Groups, Day 4); p. 34 (Writer’s Corner); p. 47 (Literacy Small Groups, Day 4); p. 60 (Writer’s Corner); p. 71 (Read-Alouds #2, Day 5); p. 73 (Literacy Small Groups, Days 4 & 5); 99 (Literacy Small Groups, Day 4);</p> <p>Notes:</p> <p>Refer to Strategy Card, “Expressive Writing,” (“Functional”) for specific suggestions on how the curriculum addresses this indicator.</p>
<p>Strand: Writing</p>	
<p>Standard: <i>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</i></p>	
<p>Indicator for 4-year-olds</p>	<p>Citations or examples and corresponding page numbers from the corresponding Theme/Teacher’s Guide (TG)</p>
<p>Text Types and Purposes</p> <ul style="list-style-type: none"> • W.3: With modeling and support, use a combination of drawing, dictating, or developmentally appropriate writing to communicate a personal story about a single event and tell about the event in a meaningful sequence. 	<p>TG1: p. 8 (Writer’s Corner); p. 21 (Literacy Small Group, Day 4); p. 86 (Writer’s Corner); p. 99 (Literacy Small Group, Day 4);</p> <p>TG2: p. 21 (Literacy Small Groups, Day 4); p. 34(Writer’s Corner);</p> <p>TG3: p. 86 (Writer’s Corner); p. 99 (Literacy Small Group, Day 4);</p> <p>TG4: p. 21 (Literacy Small Group, Day 4); p. 86 (Writer’s Corner);</p> <p>TG5: p. 8 (Writer’s Corner);</p> <p>TG6: p. 21 (Literacy Small Groups, Day 4); p. 34 (Writer’s Corner); p. 86 (Writer’s Corner);</p> <p>TG7: p. 23 (Math Small Groups, Day 5); p. 49 (Math Small Group, Day 5);</p> <p>TG8: p. 34 (Writer’s Corner); p. 86 (Writer’s Corner)</p> <p>Notes:</p> <p>Refer to Strategy Card, “Expressive Writing,” (“Compositional”) for specific suggestions on how the curriculum addresses this indicator.</p>
<p>Strand: Writing</p>	
<p>Standard: <i>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</i></p>	
<p>Indicator for 4-year-olds</p>	<p>Citations or examples and corresponding page numbers from the corresponding Theme/Teacher’s Guide (TG)</p>

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<p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> W.5: With modeling, guidance, and support from adults, review drawing, dictation or developmentally appropriate writing. 	<p>TG2: p. 8 (Writer’s Corner)</p> <p>TG3: p. 51 (2-5); p. 60 (Writer’s Corner); p. 73 (Literacy Small Groups, Day 5);</p> <p>TG4: p. 73 (Literacy Small Group, Day 4);</p> <p>TG6: p. 47 (Literacy Small Groups, Day 4); p. 99 (Literacy Small Groups, Day 3); p. 100-101 (Math Small Groups, Days 2-5);</p> <p>TG7: p. 21 (Literacy Small Groups, Day 4); p. 34 (Writer’s Corner); p. 73 (Literacy Small Groups, Day 4, TAG Strategy);</p> <p>TG8: p. 21 (Literacy Small Groups, Day 4, TAG); p. 34 (Writer’s Corner); p. 86 (Writer’s Corner, Midweek Option); p. 99 (Literacy Small Groups, Day 4, Author’s Chair);</p> <p>TG9: p. 92 (Morning Message, Step 2); 99 (Literacy Small Groups, Day 3);</p> <p>Notes:</p> <p>Refer to Strategy Card, “The Writing Process,” under the sections “<i>Talk About It</i>” and “<i>Celebrate Writing</i>” for specific suggestions on how to address this indicator.</p>
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Strand: Writing

Standard: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher’s Guide (TG)
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<p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> W.6: With guidance and support from adults, explore a variety of digital tools to produce and publish writing including collaboration with peers. 	<p>TG2: p. 73 (Literacy Small Group, Day 3);</p> <p>TG5: p. 34 (Writer’s Corner); p. 102-103 (STEAM, Days 1-5)</p> <p>TG6: p. 100 (Math Small Groups, Day 1);</p>
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Strand: Writing

Standard: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher’s Guide (TG)
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<p>Research to Build and Present Knowledge</p> <ul style="list-style-type: none"> W.7: Participate in shared research and shared writing projects. 	<p>TG1: p. 16 (Read-Alouds #1, Day 2);</p> <p>TG2: p. 43 (Read-Alouds #1, Days 3, 4 & 5); p. 45 (Read-Alouds #2, Day 3); p. 46 (Literacy Small Group, Day 1); p. 47 (Literacy Small Group, Day 4);</p> <p>TG3: p. 19 (Read-Alouds #2, Day 3); p.43 (Read Alouds #1 Day 3); p.44 (Read Alouds #1 Day 2); p. 51 (STEAM, Days 2-4);</p> <p>TG4: p. 16-17 (Read-Alouds #1, Days 2 & 5); p.42-43 (Read Alouds #1 Days 2-4); p. 45 (Read Alouds #2 Day 3); p.68 (Read Alouds #1 Day 2); p. 95 (Read Alouds #1, Day 3); p. 34 (Writer’s Corner); p. 70 (Read-Alouds #2, Day 2);</p> <p>TG5: p. 70 (Read Alouds #2, Day 2); p. 95 (Read Alouds #1, Day 4); p. 97 (Read Alouds #2 Day 5);</p> <p>TG6: p. 17 (Read-Alouds #1, Days 3-5); p. 100-101 (Math Small Groups, Days 2-5);</p> <p>TG7: p. 94 (Read Alouds #1, Day 2);</p> <p>TG8: p. 21 (Literacy Small Groups, Days 3 & 4); p.47 (Literacy Small Groups, Day 3); p. 68 (Read-Alouds #1, Day 2); p. 73 (Literacy Small Groups, Day 3); p. 99 (Literacy Small Groups, Day 3);</p> <p>TG9: p. 17 (Read-Alouds #1, Day 5); p. 19 (Read-Alouds #2, Day 3); p. 45 (Read-Alouds #2, Day 4); p. 73 (Literacy Small Groups, Day 5); p. 86 (Writer’s Corner); p. 94 (Read Alouds #1, Day 2); p. 97 (Read Alouds #2, Day 5)</p> <p>Notes:</p> <p>This indicator is addressed during the Small Literacy Group Day 3 (See pages 21; 46; 72; and 98 of each Teacher Guide.) This indicator is addressed daily during Step 2 (Write the Sentence) of the Morning Message Routine (See pages 14, 40, 66 and 92 of each Teacher Guide). The only exception is on Week 1 of Theme 1.</p>
Strand: Writing	
Standard: <i>Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</i>	
Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
<p>Research to Build and Present Knowledge</p> <ul style="list-style-type: none"> W.8: With modeling and support from adult, recall information from experiences or information from provided sources to answer a question. 	<p>TG1: p. 16 (Read-Alouds #1, Day 2);</p> <p>TG2: p. 43 (Read-Alouds #1, Days 3, 4 & 5); p. 45 (Read-Alouds #2, Day 3); p. 46 (Literacy Small Group, Day 1); p. 47 (Literacy Small Group, Day 4);</p> <p>TG3: p. 19 (Read-Alouds #2, Day 3); p. 43 (Read Alouds #1 Day 3); p.44 (Read Alouds #1 Day 2);</p> <p>TG4: p. 16-17 (Read-Alouds #1, Days 2 & 5); p.42-43 (Read Alouds #1 Days 2-4); p. 45 (Read Alouds #2 Day 3); p.68 (Read Alouds #1 Day 2); p. 70 (Read-Alouds #2, Day 2);</p>

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	<p>TG5: p. 97 (Read Alouds #2 Day 5); p. 99 (Literacy Small Group, Day 3);</p> <p>TG6: p. 17 (Read-Alouds #1, Days 3-5); p. 73 (Literacy Small Groups, Day 3); p. 99 (Literacy Small Groups, Day 3); p. 100-101 (Math Small Groups, Days 2-5);</p> <p>TG7: p. 47 (Literacy Small Groups, Day 3); p. 73 (Literacy Small Groups, Day 3); p. 94 (Read Alouds #1, Day 2); p. 99 (Literacy Small Groups, Day 3);</p> <p>TG8: p. 21 (Literacy Small Groups, Days 3 & 4); p.47 (Literacy Small Groups, Day 3); p. 68 (Read-Alouds #1, Day 2); p. 73 (Literacy Small Groups, Day 3); p. 99 (Literacy Small Groups, Day 3);</p> <p>TG9: p. 45 (Read-Alouds #2, Day 4); p. 47 (Literacy Small Groups, Day 3); p. 73 (Literacy Small Groups, Day 3); p. 97 (Read Alouds #2, Day 5)</p> <p>Notes:</p> <p>This indicator is addressed during the Small Literacy Group Day 3 (See pages 21; 46; 72; and 98 of each Teacher Guide.)</p>
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Domain: *Language and Literacy*

Strand: **Speaking and Listening**

Standard: *Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.*

Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
<p>Comprehension and Collaboration</p> <ul style="list-style-type: none"> • SL.1: Participate in collaborative conversations with diverse partners about prekindergarten topics and texts with peers and adults in small and larger groups. • SL.1a: Follow agreed-upon rules for discussions (e.g., listening to others and taking turns, speaking about the topics and texts under discussion). • SL.1b: During scaffolded conversations, continue a 	<p>TG1: p. 13 (CONNECT and COMMIT); p. 20 (Literacy Small Group, Day 2); p. 24 (STEAM, Days 2-3); p. 46 (Literacy Small Group, Day 2); p. 62 (Sensory Table); p. 67 (Music & Movement); p. 72 (Literacy Small Groups, Day 2); p. 98 (Literacy Small Group, Day 2);</p> <p>TG2: p. 14 (Morning Message Step 2); p. 20 (Literacy Small Groups, Day 2); p. 46 (Literacy Small Group, Day 2); p. 99 (Literacy Small Group, Day 3);</p> <p>TG4: p. 20 (Literacy Small Group, Day 2); p. 37(Outdoor Activities); p. 46 (Literacy Small Group, Day 2); p. 72 (Literacy Small Group, Day 1); p. 72 (Literacy Small Group, Day 2); p. 89 (Outdoor Activities); p. 98 (Literacy Small Group, Day 2);</p> <p>TG5: p. 63 (Language and Literacy); p. 72 (Literacy Small Group, Day 1); p. 88 (Language & Literacy); p. 98 (Literacy Small Group, Day 1);</p> <p>TG6: p. 11 (Language & Literacy); p. 20 (Literacy Small Groups, Day 1); p. 42 (Read-Alouds #1 , Day 1); p. 46 (Literacy Small Groups, Day 1); p. 66 (Morning Message, Step 1); p. 89 (Pretend & Learn & Outdoor Activities); p. 99 (Literacy Small Groups, Day 3); p. 100 (Math Small Groups, Day 1);</p> <p>TG7:</p>

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conversation through multiple exchanges.	p. 9 (Language & Literacy); p. 64 (UNITE); p. 93 (Music & Movement); TG8: p. 14 (Morning Message, Step 1); p. 92 (Morning Message, Step 1); p. 98 (Literacy Small Groups, Days 1 & 2); TG9: p. 14 (Morning Message, Step 1); p. 20 (Literacy Small Groups, Day 2); p. 42-43 (Read-Alouds # 1, Days 1-5); p. 46 (Literacy Small Groups, Day 2); p. 66 (Morning Message, Step 1) Notes: This indicator is addressed Days 1 and 5 of the STEAM routine (See pages 24-25; 50-51; 76-77 ; and 102-103 of each Teacher Guide.) It is also addressed daily during the Closing Circle routine (See pages 26; 52; 78 ; and 104 of each Teacher Guide.) This indicator is addressed daily during the Read-Alouds #1 & 2 routine (See pages 16-19; 42-45; 68-71; 94-97 of each Teacher Guide.)
Strand: Speaking and Listening	
Standard: <i>Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</i>	
Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
Comprehension and Collaboration <ul style="list-style-type: none"> • SL.2: Confirm understanding of text read aloud or information presented orally or through other media by asking and answering questions about key details with modeling and support. 	TG2: p. 73 (Literacy Small Group, Day 3) TG3: p. 46 (Literacy Small Group, Day 1); p. 60 (Writer's Corner); p. 72 (Literacy Small Groups, Day 1); TG4: p. 60 (Writer's Corner); p. 72 (Literacy Small Group, Day 1); TG5: p. 16-17 (Read-Alouds #1, Days 1-5); p. 72 (Literacy Small Group, Day 1); p. 73 (Literacy Small Group, Days 3 & 4); p. 98 (Literacy Small Group, Day 1); TG6: p. 34 (Writer's Corner); p. 47 (Literacy Small Groups, Day 3); p. 63 (Outdoor Activities); p. 70-71 (Read-Alouds #2, Days 1-5); p. 73 (Literacy Small Groups, Day 3); p. 98 (Literacy Small Groups, Day 1); p. 99 (Literacy Small Groups, Day 3); p. 100-101 (Math Small Groups, Days 1-5); TG7: p. 9 (Language & Literacy); p. 20-21 (Literacy Small Groups, Days 1 & 3); p. 46 (Literacy Small Groups, Day 1); p. 72 (Literacy Small Groups, Day 1); p. 89 (Gross Motor, Midweek Option); p. 99 (Literacy Small Groups, Day 3); TG8: p. 20-21 (Literacy Small Groups, Days 1, 3 & 4); p. 72-73 (Literacy Small Groups, Days 1 & 3); TG9: p. 46 (Literacy Small Groups, Day 1); p. 72 (Literacy Small Groups, Day 1); p. 46-47 (Literacy Small Groups, Days 1, 3 & 4); Notes: This indicator is addressed daily during the Closing Circle routine (See pages 26; 52; 78 ; and 104 of each Teacher Guide.) This indicator is addressed daily during the Read-Alouds #1 & 2 routine (See pages 16-19; 42-45; 68-71; 94-97 of each Teacher Guide.)

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Strand: Speaking and Listening	
Standard: <i>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</i>	
Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
<p>Comprehension and Collaboration</p> <ul style="list-style-type: none"> SL.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood. 	<p>TG1: p. 36 (Math); p. 52 (Closing Circle); p. 68 (Read-Alouds #1, Day 2);</p> <p>TG2: p. 20 (Literacy Small Groups, Day 1); p. 96-97 (Read-Alouds #2, Days 1-5);</p> <p>TG3: p. 8 (Writer's Corner); p. 43 (Read Alouds #1, Days 3 & 4); p. 46 (Literacy Small Group, Day 1); p. 68-69 (Read Alouds #1, Days 1-5); p. 70 (Read-Alouds #2, Days 1 & 2); p. 72 (Literacy Small Groups, Day 1); p. 96-97 (Read Alouds #2, Day 2, 4 & 5); p. 98 (Literacy Small Group, Day 1);</p> <p>TG4: p. 16-17 (Read-Alouds #1, Days 1 & 3); p. 20 (Literacy Small Group, Day 1); p. 22-23 (Math Small Group, Days 1-5); p. 45 (Read Alouds #2 Day 3); p. 46 (Literacy Small Group, Day 1); p. 68-69 (Read Alouds #1 Days 1-5); p. 70-71 (Read Alouds #2 Days 1-5); p. 72 (Literacy Small Group, Day 1); p. 94-95 (Read Alouds #1, Days 1-5); p. 96-97 (Read Alouds #2 Days 1--5);</p> <p>TG5: p. 10 (Creativity Station); p. 11 (Language & Literacy and Outdoor Activities); p. 14 (Morning Message, Step 1); p. 22-23 (Math Small Group, Days 1-5); p. 42-43 (Read-Alouds #1 , Days 1-5); p. 44-45 (Read-Alouds #2, Days 1-4); p. 63 (Language and Literacy & Outdoor Activities); p. 66 (Morning Message, Step 1); p. 70-71 (Read-Alouds #2, Days 1 & 5);</p> <p>TG6: p. 9 (Gross Motor); p. 11 (Language & Literacy); p. 14 (Morning Message, Step 1); p. 18-19 (Read-Alouds #2, Days 1-5); p. 20 (Literacy Small Groups, Day 1); p. 40 (Morning Message, Step 1); p. 44 (Read-Alouds #2 , Day 2); p. 47 (Literacy Small Groups, Day 3); p. 62 (Creativity Station); p. 70-71 (Read-Alouds #2, Days 1-5); p. 72 (Literacy Small Groups, Day 1); p. 92 (Morning Message, Step 1); p. 98 (Literacy Small Groups, Day 1); p. 100-101 (Math Small Groups, Days 1-5);</p> <p>TG7: p. 14 (Morning Message, Step 1); p. 16-17 (Read-Alouds #1, Days 1-5); p. 40 (Morning Message, Step 1); p. 50-51 (STEAM, Days 1-5); p. 70-71 (Read-Alouds #2, Days 1-5); p. 72 (Literacy Small Groups, Day 1); p. 87 (Fine Motor); p. 89 (Gross Motor, Midweek Option); p. 94-95 (Read Alouds #1, Days 1-5); p. 96-97 (Read Alouds #2, Days 1-5);</p> <p>TG8: p. 18-19 (Read-Alouds #2, Days 1-5); p. 42-43 (Read Alouds #1 Days 1-5); p. 44-45 (Read Alouds #2 Days 1-5);); p. 60 (Writer's Corner); p. 61 (Sensory Station, Reflect); p. 62 (Gross Motor, Reflect); p. 68-69 (Read-Alouds #1, Days 1-5); p. 94-95 (Read-Alouds #1, Days 1-5); p. 96-97 (Read Alouds #2 Days 1-5);</p> <p>TG9: p. 14 (Morning Message, Step 1); p. 36 (Math); p. 42-43 (Read-Alouds # 1, Days 1-5); p. 64 (UNITE); p. 68-69 (Read-Alouds #1, Days 1-5); p. 70-71 (Read-Alouds #2, Days 1-5); p. 96 (Read Alouds #2, Day 1); p. 72-73 (Literacy Small Groups, Days 1 & 3);</p>

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	<p>Notes:</p> <p>This indicator is addressed Days 1 and 5 of the STEAM routine (See pages 24-25; 50-51; 76-77; and 102-103 of each Teacher Guide.) This indicator is addressed daily during the Closing Circle routine (See pages 26; 52; 78; and 104 of each Teacher Guide.)</p>
<p>Strand: Speaking and Listening</p>	
<p>Standard: <i>Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</i></p>	
<p>Indicator for 4-year-olds</p>	<p>Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)</p>
<p>Presentation of Knowledge and Ideas</p> <ul style="list-style-type: none"> • SL.4: Describe familiar people, places, things, and events with modeling and support. 	<p>TG1: p. 24 (STEAM, Day 4); p. 62 (Math Center); p. 72 (Literacy Small Groups, Day 1); p. 73 (Literacy Small Groups, Day 4); p. 74 (Math Small Groups, Day 1); p. 86 (Writer's Corner); p. 90 (UNITE); p. 99 (Literacy Small Group, Day 4);</p> <p>TG2: p. 67 (Music & Movement); p. 72 (Literacy Small Group, Day 1);</p> <p>TG3: p. 8 (Writer's Corner); p. 46 (Literacy Small Group, Day 1); p. 47 (Literacy Small Group, Day 4); p. 60 (Writer's Corner); p. 72 (Literacy Small Groups, Day 1); p. 98 (Literacy Small Group, Day 1);</p> <p>TG4: p. 20 (Literacy Small Group, Day 1); p. 22-23 (Math Small Group, Days 1-5); p. 47 (Literacy Small Group, Day 5); p. 60 (Writer's Corner); p. 72 (Literacy Small Group, Day 1); p. 73 (Literacy Small Group, Days 3, 4 & 5); p. 87 (Sensory); p. 89 (Outdoor Activities); p. 98-99 (Literacy Small Group, Days 1, 3 & 4);</p> <p>TG5: p. 10 (Creativity Station); p. 11 (Outdoor Activities); p. 20 (Literacy Small Group, Day 1); p. 22-23 (Math Small Group, Days 1-5); p. 46 (Literacy Small Groups, Day 1); p. 63 (Language and Literacy & Outdoor Activities); p. 72 (Literacy Small Group, Day 1); p. 98-99 (Literacy Small Group, Days 1 & 3);</p> <p>TG6: p. 11 (Language & Literacy); p. 20 (Literacy Small Groups, Day 1); p. 34 (Writer's Corner); p. 46 (Literacy Small Groups, Day 1); p. 47 (Literacy Small Groups, Day 3); p. 63 (Outdoor Activities); p. 72 (Literacy Small Groups, Day 1); p. 73 (Literacy Small Groups, Day 4); p. 86 (Writer's Corner); p. 89 (Pretend & Learn & Outdoor Activities); p. 98 (Literacy Small Groups, Day 1);</p> <p>TG7: p. 34 (Writer's Corner); p. 72-73 (Literacy Small Groups, Days 1 & 4); p. 89 (Gross Motor, Midweek Option & Outdoor Activities); p. 98 (Literacy Small Groups, Day 1);</p> <p>TG8: p. 11 (Outdoor Activities); p. 20 (Literacy Small Groups, Day 1); p. 34 (Writer's Corner); p. 35 (Creativity Station); p. 46 (Literacy Small Groups, Day 1); p. 72-73 (Literacy Small Groups, Days 1 & 3); p. 94 (Read-Alouds #1, Day 2); p. 98-99 (Literacy Small Groups, Days 1 & 3);</p> <p>TG9: p. 64 (UNITE); p. 72 (Literacy Small Groups, Day 1);</p> <p>Notes: This indicator is addressed daily during the Closing Circle routine (See pages 26; 52; 78; and 104 of each Teacher Guide.) This indicator is addressed daily during the Read-Alouds #1 & 2 routine (See pages 16-19; 42-45; 68-71; 94-97 of each Teacher Guide.)</p>

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Strand: Speaking and Listening	
Standard: <i>Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</i>	
Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
<p>Presentation of Knowledge and Ideas</p> <ul style="list-style-type: none"> SL.5: Add drawings or visual displays to descriptions as desired to provide additional detail. 	<p>TG1: p. 21 (Literacy Small Group, Day 4); p. 47 (Literacy Small Group, Day 4); p. 77 (STEAM Days 2-5); p. 86 (Writer's Corner); p. 99 (Literacy Small Group, Day 4);</p> <p>TG2: p. 21 (Literacy Small Groups, Day 4); p. 34(Writer's Corner); p. 73 (Literacy Small Group, Day 4); p. 96-97 (Read-Alouds #2, Day 5);</p> <p>TG3: p. 8 (Writer's Corner); p. 21 (Literacy Small Groups, Day 4); p.44 (Read Alouds #1 Day 2); p. 47 (Literacy Small Group, Day 4); p. 51 (STEAM, Days 2-4); p. 60 (Writer's Corner); p. 99 (Literacy Small Group, Day 4);</p> <p>TG4: p. 16-17 (Read-Alouds #1, Days 2 & 5); p. 21 (Literacy Small Group, Day 4); p. 22-23 (Math Small Group, Days 1-5); p.42-43 (Read Alouds #1 Days 2-4); p. 45 (Read Alouds #2 Day 3); p. 47 (Literacy Small Group, Day 4); p. 60 (Writer's Corner); p.70-71 (Read Alouds #2 Days 1-5); p. 73 (Literacy Small Group, Day 4); p. 86 (Writer's Corner);</p> <p>TG5: p. 8 (Writer's Corner); p. 10 (Creativity Station); p. 11 (Outdoor Activities); p. 19 (Read-Alouds #2, Day 3); p. 22-23 (Math Small Group, Days 1-5); p. 63 (Language and Literacy); p. 70 (Read-Alouds #2, Day 2); p. 73 (Literacy Small Group, Day 4); p. 86 (Writer's Corner); p. 95 (Read Alouds #1, Day 3); p. 99 (Literacy Small Group, Day 3); p. 102-103 (STEAM, Days 1-5)</p>
	<p>TG6: p. 8 (Writer's Corner); p. 21 (Literacy Small Groups, Day 4); p. 34 (Writer's Corner); p. 45 (Read-Alouds #2 , Day 3 & Extension Activity); p. 47 (Literacy Small Groups, Day 4); p. 48-49 (Math Small Groups, Days 1-5); p. 60 (Writer's Corner); p. 62 (Math); p. 69 (Read-Alouds #1, Day 4); p. 86 (Writer's Corner); p. 100-101 (Math Small Groups, Days 1-5);</p> <p>TG7: p. 8 (Writer's Corner); p. 10 (Creativity Station); p. 21 (Literacy Small Groups, Day 4); p. 22-23 (Math Small Groups, Days 1-5); p. 34 (Writer's Corner); p. 37 (Outdoor Activities); p. 46 (Literacy Small Groups , Day 1); p. 49 (Math Small Groups, Days 3-5); p. 50-51 (STEAM, Days 1-5); p. 60 (Writer's Corner); p. 62 (Math); p. 89 (Outdoor Activities); p. 94 (Read Alouds #1, Day 2); p. 102-103 (STEAM, Days 1-5);</p> <p>TG8: p. 11 (Outdoor Activities); p. 21 (Literacy Small Groups, Day 4); p. 22-23 (Math Small Groups, Days 1 & 4); p. 34 (Writer's Corner); p.47 (Literacy Small Groups, Day 4);); p. 60 (Writer's Corner); p. 73 (Literacy Small Groups, Day 4); p. 86 (Writer's Corner); p. 99 (Literacy Small Groups, Day 4); p. 101 (Math Small Groups, Day 1);</p> <p>TG9: p. 45 (Read-Alouds #2, Day 4); p. 71 (Read-Alouds #2, Day 5); p. 97 (Read Alouds #2, Day 5);</p>

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Strand: Speaking and Listening	
Standard: <i>Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</i>	
Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
<p>Presentation of Knowledge and Ideas</p> <ul style="list-style-type: none"> SL.6: With modeling and support, speak audibly and express thoughts, feelings, and ideas clearly. 	<p>TG1: p. 40 (Morning Message, Step 1); p. 61 (Gross Motor);</p> <p>TG4: p. 73 (Literacy Small Group, Day 4);</p> <p>TG5: p. 88 (Language & Literacy);</p> <p>TG6: p. 9 (Gross Motor); p. 11 (Language & Literacy); p. 14 (Morning Message, Step 1); p. 63 (Pretend & Learn); p. 72 (Literacy Small Groups, Day 2);</p> <p>TG8: p. 47 (Literacy Small Groups, Day 4, Author's Chair); p. 99 (Literacy Small Groups, Day 4, Author's Chair)</p> <p>Notes:</p> <p>This indicator is addressed Days 1 and 5 of the STEAM routine (See pages 24-25; 50-51; 76-77; and 102-103 of each Teacher Guide.)</p> <p>This indicator is addressed daily during the Closing Circle routine (See pages 26; 52; 78; and 104 of each Teacher Guide.)</p>
Domain: <i>Language and Literacy</i>	
Strand: Language	
Standard: <i>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</i>	
Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
<p>Conventions of Standard English</p> <ul style="list-style-type: none"> L.1: Demonstrate beginning understanding of the conventions of standard English grammar and usage when engaged in literacy activities (e.g. Interactive Read Alouds, shared reading, shared writing, developmentally appropriate 	<p>TG1: p. 21 (Literacy Small Group, Day 4); p. 34 (Writer's Corner); p. 47 (Literacy Small Group, Day 4); p. 60 (Writer's Corner); p. 99 (Literacy Small Group, Day 4);</p> <p>TG2: p. 8 (Writer's Corner); p. 21 (Literacy Small Groups, Day 4); p. 34(Writer's Corner); p. 47 (Literacy Small Group, Day 4); p. 99 (Literacy Small Group, Day 4);</p> <p>TG3: p. 21 (Literacy Small Groups, Day 4); p. 34 (Writer's Corner); p. 47 (Literacy Small Group, Day 4); p. 86 (Writer's Corner);</p> <p>TG4: p. 21 (Literacy Small Group, Day 4); p. 47 (Literacy Small Group, Day 4); p. 73 (Literacy Small Group, Day 4); p. 99 (Literacy Small Group, Day 4);</p>

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<p>writing, oral language activities, etc.).</p> <ul style="list-style-type: none"> • L.1a: Print upper and lowercase letters in first name. 	<p>TG5: p. 47 (Literacy Small Groups, Day 5); p. 60 (ABC); p. 86 (Writer’s Corner); p. 95 (Read Alouds #1, Day 4); p. 99 (Literacy Small Group, Days 3 & 4);</p> <p>TG6: p. 47 (Literacy Small Groups, Day 4); p. 60 (Writer’s Corner); p. 86 (Writer’s Corner); p. 99 (Literacy Small Groups, Day 4);</p> <p>TG7: p. 21 (Literacy Small Groups, Days 3-4); p. 34 (Writer’s Corner); p. 47 (Literacy Small Groups, Day 4); p. 73 (Literacy Small Groups, Day 4);</p>
	<p>TG8: p. 21 (Literacy Small Groups, Day 4); p. 35 (Creativity Station); p.47 (Literacy Small Groups, Day 4); p. 73 (Literacy Small Groups, Day 4); p. 99 (Literacy Small Groups, Day 4);</p> <p>TG9: p. 21 (Literacy Small Groups, Day 3); p. 47 (Literacy Small Groups, Day 4); p. 73 (Literacy Small Groups, Day 3)</p> <p>Notes:</p> <p>Refer to p. 55, the “Alphabet Knowledge” section, “Signing In” Continuum, of the Welcome Guide: Foundations for Implementation for additional suggestions for how this indicator is addressed recursively throughout the school year within the curriculum.</p>

Strand: Language

Standard: *Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.*

Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher’s Guide (TG)
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<p>Conventions of Standard English</p> <ul style="list-style-type: none"> • L.1: Demonstrate beginning understanding of the conventions of standard English grammar and usage when engaged in literacy activities (e.g. Interactive Read Alouds, shared reading, shared writing, developmentally appropriate writing, oral language activities, etc.). • L.1b: Use frequently occurring nouns and verbs. 	<p>TG1: p. 24 (STEAM, Day 4); p. 46 (Literacy Small Group, Day 1);</p> <p>TG2: p. 20 (Literacy Small Groups, Day 1); p. 47 (Literacy Small Group, Day 3); p. 73 (Literacy Small Group, Day 5); p. 98 (Literacy Small Group, Day 1); p. 99 (Literacy Small Group, Day 4);</p> <p>TG3: p. 20 (Literacy Small Groups, Day 1); p. 21 (Literacy Small Groups, Days 4 & 5); p. 46 (Literacy Small Group, Day 1); p. 47 (Literacy Small Group, Day 4); p. 60 (Writer’s Corner); p. 72 (Literacy Small Groups, Day 1); p. 98 (Literacy Small Group, Day 1);</p> <p>TG4: p. 20 (Literacy Small Group, Day 1); p. 22-23 (Math Small Group, Days 1-5); p. 46 (Literacy Small Group, Day 1); p. 48-49 (Math Small Group, Days 1-5); p. 72 (Literacy Small Group, Day 1); p. 74-75 (Math Small Group, Days 1, 2 & 4); p. 98 (Literacy Small Group, Day 1);</p> <p>TG5: p. 11 (Outdoor Activities); p. 20 (Literacy Small Group, Day 1); p. 22-23 (Math Small Group, Days 1-5); p. 46 (Literacy Small Groups, Day 1); p. 47 (Literacy Small Groups, Day 3); p. 72 (Literacy Small Group, Day 1); p. 73 (Literacy Small Group, Day 3); p. 98-99 (Literacy Small Group, Days 1 & 3);</p> <p>TG6: p. 8 (Writer’s Corner); p. 11 (Language & Literacy); p. 20 (Literacy Small Groups, Day 1); p. 46 (Literacy Small Groups, Day 1); p. 60 (Writer’s Corner); p. 63 (Pretend & Learn); p. 72 (Literacy Small Groups, Day 1);</p>
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	<p>p. 89 (Pretend & Learn & Outdoor Activities); p. 98 (Literacy Small Groups, Day 1); p. 99 (Literacy Small Groups, Days 3 & 4);</p> <p>TG7: p. 8 (Writer’s Corner); p. 15 (Music & Movement); p. 20 (Literacy Small Groups, Day 1); p. 22-23 (Math Small Groups, Days 1-5); p. 34 (Writer’s Corner); p. 46 (Literacy Small Groups , Day 1); p. 48-49 (Math Small Groups, Days 1-5); p. 72-73 (Literacy Small Groups, Days 1 & 4); p. 98 (Literacy Small Groups , Day 1); p. 100-101 (Math Small Groups, Days 1-4);</p>
	<p>TG8: p. 9 (Creativity Station); p. 11 (Outdoor Activities); p. 20 (Literacy Small Groups, Day 1); p. 35 (Creativity Station); p. 36 (Language & Literacy); p.46 (Literacy Small Groups, Day 1); p. 72 (Literacy Small Groups, Day 1); p. 99 (Literacy Small Groups, Day 1);</p> <p>TG9: p. 20 (Literacy Small Groups, Day 1); p. 46-47 (Literacy Small Groups, Days 1, & 3-4); p. 60 (Writer’s Corner); p. 98-99 (Literacy Small Groups, Days 1 & 3);</p> <p>Notes:</p> <p>This indicator is addressed daily during the Closing Circle routine (See pages 26; 52; 78; and 104 of each Teacher Guide.) This indicator is addressed daily during the Read-Alouds #1 & 2 routine (See pages 16-19; 42-45; 68-71; 94-97 of each Teacher Guide.)</p>
<p>Strand: Language</p>	
<p>Standard: <i>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</i></p>	
<p>Indicator for 4-year-olds</p>	<p>Citations or examples and corresponding page numbers from the corresponding Theme/Teacher’s Guide (TG)</p>
<p>Conventions of Standard English</p> <ul style="list-style-type: none"> • L.1: Demonstrate beginning understanding of the conventions of standard English grammar and usage when engaged in literacy activities (e.g. Interactive Read Alouds, shared reading, shared writing, developmentally appropriate writing, oral language activities, etc.). • L.1c: Develop understanding of singular and plural nouns (e.g., dog 	<p>TG2: p. 20 (Literacy Small Groups, Day 1); p. 98 (Literacy Small Group, Day 1);</p> <p>TG3: p. 21 (Literacy Small Groups, Day 5); p. 60 (Writer’s Corner); p. 72 (Literacy Small Groups, Day 1);</p> <p>TG4: p. 20 (Literacy Small Group, Day 1); p. 22-23 (Math Small Group, Days 1-5); p. 46 (Literacy Small Group, Day 1); p. 48-49 (Math Small Group, Days 1-5); p. 72 (Literacy Small Group, Day 1); p. 98 (Literacy Small Group, Day 1);</p> <p>TG5: p. 11 (Outdoor Activities); p. 20 (Literacy Small Group, Day 1); p. 22-23 (Math Small Group, Days 1-5); p. 34 (Writer’s Corner); p. 46 (Literacy Small Groups, Day 1); p. 47 (Literacy Small Groups, Day 3); p. 73 (Literacy Small Group, Day 3); p. 74-75 (Math Small Group, Days 1-5); p. 98-99 (Literacy Small Group, Days 1 & 3);</p> <p>TG6: p. 46 (Literacy Small Groups, Day 1); p. 63 (Pretend & Learn); p. 89 (Pretend & Learn & Outdoor Activities);</p> <p>TG7: p. 8 (Writer’s Corner); p. 15 (Music & Movement); p. 48-49 (Math Small Groups, Days 1-5); p. 50-51 (STEAM, Days 1-5); p. 74-75 (Math Small Groups, Days 1-5); p. 100-101 (Math Small Groups, Days 1-4);</p> <p>TG8: p.46 (Literacy Small Groups, Day 1);</p>

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<p>means one dog; dogs means more than one dog).</p>	<p>TG9: p. 60 (Writer’s Corner); 98 (Literacy Small Groups, Day 1);</p> <p>Notes:</p> <p>This indicator is addressed daily during the Read-Alouds #1 & 2 routine (See pages 16-19; 42-45; 68-71; 94-97 of each Teacher Guide.)</p>
<p>Strand: Language</p>	
<p>Standard: <i>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</i></p>	
<p>Indicator for 4-year-olds</p>	<p>Citations or examples and corresponding page numbers from the corresponding Theme/Teacher’s Guide (TG)</p>
<p>Conventions of Standard English</p> <ul style="list-style-type: none"> • L.1: Demonstrate beginning understanding of the conventions of standard English grammar and usage when engaged in literacy activities (e.g. Interactive Read Alouds, shared reading, shared writing, developmentally appropriate writing, oral language activities, etc.). • L.1d: Understand and begin to use question words (e.g., interrogatives such as who, what, where, when, why, how). 	<p>TG2: p. 20 (Literacy Small Groups, Day 1); p. 24-25 (STEAM, Days 1-5); p. 47 (Literacy Small Group, Day 3); p. 98 (Literacy Small Group, Day 1);</p> <p>TG3: p. 8 (Writer’s Corner); p. 10 (Math); p. 20 (Literacy Small Groups, Day 1); p. 46 (Literacy Small Group, Day 1); p. 47 (Literacy Small Group, Day 4); p. 60 (Writer’s Corner); p. 98 (Literacy Small Group, Day 1);</p> <p>TG4: p. 22-23 (Math Small Group, Days 1-5); p. 46 (Literacy Small Group, Day 1); p. 48-49 (Math Small Group, Days 1-5); p. 72 (Literacy Small Group, Day 1); p. 74-75 (Math Small Group, Days 1-5); p. 98 (Literacy Small Group, Day 1);</p> <p>TG5: p. 11 (Outdoor Activities); p. 22-23 (Math Small Group, Days 1-5); p. 46 (Literacy Small Groups, Day 1); p. 63 (Language and Literacy & Outdoor Activities); p. 72 (Literacy Small Group, Day 1); p. 73 (Literacy Small Group, Day 3); ; p. 74-75 (Math Small Group, Days 1-5); p. 98 (Literacy Small Group, Day 1);</p> <p>TG6: p. 11 (Language & Literacy); p. 20 (Literacy Small Groups, Day 1); p. 46 (Literacy Small Groups, Day 1); p. 63 (Pretend & Learn); p. 72 (Literacy Small Groups, Day 1); p. 74-75 (Math Small Groups, Days 1-5); p. 89 (Pretend & Learn & Outdoor Activities); p. 100-101 (Math Small Groups, Days 1-5);</p> <p>TG7: p. 34 (Writer’s Corner); p. 50-51 (STEAM, Days 1-5); p. 72-73 (Literacy Small Groups, Days 1 & 3); p. 74-75 (Math Small Groups, Days 1-5); p. 87 (Fine Motor); p. 98 (Literacy Small Groups , Day 1); p. 100-101 (Math Small Groups, Days 1-4);</p> <p>TG8: p.46 (Literacy Small Groups, Day 1); p. 72 (Literacy Small Groups, Day 1); p. 98 (Literacy Small Groups, Day 1);</p> <p>TG9: p. 20 (Literacy Small Groups, Day 1); p. 22-23 (Math Small Groups, Days 1-5); p. 36 (Math); p. 60 (Writer’s Corner); 98 (Literacy Small Groups, Day 1)</p> <p>Notes:</p> <p>This indicator is addressed daily during the Closing Circle routine (See pages 26; 52; 78; and 104 of each Teacher Guide.) This indicator is addressed daily during the Read-Alouds #1 & 2 routine (See pages 16-19; 42-45; 68-71; 94-97 of each Teacher Guide.)</p>

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Strand: Language	
Standard: <i>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</i>	
Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
<p>Conventions of Standard English</p> <ul style="list-style-type: none"> L.1: Demonstrate beginning understanding of the conventions of standard English grammar and usage when engaged in literacy activities (e.g. Interactive Read Alouds, shared reading, shared writing, developmentally appropriate writing, oral language activities, etc.). L.1e Gain exposure to the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). 	<p>TG1: p. 36 (Math); p. 48 (Math Small Group Days 1 & 2); p. 48 (Math Small Group Day 3, 4 & 5);</p> <p>TG2: p. 23 (Math Small Groups, Day 5); p. 37(Construction); p. 50-51 (STEAM Days 2-5); p. 96-97 (Read-Alouds #2, Days 1-5);</p> <p>TG3: p. 10 (Math); p. 22-23 (Math Small Groups, Days 2- 5); p. 47 (Literacy Small Group, Day 4);</p> <p>TG4: p. 22-23 (Math Small Group, Days 1-5); p. 48-49 (Math Small Group, Days 1-5); p. 72 (Literacy Small Group, Day 1); p. 74-75 (Math Small Group, Days 2 & 4);</p> <p>TG5: p. 16-17 (Read-Alouds #1, Days 1 & 5); p. 18-19 (Read-Alouds #2, Days 1- 5); p. 22-23 (Math Small Group, Days 1-5); p. 42-43 (Read-Alouds #1 , Days 1-5); p. 44-45 (Read-Alouds #2, Days 1-4); p. 72 (Literacy Small Group, Day 1); ; p. 74-75 (Math Small Group, Days 1-5); p. 96-97 (Read Alouds #2 Days 1-5);</p> <p>TG6: p. 11 (Language & Literacy); p. 16-17 (Read-Alouds #1, Days 1-5); p. 18-19 (Read-Alouds #2, Days 1- 5); p. 20 (Literacy Small Groups, Day 1); p. 42-43 (Read-Alouds #1 , Days 1-5); p. 44-45 (Read-Alouds #2 , Days 1-5); p. 46 (Literacy Small Groups, Day 1); p. 48-49 (Math Small Groups, Days 1-5); p. 62 (Math); p. 68-69 (Read-Alouds #1, Days 1-5); p. 70-71 (Read-Alouds #2, Days 1-5); p. 74-75 (Math Small Groups, Days 1- 5);</p> <p>TG7: p. 15 (Music & Movement); p. 50-51 (STEAM, Days 1-5); p. 70-71 (Read-Alouds #2, Days 1-5);</p> <p>TG8: p. 68-69 (Read-Alouds #1, Days 1-5);</p> <p>TG9: p. 42-43 (Read-Alouds # 1, Days 1-5); p. 44-45 (Read-Alouds #2, Days 1-5); p. 60 (Writer's Corner); p. 70-71 (Read-Alouds #2, Days 1-5); p. 94-95 (Read Alouds #1, Days 1-5);</p>
Strand: Language	
Standard: <i>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</i>	
Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
<p>Conventions of Standard English</p> <ul style="list-style-type: none"> L.1: Demonstrate beginning understanding of the conventions of standard English grammar and usage when engaged in literacy 	<p>TG1: p. 21 (Literacy Small Group, Day 3); p. 46 (Literacy Small Group, Day 1); p. 71 (Read-Alouds #2, Day 3); p. 75 (Math Small Groups, Day 5); p. 97 (Read Alouds #2, Day 3);</p> <p>TG2: p. 21 (Literacy Small Groups, Day 3); p. 47 (Literacy Small Group, Day 3); p. 98 (Literacy Small Group, Day 1); p. 99 (Literacy Small Group, Day 4); p. 20 (Literacy Small Groups, Day 1);</p>

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<p>activities (e.g. Interactive Read Alouds, shared reading, shared writing, developmentally appropriate writing, oral language activities, etc.).</p> <ul style="list-style-type: none"> • L.1f: Produce complete sentences in shared language activities. 	<p>TG3: p. 46 (Literacy Small Group, Day 1); p. 72 (Literacy Small Groups, Day 1); p. 73 (Literacy Small Groups, Day 4);</p> <p>TG4: p. 20 (Literacy Small Group, Day 1); p. 46 (Literacy Small Group, Day 1); p. 68 (Read Alouds #1 Day 1); p. 88 (Math); p. 98-99 (Literacy Small Group, Days 1 & 4);</p> <p>TG5: p. 11 (Language & Literacy); p. 20 (Literacy Small Group, Day 1); p. 46 (Literacy Small Groups, Day 1); p. 47 (Literacy Small Groups,); p. 19 (Read-Alouds #2, Day 4); p. 21 (Literacy Small Groups, Day 3); p. 42-43 (Read-Alouds #1 , Days 2 & 3); p. 45 (Read-Alouds #2 , Day 5); p. 46 (Literacy Small Groups, Day 1); p. 72 (Literacy Small Groups, Day 1); p. 94 (Read Alouds #1 Day 2); p. 99 (Literacy Small Groups, Days 3 & 4);</p> <p>TG7: p. 22-23 (Math Small Groups, Day 3); p. 100-101 (Math Small Groups, Days 1-4);</p> <p>TG8: p. 47 (Literacy Small Groups, Day 3); p. 98-99 (Literacy Small Groups, Days 1, 3 & 4);</p> <p>TG9: p. 17 (Read-Alouds #1, Day 4);</p> <p>Notes: This indicator is addressed daily during the Closing Circle routine (See pages 26; 52; 78; and 104 of each Teacher Guide.)</p>
Strand: Language	
Standard: <i>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i>	
Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
<p>Conventions of Standard English</p> <ul style="list-style-type: none"> • L.2: Gain exposure to conventions of standard English capitalization, punctuation, and spelling during shared reading and writing experiences. • L.2a: Recognize that their name begins with a capital letter. 	<p>TG1: p. 14 (Morning Message); p. 99 (Literacy Small Group, Day 4);</p> <p>TG2: p. 8 (Writer's Corner); p. 34(Writer's Corner); p. 47 (Literacy Small Group, Day 4); p. 99 (Literacy Small Group, Day 4);</p> <p>TG3: p. 21 (Literacy Small Groups, Day 4); p. 34 (Writer's Corner); p. 47 (Literacy Small Group, Day 4); p. 86 (Writer's Corner); p. 99 (Literacy Small Group, Day 4);</p> <p>TG4: p. 21 (Literacy Small Group, Day 4); p. 34(Writer's Corner); p. 47 (Literacy Small Group, Day 3); p. 73 (Literacy Small Group, Day 4); p. 99 (Literacy Small Group, Day 3 & 4); p. 100 (Math Small Group, Day 2);</p> <p>TG5: p. 60 (ABC); p. 95 (Read Alouds #1, Day 4); p. 99 (Literacy Small Group, Day 3);</p> <p>TG6: p. 47 (Literacy Small Groups, Day 4); p. 66 (Morning Message, Step 2); p. 73 (Literacy Small Groups, Day 3); p. 99 (Literacy Small Groups, Day 3);</p> <p>TG7: p. 21 (Literacy Small Groups, Days 3-4); p. 34 (Writer's Corner); p. 47 (Literacy Small Groups , Day 4); p. 73 (Literacy Small Groups, Day 3); p. 86 (ABC); p. 99 (Literacy Small Groups , Day 3);</p> <p>TG8: p. 47 (Literacy Small Groups, Day 4); p. 73 (Literacy Small Groups, Day 4);</p> <p>TG9: p. 19 (Read-Alouds #2, Day 3); p. 21 (Literacy Small Groups, Day 3); p. 40 (Morning Message, Step 2); p. 73 (Literacy Small Groups, Day 3); p. 96 (Read Alouds #2, Day 2);</p>

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	<p>Notes:</p> <p>Refer to p. 55, the “Alphabet Knowledge” section, “Signing In” Continuum, of the Welcome Guide: Foundations for Implementation for additional suggestions for how this indicator is addressed recursively throughout the school year within the curriculum.</p>
<p>Strand: Language</p>	
<p>Standard: <i>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i></p>	
<p>Indicator for 4-year-olds</p>	<p>Citations or examples and corresponding page numbers from the corresponding Theme/Teacher’s Guide (TG)</p>
<p>Conventions of Standard English</p> <ul style="list-style-type: none"> • L.2: Gain exposure to conventions of standard English capitalization, punctuation, and spelling during shared reading and writing experiences. • L.2b: Demonstrate awareness of name and function of end punctuation (e.g., period, question mark and exclamation point). 	<p>TG1: p. 14 (Morning Message); p. 99 (Literacy Small Group, Day 4);</p> <p>TG2: p. 8 (Writer’s Corner); p. 73 (Literacy Small Group, Day 4);</p> <p>TG3: p. 21 (Literacy Small Groups, Day 4); p. 47 (Literacy Small Group, Day 4); p. 99 (Literacy Small Group, Day 4);</p> <p>TG4: p. 34(Writer’s Corner); p. 47 (Literacy Small Group, Day 3); p. 73 (Literacy Small Group, Day 4); p. 99 (Literacy Small Group, Day 3);</p> <p>TG5:p. 21 (Literacy Small Group, Day 3); p. 47 (Literacy Small Groups, Day 3); p. 73 (Literacy Small Group, Day 4); p. 96-97 (Read Alouds #2 Days 1 & 5); p. 99 (Literacy Small Group, Day 4); p. 99 (Literacy Small Groups, Day 3);</p> <p>TG7: p. 47 (Literacy Small Groups, Days 3-4); p. 73 (Literacy Small Groups, Day 3); p. 99 (Literacy Small Groups, Days 3 & 4);</p> <p>TG8: p.47 (Literacy Small Groups, Day 4); p. 73 (Literacy Small Groups, Day 4); p. 99 (Literacy Small Groups, Day 4);</p> <p>TG9: p. 21 (Literacy Small Groups, Day 3); p. 47 (Literacy Small Groups, Day 4); p. 73 (Literacy Small Groups, Day 4)</p> <p>Notes: This indicator is addressed daily during Step 2 (Write the Sentence) of the Morning Message Routine (See pages 14, 40, 66 and 92 of each Teacher Guide). The only exception is on Week 1 of Theme 1.</p>
<p>Strand: Language</p>	
<p>Standard: <i>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i></p>	
<p>Indicator for 4-year-olds</p>	<p>Citations or examples and corresponding page numbers from the corresponding Theme/Teacher’s Guide (TG)</p>
<p>Conventions of Standard English</p>	<p>TG1: p. 47 (Literacy Small Group, Day 4); p. 60 (Writer’s Corner); p. 99 (Literacy Small Group, Day 4);</p> <p>TG2: p. 8 (Writer’s Corner); p. 34 (Writer’s Corner); p. 47 (Literacy Small Group, Day 4); p. 86 (Writer’s Corner); p. 99 (Literacy Small Group, Day 4);</p>

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<ul style="list-style-type: none"> • L.2: Gain exposure to conventions of standard English capitalization, punctuation, and spelling during shared reading and writing experiences. • L.2c: Use letter-like shapes, symbols, letters, and words to convey meaning. 	<p>TG3: p. 8 (Writer’s Corner); p. 21 (Literacy Small Groups, Day 4); p. 22 (Math Small Groups, Day 1); p. 34 (Writer’s Corner); p. 47 (Literacy Small Group, Day 4); p. 48-49 (Math Small Group, Days 2, 4 & 5); p. 51 (STEAM, Days 2-4); p. 60 (Writer’s Corner); p. 73 (Literacy Small Groups, Day 3); p. 86 (Writer’s Corner); p. 99 (Literacy Small Group, Day 4);</p> <p>TG4: p. 21 (Literacy Small Group, Day 4); p. 34 (Writer’s Corner); p. 47 (Literacy Small Group, Day 4); p. 60 (Writer’s Corner); p. 73 (Literacy Small Group, Day 4); p. 86 (Writer’s Corner); p. 99 (Literacy Small Group, Day 4);</p> <p>TG5: p. 8 (Writer’s Corner); p. 21 (Literacy Small Group, Day 4); p. 34 (Writer’s Corner); p. 47 (Literacy Small Groups, Day 4); p. 60 (ABC); p. 73 (Literacy Small Group, Day 4); p. 86 (Writer’s Corner); p. 99 (Literacy Small Group, Day 4);</p> <p>TG6: p. 8 (Writer’s Corner); p. 21 (Literacy Small Groups, Day 4); p. 34 (Writer’s Corner); p. 47 (Literacy Small Groups, Day 4); p. 60 (Writer’s Corner); p. 73 (Literacy Small Groups, Day 4); p. 86 (Writer’s Corner); p. 99 (Literacy Small Groups, Day 4); p. 100-101 (Math Small Groups, Days 1-5);</p> <p>TG7: p. 8 (Writer’s Corner); p. 21 (Literacy Small Groups, Day 4); p. 23 (Math Small Groups, Day 5); p. 34 (Writer’s Corner); p. 47 (Literacy Small Groups, Day 4); p. 49 (p. 60 (Writer’s Corner); p. 73 (Literacy Small Groups, Day 4); p. 99 (Literacy Small Groups, Day 4);</p> <p>TG8: p. 21 (Literacy Small Groups, Day 4); p. 34 (Writer’s Corner); p. 47 (Literacy Small Groups, Day 4); p. 60 (Writer’s Corner); p. 73 (Literacy Small Groups, Day 4); p. 86 (Writer’s Corner); p. 99 (Literacy Small Groups, Day 4);</p> <p>TG9: p. 8 (Writer’s Corner); p. 21 (Literacy Small Groups, Day 4); p. 34 (Writer’s Corner); p. 47 (Literacy Small Groups, Day 4); p. 60 (Writer’s Corner); p. 73 (Literacy Small Groups, Days 4 & 5); 99 (Literacy Small Groups, Days 4 & 5)</p>
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Strand: Language

Standard: *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*

Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher’s Guide (TG)
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<p>Conventions of Standard English</p> <ul style="list-style-type: none"> • L.2: Gain exposure to conventions of standard English capitalization, punctuation, and spelling during shared reading and writing experiences. 	<p>TG1: p. 8 (Writer’s Corner); p. 9 (Fine Motor); p. 34 (Writer’s Corner); p. 60 (Writer’s Corner); p. 62 (Creativity Station); p. 92 (Morning Message, Step 3);</p> <p>TG2: p. 8 (Writer’s Corner); p. 9 (Creativity Station); p. 14 (Morning Message Step 3); p. 34 (Writer’s Corner); p. 40 (Morning Message Step 3); p. 86 (Writer’s Corner);</p> <p>TG3: p. 8 (Writer’s Corner); p. 21 (Literacy Small Groups, Day 4); p. 22 (Math Small Groups, Day 1); p. 34 (Writer’s Corner); p. 47 (Literacy Small Group, Day 4); p. 49 (Math Small Group, Day 4); p. 60 (Writer’s Corner); p. 73 (Literacy Small Groups, Day 3); p. 86 (Writer’s Corner);</p> <p>TG4: p. 21 (Literacy Small Group, Day 4); p. 34 (Writer’s Corner); p. 47 (Literacy Small Group, Day 4); p. 60 (Writer’s Corner); p. 73 (Literacy Small Group, Day 4); p. 86 (Writer’s Corner); p. 89 (Language & Literacy);</p>
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<ul style="list-style-type: none"> L.2d: Develop fine motor skills necessary to control and sustain handwriting. 	<p>TG5: p. 8 (Writer’s Corner); p. 34 (Writer’s Corner); p. 60 (ABC); p. 86 (Writer’s Corner); p. 95 (Read Alouds #1, Day 4); p. 99 (Literacy Small Group, Days 3 & 4);</p> <p>TG6: p. 8 (Writer’s Corner); p. 34 (Writer’s Corner); p. 47 (Literacy Small Groups, Day 5); p. 60 (Writer’s Corner); p. 66 (Morning Message, Step 2); p. 73 (Literacy Small Groups, Day 5); p. 86 (Writer’s Corner); p. 92 (Morning Message, Step 3);</p> <p>TG7: p. 8 (Writer’s Corner); p. 14 (Morning Message, Step 3); p. 21 (Literacy Small Groups, Day 5); p. 23 (Math Small Groups, Day 5); p. 34 (Writer’s Corner); p. 40 (Morning Message, Step 3); p. 47 (Literacy Small Groups , Days 4-5); p. 49 (Math Small Groups, Day 5); p. 60 (Writer’s Corner);); p. 66 (Morning Message, Step 3); p. 73 (Literacy Small Groups, Days 4 & 5); p. 92 (Morning Message, Step 3); p. 99 (Literacy Small Groups , Day 5);</p> <p>TG8: p. 8 (ABC); p. 14 (Morning Message, Step 3); p. 35 (Writer’s Corner); p. 40 (Morning Message, Step 3); p.47 (Literacy Small Groups, Day 4 & 5);); p. 60 (Writer’s Corner); p. 66 (Morning Message, Step 3); p. 73 (Literacy Small Groups, Days 4 & 5); p. 86 (Writer’s Corner); p. 92 (Morning Message, Step 3); p. 99 (Literacy Small Groups, Days 4 & 5);</p> <p>TG9: p. 8 (Writer’s Corner); p. 34 (Writer’s Corner); p. 60 (Writer’s Corner); p. 73 (Literacy Small Groups, Days 3-5); 99 (Literacy Small Groups, Day 5)</p> <p>Notes: This indicator is addressed daily during the Small Literacy Group Day 4 (See pages 21; 46; 72; and 98 of each Teacher Guide.)</p>
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Strand: Language

Standard: *Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.*

Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher’s Guide (TG)
<p>Conventions of Standard English</p> <ul style="list-style-type: none"> L.4: Determine or clarify the meaning of unknown words and phrases based on pre-kindergarten reading and content. 	<p>TG1: p. 17 (Read-Alouds #1, Days 4 and 5); p. 19 (Read-Alouds #2, Day 4); p. 48 (Math Small Group Days 1 & 2); p. 48 (Math Small Group Day 3, 4 & 5); p. 69 (Read-Alouds #1, Day 4); p. 96 (Read Alouds #1, Day 4);</p> <p>TG2: p. 18 (Read-Alouds #2, Day 2); p. 20 (Literacy Small Groups, Day 1); p. 21-22 (Math Small Groups, Days 1-5); p. 42-43 (Read-Alouds #1, Day 2); p. 44-45 (Read-Alouds #2, Day 4); p. 52 (Closing Circle); p. 94-95 (Read-Alouds #1, Day 5); p. 98 (Literacy);</p> <p>TG3: p. 16-17 (Read-Alouds #1, Days 4); p. 20 (Literacy Small Groups, Day 1); p. 46 (Literacy Small Group, Day 1); p. 68-69 (Read Alouds #1, Days 1-5); p. 98 (Literacy Small Group, Day 1);</p> <p>TG4: p. 17 (Read-Alouds #1, Day 3); p. 20 (Literacy Small Group, Day 1); p. 22-23 (Math Small Group, Days 1-5); p. 46 (Literacy Small Group, Day 1); p. 48-49 (Math Small Group, Days 1-5); p. 60 (Writer’s Corner); p.69 (Read Alouds #1 Day 4); p. 72 (Literacy Small Group, Day 1); p. 86 (Writer’s Corner); p. 87 (Science & Sensory); p. 96-97 (Read Alouds #2 Days 2 & 3); p. 98 (Literacy Small Group, Day 1);</p>

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	<p>TG5: p. 16 (Read-Alouds #1, Day 2); p. 19 (Read-Alouds #2, Days 3 & 4); p. 20 (Literacy Small Group, Day 1); p. 42-43 (Read-Alouds #1, Days 1-5); p. 46 (Literacy Small Groups, Day 1); p. 68 (Read-Alouds #1, Day 2); p. 71 (Read-Alouds #2, Days 3 & 4); p. 72 (Literacy Small Group, Day 1); p. 94-95 (Read Alouds #1, Days 1-5); p. 96-97 (Read Alouds #2 Days 1-4); p. 98 (Literacy Small Group, Day 1);</p> <p>TG6: p. 16-17 (Read-Alouds #1, Days 2-5); p. 18-19 (Read-Alouds #2, Days 2-5); p. 20 (Literacy Small Groups, Day 1); p. 42-43 (Read-Alouds #1, Days 2-5); p. 44-45 (Read-Alouds #2, Days 2-5); p. 46 (Literacy Small Groups, Day 1); p. 47 (Literacy Small Groups, Days 3 & 4); p. 70-71 (Read-Alouds #2, Days 2-5); p. 72 (Literacy Small Groups, Day 1); p. 94-95 (Read Alouds #1 Days 2-5); p. 96-97 (Read Alouds #2 Day 3); p. 98 (Literacy Small Groups, Day 1);</p> <p>TG7: p. 16-17 (Read-Alouds #1, Days 1-5); p. 20 (Literacy Small Groups, Day 1); p. 22-23 (Math Small Groups, Days 1-5); p. 43 (Read-Alouds #1, Day 5); p. 44-45 (Read-Alouds #2, Days 2-5); p. 46 (Literacy Small Groups, Day 1); p. 68-69 (Read-Alouds #1, Days 1-3); p. 70-71 (Read-Alouds #2, Days 1-5); p. 72 (Literacy Small Groups, Day 1); p. 95 (Read Alouds #1, Day 3); p. 96-97 (Read Alouds #2, Days 2 & 3); p. 999 (Literacy Small Groups, Days 1 & 3);</p> <p>TG8: p. 16-17 (Read-Alouds #1, Days 1, 3 & 5); p. 18-19 (Read-Alouds #2, Days 1-3); p. 42 (Read Alouds #1 Day 1); p. 44 (Read Alouds #2 Day 1); p. 46-47 (Literacy Small Groups, Days 1, 3 & 4); p. 68 (Read-Alouds #1, Day 1); p. 71 (Read-Alouds #2, Day 1); p. 72 (Literacy Small Groups, Day 1); p. 94-95 (Read-Alouds #1, Days 1-5); p. 96-97 (Read Alouds #2 Days 1 & 3); p. 98-99 (Literacy Small Groups, Days 1 & 3);</p>
	<p>TG9: p. 17 (Read-Alouds #1, Days 3 & 5); p. 18-19 (Read-Alouds #2, Days 2, 4 & 5); p. 20 (Literacy Small Groups, Day 1); p. 42-43 (Read-Alouds #1, Days 1-5); p. 45 (Read-Alouds #2, Day 5); p. 46 (Literacy Small Groups, Day 1); p. 68-69 (Read-Alouds #1, Days 2 & 5); p. 70-71 (Read-Alouds #2, Days 1-5); p. 96 (Read Alouds #2, Day 1); 98 (Literacy Small Groups, Day 1);</p> <p>Notes: This indicator is addressed daily during the Closing Circle routine (See pages 26; 52; 78; and 104 of each Teacher Guide.) This indicator is addressed weekly during Read-Aloud Day 1 routine as the teacher introduces the word(s) of the week with the Vocabulary Card. (See pages 16-19; 42-45; 68-71; 94-97 of each Teacher Guide.)</p>
Strand: Language	
Standard: <i>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</i>	
Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
<p>Vocabulary Acquisition and Use</p> <ul style="list-style-type: none"> L.5: With modeling and support from adults, explore word relationships and nuances in word meanings. 	<p>TG1: p. 17 (Read-Alouds #1, Day 4); p. 18 (Read-Alouds #2, Day 1); p. 20 (Literacy Small Group, Day 1); p. 35 (Language and Literacy); p. 42 (Read-Alouds #1, Day 1); p. 43 (Read-Alouds #1, Day 4); p. 44 (Read-Alouds #2, Day 1); p. 45 (Read-Alouds #2, Day 5); p. 48 (Math Small Group Days 1 & 2); p. 48 (Math Small Group Day 3, 4 & 5); p. 68 (Read-Alouds #1, Day 1); p. 69 (Read-Alouds #1, Day 4); p. 72 (Literacy Small Groups, Day 1); p. 74 -75(Math Small Groups, Days 1 & 4); p. 96-97 (Read Alouds #2, Day 2 & 4); p. 98 (Literacy Small Group, Day 1);</p>

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<ul style="list-style-type: none"> • L.5a: With modeling and support, sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. • L.5b: With modeling and support, demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). • L.5c: Identify real life connections between words and their use (e.g., note objects in classroom that are small). 	<p>TG2: p. 20 (Literacy Small Groups, Day 1); p. 22 (Math Small Group, Day 1); p. 35(ABC); p. 66 (Morning Message, Step 2); p. 72 (Literacy Small Group, Day 1); p. 86 (Writer's Corner);</p> <p>TG3: p. 17 (Read-Alouds #1, Day 4); p. 18-19 (Read-Alouds #2, Days 1, 4 & 5); p. 20 (Literacy Small Groups, Day 1); p. 68-69 (Read Alouds #1, Days 1-5); p. 72 (Literacy Small Groups, Day 1); p. 73 (Literacy Small Groups, Day 3); p. 74-75 (Math Small Groups, Days 1-5); p. 96-97 (Read Alouds #2, Day 2 & 5); p. 99 (Literacy Small Group, Day 5);</p> <p>TG4: p. 18 (Read-Alouds #2, Day 1); p. 20 (Literacy Small Group, Day 1); p. 22-23 (Math Small Group, Days 1-5); p. 44 (Read Alouds #2 Day 1); p. 48-49 (Math Small Group, Days 1-5); p.70 (Read Alouds #2 Day 1); p. 74-75 (Math Small Group, Days 1-5); p. 86 (Writer's Corner); p. 87 (Science & Sensory); p. 88 (Creativity Station & Math); p. 89 (Language & Literacy & Outdoor Activities); p. 94-95 (Read Alouds #1, Days 1-5); p. 96-97 (Read Alouds #2 Days 2 & 3); p. 98 (Literacy Small Group, Day 1);</p> <p>TG5: p. 11 (Outdoor Activities); p. 16 (Read-Alouds #1, Days 1 & 2); p. 18 (Read-Alouds #2, Days 1 & 2); p. 22-23 (Math Small Group, Days 1-5); p. 26 (Closing Circle); p. 42-43 (Read-Alouds #1 , Days 2, 3 & 4); p. 44 (Read-Alouds #2, Day 1); p. 46 (Literacy Small Groups, Day 1); p. 68 (Read-Alouds # 1, Days 1 & 2); p. 70 (Read-Alouds #2, Day 1);); p. 74-75 (Math Small Group, Days 1-5); p. 94 (Read Alouds #1, Day 2); p. 96 (Read Alouds #2 Day 1); p. 98 (Literacy Small Group, Days 1 & 2);</p> <p>TG6: p. 8 (Writer's Corner); p. 11 (Language & Literacy); p. 16-17 (Read-Alouds #1, Days 1-2 & 4-5); p. 18 (Read-Alouds #2, Days 1-2); p. 20 (Literacy Small Groups, Day 1); p. 26 (Closing Circle); p. 42-43 (Read-Alouds #1 , Days 1-4); p. 44 (Read-Alouds #2 , Day 1); p. 46 (Literacy Small Groups, Day 1); p. 68 (Read-Alouds #1, Days 1-2); p. 71 (Read-Alouds #2, Day 3); p. 93 (Music & Movement); p. 94-95 (Read Alouds #1 Days 1-2 & 5); p. 96-97 (Read Alouds #2 Days 1 & 3);</p> <p>TG7: p. 16-17 (Read-Alouds #1, Days 1-4); p. 18-19 (Read-Alouds #2, Days 1 & 3); p. 42-43 (Read-Alouds #1, Days 1 & 5); p. 44 (Read-Alouds #2 , Day 1); p. 46 (Literacy Small Groups , Day 1); p. 68 (Read-Alouds #1, Day 1); p. 70 (Read-Alouds #2, Day 1); p. 96 (Read Alouds #2, Days 1 & 2); p. 98 (Literacy Small Groups , Day 1); p. 68 (Read-Alouds #1, Day 1);</p> <p>TG8: p. 16 (Read-Alouds #1, Day 1); p. 18 (Read-Alouds #2, Day 1); p. 20-21 (Literacy Small Groups, Days 1, 3 & 4); p.44 (Read Alouds #2 Day 1); p.46-47 (Literacy Small Groups, Days 1, 3 & 4); p. 52 (Closing Circle); p. 68 (Read-Alouds #1, Day 1); p. 70 (Read-Alouds #2, Day 1); p. 78 (Closing Circle); p. 94 (Read-Alouds #1, Days 1-2); p. 96-97 (Read Alouds #2 Days 1, 3 & 4); p. 98-99 (Literacy Small Groups, Days 1 & 3);</p> <p>TG9: p. 16-17 (Read-Alouds #1, Days 1 & 5); p. 18 (Read-Alouds #2, Day 1); p. 20 (Literacy Small Groups, Day 1); p. 22-23 (Math Small Groups, Days 1-5); p. 34 (Writer's Corner); p. 36 (Math); p. 68 (Read-Alouds #1, Day 1); p. 70 (Read-Alouds #2, Day 1); p. 94 (Read Alouds #1, Day 1); p. 96 (Read Alouds #2, Day 1)</p>
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Strand: Language

Standard: *Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.*

Frog Street Pre-K Correlation to the Maryland College and Career-Ready Standards for Pre-K

Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
<p>Vocabulary Acquisition and Use</p> <ul style="list-style-type: none"> • L.6: Use words and phrases acquired through conversation, being read to, and responding to text. 	<p>TG1: p. 19 (Read-Alouds #2, Days 3 & 5); p. 24 (STEAM, Day 4); p. 41 (Read-Alouds #1, Day 1); p. 52 (Closing Circle); p. 61 (Gross Motor); p. 62 (Sensory Table); p. 71 (Read-Alouds #2, Day 4); p. 96 (Read Alouds #1, Day 4); p. 96-97 (Read Alouds #2, Days 1 & 3);</p> <p>TG2: p. 15 (Music & Movement); p. 19 (Read-Alouds #2, Day 4); p. 47 (Literacy Small Group, Day 3); p. 48 (Math Small Group, Day 1); p. 60 (Writer's Corner); p. 67 (Music & Movement); p. 70 (Read-Alouds #2, Days 1-2); p. 96-97 (Read-Alouds #2, Days 1-5); p. 99 (Literacy Small Group, Day 3);</p> <p>TG3: p. 10 (Math); p. 15 (Music & Movement); p. 16-17 (Read-Alouds #1, Days 1-4); p. 18-19 (Read-Alouds #2, Days 1-5); p. 21 (Literacy Small Groups, Day 5); p. 42 (Read-Alouds #1, Days 3 & 4); p. 45 (Read Alouds #1 Day 5); p. 50-51 (STEAM, Days 1-5); p. 68-69 (Read Alouds #1, Days 1-5);</p> <p>TG4: p. 16-17 (Read-Alouds #1, Days 1-5); p. 2; p. 22-23 (Math Small Group, Days 1-5); p. 42-43 (Read Alouds #1 Days 1-5); p. 44-45 (Read Alouds #2 Days 1-5); p. 47 (Literacy Small Group, Day 5); p. 94-95 (Read Alouds #1, Days 1-5); p. 96-97 (Read Alouds #2 Days 1-5);</p> <p>TG5: p. 11 (Language & Literacy & Outdoor Activities); p. 16-17 (Read-Alouds #1, Days 1-5); p. 18-19 (Read-Alouds #2, Days 1-5); p. 20 (Literacy Small Group, Day 1); p. 34 (Writer's Corner); p. 63 (Language and Literacy); p. 66 (Morning Message, Step 1); p. 68-69 (Read-Alouds #1, Days 1-5); p. 88 (Language & Literacy & Math); p. 94-95 (Read Alouds #1, Days 1-5);</p> <p>TG6: p. 16-17 (Read-Alouds #1, Days 1-5); p. 18-19 (Read-Alouds #2, Days 1-5); p. 42-43 (Read-Alouds #1, Days 1-5); p. 44-45 (Read-Alouds #2, Days 1-5); p. 62 (Math); p. 68-69 (Read-Alouds #1, Days 1-5); p. 70-71 (Read-Alouds #2, Days 1-5); p. 94-95 (Read Alouds #1 Days 1-5); p. 99 (Literacy Small Groups, Day 3);</p> <p>TG7: p. 10 (Creativity Station); p. 16-17 (Read-Alouds #1, Days 1-5); p. 18-19 (Read-Alouds #2, Days 1-5); p. 21 (Literacy Small Groups, Days 3-4); p. 44-45 (Read-Alouds #2, Days 1-5); p. 60 (Writer's Corner); p. 68-69 (Read-Alouds #1, Days 2-5); p. 96-97 (Read Alouds #2, Days 1-5); p. 98-99 (Literacy Small Groups, Days 1 & 3); p. 100-101 (Math Small Groups, Days 1-4);</p> <p>TG8: p. 9 (Creativity Station); p. 11 (Outdoor Activities); p. 19 (Read-Alouds #2, Day 5); p. 35 (Creativity Station); p. 42-43 (Read Alouds #1 Days 1-5); p. 46 (Literacy Small Groups, Day 1); p. 70-71 (Read-Alouds #2, Days 1-5); p. 96-97 (Read Alouds #2 Days 1-5); p. 98-99 (Literacy Small Groups, Days 1 & 3);</p> <p>TG9: p. 14 (Morning Message, Step 2); p. 16-17 (Read-Alouds #1, Days 1-5); p. 20 (Literacy Small Groups, Day 1); p. 42-43 (Read-Alouds #1, Days 1-5); p. 60 (Writer's Corner); p. 68-69 (Read-Alouds #1, Days 1-5); p. 94-95 (Read Alouds #1, Days 1-5);</p> <p>Notes:</p> <p>This indicator is addressed daily during Literacy Small Groups, Day 1 (See pages 20; 46; 72; and 98 of each Teacher Guide.) This indicator is addressed daily during the Closing Circle routine (See pages 26; 52; 78; and 104 of each Teacher Guide.)</p>

Frog Street Pre-K Correlation to the Maryland College and Career-Ready Standards for Pre-K

Domain: *Mathematics*

Strand: Counting and Cardinality

Standard: *Know number names and the count sequence.*

Indicator for 4-year-olds

Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)

Know Number Names and Count Sequence

- **PK.CC.1:** Count verbally to ten by ones.

TG1: p. **23** (Math Small Group, Day 3);
TG2: p. **74-75** (Math Small Group, Days 2 & 3); p. **100** (Math Small Group, Day 2);
TG5: p. **49** (Math Small Groups, Day 3); p. **101** (Math Small Group, Day 3); p. **102-103** (STEAM, Days 1-5)
TG6: p. **10** (Math); p. **22-23** (Math Small Groups, Days 1-5); p. **36** (Math); p. **49** (Math Small Groups, Day 4); p. **100-101** (Math Small Groups, Days 1-5); p. **102-103** (STEAM, Days 1-5);
TG8: p. **48-49** (Math Small Groups, Days 1-5); p. **74-75** (Math Small Groups, Days 1-5);
TG9: p. **23** (Math Small Groups, Day 5); p. **48** (Math Small Groups, Day 1); p. **62** (Math); p. **76-77** (TEAM, Days 1-5)
Notes: Refer to Strategy Card, "**Counting**," under the section titled, "**Rote counting**" for specific information on how the curriculum suggests addressing this indicator. Children will also address this skill daily as they count the number of children as recommended on Strategy Card, "**Math Routines**," (see the section titled "**Taking Attendance**.")

Strand: Counting and Cardinality

Standard: *Know number names and the count sequence.*

Indicator for 4-year-olds

Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)

Know Number Names and Count Sequence

- **PK.CC.2:** Recognize the concept of just after or just before a given number in the counting sequence up to ten.

TG2: p. **75** (Math Small Group, Day 4); p. **100** (Math Small Group, Day 2);
TG3: p. **10** (Math); p. **22-23** (Math Small Groups, Days 1- 4);
TG5: p. **49** (Math Small Groups, Day 4); p. **100-101** (Math Small Group, Days 1-3); p. **102-103** (STEAM, Days 1-5)
TG6: p. **10** (Math); p. **22-23** (Math Small Groups, Days 1-5); p. **36** (Math); p. **48-49** (Math Small Groups, Days 1, 2 & 4);
TG7: p. **36** (Math); p. **48** (Math Small Groups, Day 2); p. **50-51** (STEAM, Days 1-5); p. **75** (Math Small Groups, Day 4); p. **100-101** (Math Small Groups, Days 1-5);

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	<p>TG8: p. 22-23 (Math Small Groups, Days 1-4); p. 36 (Math); p.48-49 (Math Small Groups, Days 1-5); p. 76-77 (TEAM, Days 1-5);</p> <p>TG9: p. 23 (Math Small Groups, Day 5); p. 48 (Math Small Groups, Day 1); p. 77 (STEAM, Days 2-5)</p> <p>Notes: Refer to Strategy Card, “Number Operations,” Level: Progressing—Counting On for specific information on how the curriculum suggests addressing this indicator.</p>
<p>Strand: Counting and Cardinality</p>	
<p>Standard: <i>Know number names and the count sequence.</i></p>	
<p>Indicator for 4-year-olds</p>	<p>Citations or examples and corresponding page numbers from the corresponding Theme/Teacher’s Guide (TG)</p>
<p>Know Number Names and Count Sequence</p> <ul style="list-style-type: none"> • PK.CC.3: Identify written numerals 0- 10. 	<p>TG3: p. 10 (Math & Pretend and Learn); p. 22-23 (Math Small Groups, Days 1- 5); p. 36 (Math); p. 49 (Math Small Group, Days 3 & 4); p. 88 (Math); p. 101 (Math Small Group, Day 3);</p> <p>TG5: p. 48-49 (Math Small Groups, Days 1-5); p. 88 (Math);</p> <p>TG6: p. 8 (Writer’s Corner); p. 10 (Math); p. 16-17 (Read-Alouds #2, Days 1-5); p. 22-23 (Math Small Groups, Days 1-5); p. 36 (Math); p. 75 (Math Small Groups, Day 5); p. 100-101 (Math Small Groups, Days 2-5);</p> <p>TG7: p. 16-17 (Read-Alouds #1, Days 2 & 4—where children identify page numbers); p. 23 (Math Small Groups, Days 4 & 5); p. 36 (Math); p. 42-43 (Read-Alouds #1 , Days 2-4—where children identify page numbers); p. 48-49 (Math Small Groups, Days 2, 4 & 5); p. 74-75 (Math Small Groups, Days 2-4);</p> <p>TG8: p. 22-23 (Math Small Groups, Days 1 & 4); p.48-49 (Math Small Groups, Days 1-5); p. 76-77 (TEAM, Days 1-5);</p> <p>TG9: p. 23 (Math Small Groups, Days 4 & 5); p. 48 (Math Small Groups, Day 1); p. 62 (Math); p. 87 (Construction); p. 100-101 (Math Small Groups, Days 2-3)</p>
<p>Strand: Counting and Cardinality</p>	
<p>Standard: <i>Count to tell the number of objects.</i></p>	
<p>Indicator for 4-year-olds</p>	<p>Citations or examples and corresponding page numbers from the corresponding Theme/Teacher’s Guide (TG)</p>
<p>Count to Tell the Number of Objects</p> <ul style="list-style-type: none"> • PK.CC.4 Understand the relationship between numbers and quantities to five, then to ten; connect counting to cardinality. 	<p>TG1: p. 18 (Read-Alouds #2, Day 1); p. 19 (Read-Alouds #2, Day 4); p. 22 & 23 (Math Small Group, Days 1, 2, 3 and 5); p. 62 (Math Center); p. 73 (Literacy Small Groups, Day 5); p. 92 (Morning Message, Step 2);</p> <p>TG2: p. 14 (Morning Message Step 1); p. 40 (Morning Message Step 1); p. 48 (Math Small Group, Day 1); p. 74-75 (Math Small Group, Days 1--5); p. 88 (Math); p. 100-101 (Math Small Group, Days 1-5);</p> <p>TG3: p. 9 (Gross Motor); p. 36 (Math); p. 48-49 (Math Small Group, Days 2, 3 & 5); p. 74 Math Small Groups, Day 2);</p> <p>TG4: p. 50-51 (STEAM, Days 1-5); p. 88 (Math);</p>

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<ul style="list-style-type: none"> ○ PK.CC.4a: When counting objects, say the number names in the standard order, pairing each object with one and only one number name. ○ PK.CC.4b: Recognize that the last number name said tells the number of objects counted. ○ PK.CC.4c: Begin to recognize that each successive number name refers to a quantity that is one larger. 	<p>TG5: p. 36 (Math); p. 48-49 (Math Small Groups, Days 1-5); p. 88 (Math); p. 100-101 (Math Small Group, Days 1-5); p. 102-103 (STEAM, Days 1-5)</p> <p>TG6: p. 23 (Math Small Groups, Day 5); p. 36 (Math); p. 45 (Read-Alouds #2 , Day 3, Extension Activity); p. 50-51 (STEAM, Days 1-5); p. 63 (Pretend & Learn); p. 87 (Gross Motor); p. 88 (Math); p. 100-101 (Math Small Groups, Days 2-5); p. 102-103 (STEAM, Days 1-5);</p> <p>TG7: p. 10 (Math); p. 22-23 (Math Small Groups, Days 1-5); p. 48-49 (Math Small Groups, Days 1-5); p. 50-51 (STEAM, Days 1-5); p. 62 (Math); p. 74-75 (Math Small Groups, Days 1-5); p. 87 (Creativity Station); p. 88 (Math); p. 94-95 (Read Alouds #1, Days 1-3); p. 97 (Read Alouds #2, Day 3); p. 100-101 (Math Small Groups, Days 1-5); p. 102-103 (STEAM, Days 1-5);</p> <p>TG8: p. 10 (Math); p. 22-23 (Math Small Groups, Days 1-5); p. 36 (Math); p. 48-49 (Math Small Groups, Days 1-5); p. 62 (Math); p. 74-75 (Math Small Groups, Days 1-5); p. 76-77 (TEAM, Days 1-5); p. 88 (Math); p. 86 (Fine Motor, Reflect); p. 100-101 (Math Small Groups, Days 1, 3 & 5); p. 102-103 (STEAM, Days 1-5);</p> <p>TG9: p. 10 (Math); p. 48 (Math Small Groups, Days 1-2); p. 62 (Math); p. 74-75 (Math Small Groups, Days 1-5); p. 77 (STEAM, Days 2-5); p. 87 (Construction); p. 88 (Math); p. 100-101 (Math Small Groups, Days 1-5)</p> <p>Notes:</p> <p>Refer to Strategy Card, “Counting,” for specific information on how the curriculum suggests addressing this indicator. Children will also address this skill daily as they count the number of children as recommended on Strategy Card, “Math Routines,” (see the section titled “Taking Attendance.”)</p>
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Strand: Counting and Cardinality

Standard: *Count to tell the number of objects.*

Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher’s Guide (TG)
<p>Count to Tell the Number of Objects</p> <ul style="list-style-type: none"> ● PK.CC.5: Represent a number (0-5, then to ten) by producing a set of objects with concrete materials, pictures, and/or numerals (with 0 representing a count of no objects). 	<p>TG1: p. 73 (Literacy Small Groups, Day 4);</p> <p>TG3: p. 10 (Pretend & Learn); p. 36 (Math); p. 48-49 (Math Small Group, Days 1, 3-5);</p> <p>TG5: p. 36 (Math); p. 48-49 (Math Small Groups, Days 1-5); p. 88 (Math); p. 100-101 (Math Small Group, Days 1-5);</p> <p>TG6: p. 36 (Math); p. 75 (Math Small Groups, Day 5); p. 88 (Math); p. 100-101 (Math Small Groups, Days 2-5);</p> <p>TG7: p. 22-23 (Math Small Groups, Days 1-5); p. 48-49 (Math Small Groups, Days 1-5); p. 50-51 (STEAM, Days 1-5); p. 62 (Math); p. 74-75 (Math Small Groups, Days 1-5);</p> <p>TG8: p. 10 (Math); p. 22-23 (Math Small Groups, Days 1-5); p. 48-49 (Math Small Groups, Days 1-5); p. 74-75 (Math Small Groups, Days 1-5); p. 88 (Math); p. 100-101 (Math Small Groups, Days 1, 3 & 5);</p> <p>TG9: p. 74-75 (Math Small Groups, Days 1-5); p. 88 (Math); p. 100-101 (Math Small Groups, Days 1-5)</p>

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Strand: Counting and Cardinality	
Standard: <i>Count to tell the number of objects.</i>	
Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
<p>Count to Tell the Number of Objects</p> <ul style="list-style-type: none"> • PK.CC.6: Recognize the number of objects in a set without counting (Subitizing). (Use one to five objects). 	<p>TG2: p. 36 (Math); p. 48-49 (Math Small Group, Days 2-5); p. 62 (Math); p. 101 (Math Small Group, Day 4);</p> <p>TG3: p. 48 (Math Small Group, Day 1);</p> <p>TG4: p. 63 (Fine Motor); p. 88 (Math);</p> <p>TG5: p. 88 (Math); p. 100-101 (Math Small Group, Days 1-5);</p> <p>TG6: p. 36 (Math); p. 49 (Math Small Groups, Day 3); p. 50-51 (STEAM, Days 1-5); p. 63 (Pretend & Learn); p. 74-75 (Math Small Groups, Days 1-3); p. 88 (Math); p. 102-103 (STEAM, Days 1-5);</p> <p>TG7: p. 10 (Math); p. 22-23 (Math Small Groups, Days 1-5); p. 48-49 (Math Small Groups, Days 1-5); p. 50-51 (STEAM, Days 1-5); p. 62 (Math); p. 74-75 (Math Small Groups, Days 1-5); p. 88 (Math); p. 100-101 (Math Small Groups, Days 1-5);</p> <p>TG8: p. 10 (Math); p. 22-23 (Math Small Groups, Days 1-5); p. 24-25 (STEAM, Days 1-5); p. 36 (Math); p. 48-49 (Math Small Groups, Days 1-5); p. 62 (Math); p. 75 (Math Small Groups, Day 4); p. 76-77 (TEAM, Days 1-5);</p> <p>TG9: p. 75 (Math Small Groups, Days 4 & 5); p. 77 (STEAM, Days 2-5); p. 87 (Creativity Station); p. 88 (Math);</p>
Strand: Counting and Cardinality	
Standard: <i>Count to tell the number of objects.</i>	
Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
<p>Count to Tell the Number of Objects</p> <ul style="list-style-type: none"> • PK.CC.7: Explore relationships by comparing groups of objects up to five and then ten. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching and 	<p>TG1: p. 66 (Morning Message, Step 1);</p> <p>TG2: p. 36(Math); p. 74-75 (Math Small Group, Days 1 & 5); p. 88 (Math); p. 94 (Read-Alouds #1, Day 2); p. 101 (Math Small Group, Days 3& 5);</p> <p>TG3: p. 48-49 (Math Small Group, Days 2 & 5); p. 74-75 (Math Small Groups, Days 1-3);</p> <p>TG5: p. 9 (Construction); p. 48-49 (Math Small Groups, Days 1 & 4);</p> <p>TG6: p. 88 (Math); p. 100-101 (Math Small Groups, Days 2-5);</p> <p>TG7: p. 10 (Math); p. 36 (Math); p. 49 (Math Small Groups, Days 3 & 4); p. 50-51 (STEAM, Days 1-5); p. 88 (Math); p. 100-101 (Math Small Groups, Days 1-5);</p>

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counting strategies). (Include groups with up to five objects).	<p>TG8: p. 10 (Math); p. 22-23 (Math Small Groups, Days 1-5); p. 48-49 (Math Small Groups, Days 1-5); p. 62 (Math); p. 74-75 (Math Small Groups, Days 1-5); p. 76-77 (TEAM, Days 1-5); p. 88 (Math); p. 100-101 (Math Small Groups, Days 1, 3 & 5);</p> <p>TG9: p. 10 (Math); p. 62 (Math); p. 100-101 (Math Small Groups, Days 1-5)</p>
Strand: Operations and Algebraic Thinking	
Standard <i>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</i>	
Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
<p>Understand Addition as Putting Together and Adding To, and Understand Subtraction as Taking Apart and Taking From</p> <ul style="list-style-type: none"> PK.OA.1: Explore addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, or verbal explanations (up to five). 	<p>TG1: p. 22 (Math Small Group, Day 5);</p> <p>TG5: p. 88 (Math);</p> <p>TG7: p. 10 (Math); p. 22-23 (Math Small Groups, Days 1-5); p. 36 (Math); p. 48-49 (Math Small Groups, Days 1-5); p. 50-51 (STEAM, Days 1-5); p. 62 (Math); p. 74-75 (Math Small Groups, Days 1-5); p. 88 (Math); p. 100-101 (Math Small Groups, Days 1-5);</p> <p>TG8: p. 10 (Math); p. 22-23 (Math Small Groups, Days 1-5); p. 36 (Math); p. 48 (Math Small Groups, Day 1); p. 64 (UNITE); p. 76-77 (TEAM, Days 1-5);</p> <p>TG9: p. 76-77 (STEAM, Days 1-5); p. 88 (Math);</p> <p>Notes: Refer to Strategy Card, “Number Operations” for specific suggestions on how the curriculum suggests addressing this indicator.</p>
Strand: Operations and Algebraic Thinking	
Standard <i>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</i>	
Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
<p>Understand Addition as Putting Together and Adding To, and Understand Subtraction as Taking Apart and Taking From</p> <ul style="list-style-type: none"> PK. OA.2: Decompose quantity (less than or equal to five) into pairs in more than one way (e.g., by using objects or drawings). 	<p>TG5: p. 101 (Math Small Groups, Day 5);</p> <p>TG7: p. 74-75 (Math Small Groups, Days 1-5); p. 88 (Math);</p> <p>TG8: p. 48 (Math Small Groups, Day 1); p. 64 (UNITE)</p>

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Strand: Operations and Algebraic Thinking	
Standard <i>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</i>	
Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
<p>Understand Addition as Putting Together and Adding To, and Understand Subtraction as Taking Apart and Taking From</p> <ul style="list-style-type: none"> • PK.OA.3 For any given quantity from zero to five, use objects or drawings to find the quantity that must be added to make five. 	<p>TG7: p. 22-23 (Math Small Groups, Days 1-5); p. 36 (Math); p. 74-75 (Math Small Groups, Days 1-5);</p> <p>TG8: p. 10 (Math); p. 22-23 (Math Small Groups, Days 1-5); p. 48-49 (Math Small Groups, Days 2-5); p. 76-77 (TEAM, Days 1-5);</p> <p>Notes:</p> <p>Refer to Strategy Card, "Number Operations," Level: Progressing—Counting On for specific information on how the curriculum suggests addressing this indicator.</p>
Strand: Number and Operations in Base Ten	
Standard <i>Work with numbers 0-10 to gain foundations for place value.</i>	
Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
<p>Work with Numbers 0-10 to Gain Foundations for Place Value</p> <ul style="list-style-type: none"> • PK.NBT.1: Investigate the relationship between ten ones and ten. 	<p>TG8: p. 48-49 (Math Small Groups, Days 1-5); p. 74-75 (Math Small Groups, Days 1-5); p. 52 (Closing Circle, Day 2, Third Bullet); p. 88 (Math); p. 101 (Math Small Groups, Day 3);</p> <p>Notes:</p> <p>Refer to p. 70 under the "Pre-Algebraic Understanding" section (see 4th bullet) of the Welcome Guide: Foundations for Implementation for additional suggestions for how this indicator is addressed recursively throughout the school year within the curriculum.</p>
Strand: Measurement and Data	
Standard <i>Describe and compare measurable attributes.</i>	
Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)

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<p>Describe and Compare Measureable Attributes</p> <ul style="list-style-type: none"> PK.MD.1: Describe measurable attributes of objects, such as length or weight. 	<p>TG2: p. 10 (Math Center); p. 11 (Construction); p. 22-23 (Math Small Groups, Days 1-5); p. 24-25 (STEAM, Days 1-5); p. 48 (Math Small Group, Day 1); p. 62 (Math); p. 76-77 (STEAM Days 1-5); p. 102-103 (STEAM, Days 1-5);</p> <p>TG4: p. 63 (Outdoor Activities); p. 74-75 (Math Small Group, Days 1-5); p. 87 (Science); p. 88 (Math); p. 102-103 (STEAM, Days 1-5);</p> <p>TG5: p. 9 (Construction); p. 24-25 (STEAM Days 1-5); p. 36 (Math); p. 48-49 (Math Small Groups, Days 1-5); p. 62 (Construction); p. 77 (STEAM Days 2-4);</p> <p>TG6: p. 24-25 (STEAM Days 1-5); p. 45 (Read-Alouds #2, Day 3); p. 50-51 (STEAM, Days 1-5);</p> <p>TG7: p. 24-25 (STEAM Days 1-5); p. 37 (Outdoor Activities); p. 42 (Read-Alouds #1, Day 2); p. 76-77 (STEAM Days 1-5); p. 87 (Fine Motor);</p> <p>TG8: p. 24-25 (STEAM, Days 1-5); p. 61 (Sensory Station); p. 62 (Gross Motor); p. 68 (Read-Alouds #1, Day 2); p. 89 (Science); p. 100-101 (Math Small Groups, Days 1-5); p. 102-103 (STEAM, Days 1-5);</p> <p>TG9: p. 11 (Outdoor Activities); p. 19 (Read-Alouds #2, Day 5); p. 22 (Math Small Groups, Day 2); p. 51 (STEAM, Days 2-5); p. 76-77 (STEAM, Days 1-5); p. 88 (Gross Motor); p. 103 (STEAM, Days 2-4)</p> <p>Notes:</p> <p>Refer to Strategy Card, “Measurement” Step 2) Identify measureable objects for specific suggestions on how the curriculum suggests addressing this indicator.</p>
<p>Strand: Measurement and Data</p>	
<p>Standard <i>Describe and compare measureable attributes.</i></p>	
<p>Indicator for 4-year-olds</p>	<p>Citations or examples and corresponding page numbers from the corresponding Theme/Teacher’s Guide (TG)</p>
<p>Describe and Compare Measureable Attributes</p> <ul style="list-style-type: none"> PK. MD.2: Directly compare two objects with a measurable attribute in common, using words such as longer/shorter; heavier/lighter; or taller/shorter. 	<p>TG1: p. 23 (Math Small Group, Day 4);</p> <p>TG2: p. 10 (Math Center); p. 11 (Construction); p. 22-23 (Math Small Groups, Days 1-5); p. 24-25 (STEAM, Days 1-5); p. 62 (Math); p. 76-77 (STEAM Days 1-5); p. 102-103 (STEAM, Days 1-5);</p> <p>TG4: p. 62 (Math); p. 74-75 (Math Small Group, Days 1-5); p. 88 (Math); p. 102-103 (STEAM, Days 1-5);</p> <p>TG5: p. 9 (Construction); p. 24-25 (STEAM Days 1-5); p. 36 (Math); p. 48-49 (Math Small Groups, Days 1-5); p. 62 (Construction); p. 77 (STEAM Days 2-4);</p> <p>TG6: p. 24-25 (STEAM Days 1-5); p. 45 (Read-Alouds #2, Day 3); p. 50-51 (STEAM, Days 1-5); p. 77 (STEAM, Days 2-5);</p> <p>TG7: p. 24-25 (STEAM Days 1-5); p. 37 (Outdoor Activities); p. 42 (Read-Alouds #1, Day 2); p. 76-77 (STEAM Days 1-5); p. 87 (Fine Motor);</p> <p>TG8: p. 17 (Read-Alouds #1, Day 4, Extension); p. 24-25 (STEAM, Days 1-5); p. 42 (Read Alouds #1 Day 2);</p>

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	<p>TG9: p. 11 (Outdoor Activities); p. 22 (Math Small Groups, Day 2); p. 51 (STEAM, Days 2-5); p. 88 (Gross Motor); p. 103 (STEAM, Days 2-4)</p> <p>Notes:</p> <p>Refer to Strategy Card, “Measurement,” Step 3) <i>Directly compare objects</i> for specific suggestions on how the curriculum suggests addressing this indicator.</p>
<p>Strand: Measurement and Data</p>	
<p>Standard <i>Describe and compare measureable attributes.</i></p>	
<p>Indicator for 4-year-olds</p>	<p>Citations or examples and corresponding page numbers from the corresponding Theme/Teacher’s Guide (TG)</p>
<p>Describe and Compare Measureable Attributes</p> <ul style="list-style-type: none"> • PK. MD.3 Sort objects into self-selected and given categories. 	<p>TG1: p. 17 (Read-Alouds #1, Day 4); p. 23 (Math Small Group, Days 3 and 5); p. 40 (Morning Message, Step 3); p. 61 (Gross Motor); p. 62 (Math Center); p. 68 (Read-Alouds #1, Day 2); p. 69 (Read-Alouds #1, Day 5); p. 74-75 (Math Small Groups, Days 1-5); p. 88 (Math Center); p. 89 (Outdoor Activities); p. 100 (Math Small Group, Day 1);</p> <p>TG2: p. 9 (ABC); p. 22 (Math Small Groups, Day 1); p. 43 (Read-Alouds #1, Day 5); p. 48-49 (Math Small Group, Days 2, 4 & 5); p. 68-69 (Read Alouds #1, Days 1 & 4); p. 70 (Read-Alouds #2, Days 1-2); p. 97 (Read-Alouds #2, Day 5);</p> <p>TG3: p. 18-19 (Read-Alouds #2, Days 2 & 5); p. 20 (Literacy Small Groups, Day 2); p. 35 (Library & Listening); p. 40 (Morning Message, Step 3)); p. 61 (Fine Motor & Pretend and Learn); p. 62 (Math); p. 63 (Science); p. 69 (Read Alouds #1, Day 5); p. 70-71 (Read-Alouds #2, Days 1, 2 & 5); p. 74-75 (Math Small Groups, Days 1-5);</p> <p>TG4: p. 9 (Science); p. 10 (Math); p. 11 (Outdoor Activities); p. 23 (Math Small Group, Day 5); p. 48-49 (Math Small Group, Days 1, 2 & 5); p. 61 (Language & Literacy); p.70-71 (Read Alouds #2 Days 1-5); p. 74 (Math Small Group, Days 1 & 2); p. 87 (Science); p. 100-101 (Math Small Group, Days 1- 5);</p> <p>TG5: p. 23 (Math Small Group, Day 5);</p> <p>TG6: p. 42-43 (Read-Alouds #1 , Days 2-4); p. 68 (Read-Alouds #1, Day 2); p. 87 (Construction); p. 88 (Math); p. 97 (Read Alouds #2 Day 3); p. 100-101 (Math Small Groups, Days 1-5); p. 36 (Science);</p> <p>TG7: p. 88 (Math);</p> <p>TG8: p. 8 (ABC); p. 10 (Math); p. 61 (Sensory Station); p. 63 (Outdoor Activities); p. 89 (Science); p. 101 (Math Small Groups, Day 4);</p> <p>TG9: p. 23 (Math Small Groups, Day 3); p. 36 (Pretend & Learn); p. 49 (Math Small Groups, Day 5); p. 63 (Science); p. 96-97 (Read Alouds #2, Days 1, 3 & 5); p. 100-101 (Math Small Groups, Days 1-5);</p> <p>Notes:</p> <p>Refer to Strategy Card, “Classification,” for specific suggestions on how the curriculum suggests addressing this indicator.</p>

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Strand: Measurement and Data	
Standard <i>Describe and compare measureable attributes.</i>	
Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
<p>Describe and Compare Measureable Attributes</p> <ul style="list-style-type: none"> PK.MD.3 Compare categories using words such as more or same. 	<p>TG1: p. 23 (Math Small Group, Day 3);</p> <p>TG2: p. 40 (Morning Message Step 2); p. 48 (Math Small Group, Day 1); p. 62 (Math); p. 75 (Math Small Group, Day 4); p. 88 (Math); p. 100-101 (Math Small Group, Days 1 & 5);</p> <p>TG3: p. 48-49 (Math Small Group, Days 2 & 5); p. 62 (Math); p. 74-75 (Math Small Groups, Days 1-3);</p> <p>TG5: p. 9 (Construction); p. 48-49 (Math Small Groups, Days 1-5);</p> <p>TG6: p. 100-101 (Math Small Groups, Days 1-5); p. 102-103 (STEAM, Days 1-5);</p> <p>TG7: p. 18 (Read-Alouds #2, Day 2); p. 50-51 (STEAM, Days 1-5); p. 88 (Math);</p> <p>TG8: p. 17 (Read-Alouds #1, Day 4); p. 100-101 (Math Small Groups, Days 1-5); p. 102-103 (STEAM, Days 1-5);</p> <p>TG9: p. 10 (Math); p. 22-23 (Math Small Groups, Days 2 & 3); p. 36 (Math); p. 48 (Math Small Groups, Days 3-5); p. 62 (Gross Motor & Math); p. 77 (STEAM, Days 2-5); p. 100-101 (Math Small Groups, Days 1-5)</p>
Strand: Geometry	
Standard <i>Identify and describe shapes/reason with shapes and their attributes.</i>	
Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
<p>Identify and Describe Two-Dimensional Shapes (Circles, Triangles, Rectangles, Including a Square Which is a Special Type of Rectangle</p> <ul style="list-style-type: none"> PK.G.1: Match like (congruent and similar) shapes. 	<p>TG1: p. 21 (Literacy Small Group, Day 5); p. 23 (Math Small Group, Day 4); p. 40 (Morning Message, Step 3); p. 47 (Literacy Small Group Day 5); p. 60 (Writer's Corner); p. 66 (Morning Message, Step 3); p. 73 (Literacy Small Groups, Day 5); p. 88 (Math Center); p. 92 (Morning Message, Step 3); p. 99 (Literacy Small Group, Day 5); p. 100-101 (Math Small Group, Days 1-5);</p> <p>TG2: p. 21 (Literacy Small Groups, Day 5); p. 66 (Morning Message, Step 3); p. 92 (Morning Message, Step 3);</p> <p>TG3: p. 21 (Literacy Small Groups, Day 5); p. 40 (Morning Message, Step 3); p. 47 (Literacy Small Group, Day 5); p. 66 (Morning Message, Step 3); p. 75 (Math Small Groups, Days 3 & 4); p. 99 (Literacy Small Group, Day 5);</p> <p>TG4: p. 8 (ABC); p. 10 (Math); p. 22-23 (Math Small Group, Days 1-5); p. 48-49 (Math Small Group, Days 1-5);</p>

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	<p>TG5: p. 10 (Math); p. 15 (Music & Movement); p. 22-23 (Math Small Group, Days 1-5); p. 50-51 (STEAM, Days 1-5); p. 62 (Math);); p. 74-75 (Math Small Group, Days 1-5); p. 102-103 (STEAM, Days 1-5)</p> <p>TG6: p. 36 (Creativity Station);</p> <p>TG7: p. 76-77 (STEAM Days 1-5);</p> <p>TG8: p. 37 (Outdoor Activities); p. 74 (Math Small Groups, Days 1 & 2);</p> <p>TG9: p. 87 (Construction); p. 88 (Gross Motor); p. 100-101 (Math Small Groups, Days 2-4);</p> <p>Notes: Refer to Strategy Card, “Geometry,” Steps 1) Encourage Free Exploration and 3) Build shapes for specific suggestions on how the curriculum suggests addressing this indicator.</p>
Strand: Geometry	
Standard Identify and describe shapes/reason with shapes and their attributes.	
Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher’s Guide (TG)
<p>Identify and Describe Two-Dimensional Shapes (Circles, Triangles, Rectangles, Including a Square Which is a Special Type of Rectangle</p> <ul style="list-style-type: none"> PK.G.2: Group the shapes by attributes. 	<p>TG1: p. 9(ABC); p. 21 (Literacy Small Group, Day 5); p. 47 (Literacy Small Group Day 5); p. 60 (Writer’s Corner); p. 76-77 (STEAM Days 1-5); p. 88 (Math Center); p. 100-101 (Math Small Group, Days 1-5);</p> <p>TG3: p. 75 (Math Small Groups, Days 3 & 4); p. 22-23 (Math Small Group, Days 1-5); p. 52 (Closing Circle); p. 100-101 (Math Small Group, Days 1, 3 & 4);</p> <p>TG5: p. 22-23 (Math Small Group, Days 1-5); p. 62 (Math); p. 102-103 (STEAM, Days 1-5)</p> <p>TG9: p. 101 (Math Small Groups, Day 4)</p> <p>Notes: Refer to Strategy Card, “Geometry,” Step 6) Sort shapes for specific suggestions on how the curriculum suggests addressing this indicator.</p>
Strand: Geometry	
Standard Identify and describe shapes/reason with shapes and their attributes.	
Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher’s Guide (TG)
<p>Identify and Describe Two-Dimensional Shapes (Circles, Triangles, Rectangles, Including a Square Which is a Special Type of Rectangle</p> <ul style="list-style-type: none"> PK.G.3: Match and sort three- dimensional shapes. 	<p>TG1: p. 101 (Math Small Group, Day 5);</p> <p>TG2: p. 24-25 (STEAM, Days 1-5); p. 76-77 (STEAM Days 1-5);</p> <p>TG3: p. 76-77 (STEAM Days 1-5);</p> <p>TG4: p. 36(Math); p. 48-49 (Math Small Group, Days 1-5); p. 52 (Closing Circle); p. 62 (Math); p. 102-103 (STEAM, Days 1-5);</p> <p>TG5: p. 9 (Construction); p. 25 (STEAM Days 2-4); p. 62 (Math);</p>

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	<p>TG6: p. 50-51 (STEAM, Days 1-5); p. 76-77 (STEAM, Days 1-5);</p> <p>Notes:</p> <p>Refer to Strategy Card, “Geometry,” Steps 4) <i>Directly Compare two shapes</i> and 6) <i>Sort shapes</i> for specific suggestions on how the curriculum suggests addressing this indicator.</p>
Strand: Geometry	
Standard Identify and describe shapes/reason with shapes and their attributes.	
Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
<p>Identify and Describe Two-Dimensional Shapes (Circles, Triangles, Rectangles, Including a Square Which is a Special Type of Rectangle</p> <ul style="list-style-type: none"> PK.G.4: Describe three-dimensional objects using attributes. 	<p>TG2: p. 24-25 (STEAM, Days 1-5); p. 76-77 (STEAM Days 1-5);</p> <p>TG3: p. 76-77 (STEAM Days 1-5);</p> <p>TG4: p. 36(Math); p. 48-49 (Math Small Group, Days 1-5); p. 52 (Closing Circle); p. 62 (Math); p. 102-103 (STEAM, Days 1-5);</p> <p>TG5: p. 9 (Construction); p. 10 (Math); p. 15 (Music & Movement); p. 24-25 (STEAM Days 1-5);</p> <p>TG6: p. 50-51 (STEAM, Days 1-5); p. 76-77 (STEAM, Days 1-5);</p> <p>TG7: p. 76-77 (STEAM Days 1-5); p. 102-103 (STEAM, Days 1-5);</p> <p>TG8: p. 100-101 (Math Small Groups, Days 1-5);</p> <p>TG9: p. 88 (Gross Motor)</p> <p>Notes:</p> <p>Refer to Strategy Card, “Geometry,” Step 2) <i>Teach attribute vocabulary</i> for specific suggestions on how the curriculum suggest addressing this indicator.</p>
Strand: Geometry	
Standard Identify and describe shapes/reason with shapes and their attributes.	
Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
<p>Identify and Describe Two-Dimensional Shapes (Circles, Triangles, Rectangles, Including a Square Which is a Special Type of Rectangle</p> <ul style="list-style-type: none"> PK.G.5: Compose and describe structures using 	<p>TG1: p. 100-101 (Math Small Group, Days 1 & 5);</p> <p>TG2: p. 11 (Construction); p. 50-51 (STEAM Days 2-5); p. 76-77 (STEAM Days 1-5);</p> <p>TG3: p. 76-77 (STEAM Days 1-5);</p> <p>TG4: p. 10 (Math); p. 22-23 (Math Small Group, Days 1-4); p. 36(Math); p. 48-49 (Math Small Group, Days 2 & 4); p. 62 (Math); p. 102-103 (STEAM, Days 1-5);</p>

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<p>three-dimensional shapes. Descriptions may include shape attributes, relative position, etc.</p>	<p>TG5: p. 9 (Construction); p. 10 (Creativity Station); p. 10 (Math); p. 22-23 (Math Small Group, Days 1, 3 & 4); p. 24-25 (STEAM Days 1-5); p. 62 (Construction & Math); ; p. 74-75 (Math Small Group, Days 1-5); p. 101 (Math Small Group, Days 4 & 5); p. 102-103 (STEAM, Days 1-5)</p> <p>TG6: p. 36 (Creativity Station); p. 50-51 (STEAM, Days 1-5); p. 74-75 (Math Small Groups, Days 1-5); p. 77 (STEAM, Days 2-4);</p> <p>TG7: p. 50-51 (STEAM, Days 1-5); p. 76-77 (STEAM Days 1-5); p. 102-103 (STEAM, Days 1-5);</p> <p>TG8: p. 24-25 (STEAM, Days 1-5); p. 37 (Outdoor Activities); p. 50-51 (STEAM, Days 1-5); p. 74 (Math Small Groups, Days 1 & 2); p. 76-77 (TEAM, Days 1-5); p. 102-103 (STEAM, Days 1-5);</p> <p>TG9: p. 24-25 (STEAM, Days 1-5); p. 75 (Math Small Groups, Days 4 & 5); p. 76-77 (STEAM, Days 1-5); p. 87 (Construction)</p> <p>Notes: Refer to Strategy Card, “Geometry,” Step 5) <i>Combine and take apart shapes</i> for specific suggestions on how the curriculum suggests addressing this indicator.</p>
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Domain: *Social Studies*

Strand: **Political Science**

Standard *Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.*

Indicator for 4-year-olds

Citations or examples and corresponding page numbers from the corresponding Theme/Teacher’s Guide (TG)

The Foundations and Function of Government

- **A.1:** Identify the importance of rules.
- **A.2:** Identify symbols and practices associated with the United States of America.

TG1: p. **8** (Writer’s Corner); p. **9** (Fine Motor); p. **13** (CONNECT); p. **69** (Read Alouds #1, Day 4);

TG2: p. **43** (Read-Alouds #1, Day 4); p. **97** (Read-Alouds #2, Day 4);

TG5: p. **44** (Read-Alouds #2, Day 2);

TG6: p. **18** (Read-Alouds #2, Day 1); p. **97** (Read Alouds #2 Day 4);

TG9: p. **95** (Read Alouds #1, Day 5);

Notes: Children say the Pledge of Allegiance daily during the Greeting Circle Routine (*See pages 12, 38, 64, 90 in each Teacher’s Guide*). Indicator **A.1** addressed daily during the **COMMIT** portion of the Greeting Circle Routine (*See pages 13, 39, 65, 91 in each Teacher’s Guide*)

Strand: **Political Science**

Standard *Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.*

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Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
Individual and Group Participation in the Political System <ul style="list-style-type: none"> B.1: Recognize people important to the American political system. 	TG5: p. 44 (Read-Alouds #2, Day 2); p. 71 (Read-Alouds #2, Day 5);
Strand: Political Science	
Standard <i>Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.</i>	
Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
Protecting Rights and Maintaining Order <ul style="list-style-type: none"> C.1: Identify the roles, rights, and responsibilities of being a member of the family and school. 	TG1: p. 12 (UNITE); p. 23 (Math Small Group, Day 5); p. 24 (STEAM, Days 1-3); p. 26 (Closing Circle); p. 65 (CONNECT); p. 89 (Outdoor Activities); p. 90 (CALM); TG2: p. 12 (UNITE & CALM); TG3: p. 12 (UNITE); p. 20 (Literacy Small Groups, Day 1); p. 21 (Literacy Small Groups, Day 4); TG5: p. 19 (Read-Alouds #2, Day 3); TG6: p. 18 (Read-Alouds #2, Day 2); TG7: p. 13 (CALM); TG9: p. 95 (Read Alouds #1, Day 5); Notes: This indicator is addressed daily during the COMMIT portion of the Greeting Circle Routine (See pages 13, 39, 65, 91 in each Teacher's Guide)
Strand: Peoples of the Nation and the World	
Standard <i>Students will understand how people in Maryland, the United States and around the world are alike and different.</i>	
Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)

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<p>Elements of Culture</p> <ul style="list-style-type: none"> A.1: Identify themselves as individuals and members of families that have the same human needs as others. 	<p>TG1: p. 12 (UNITE); p. 24 (STEAM, Days 1-3); p. 39 (COMMIT); p. 44 (Read-Alouds #2, Day 1); p. 89 (Outdoor Activities);</p> <p>TG2: p. 9 (Creativity Station); p. 16-17 (Read-Alouds #1, Days 1-5); p. 45 (Read-Alouds #2, Day 4); p. 96-97 (Read-Alouds #2, Days 1 & 3);</p> <p>TG3: p. 12 (UNITE); p. 16-17 (Read-Alouds #1, Days 1- 5); p. 52 (Closing Circle);</p> <p>TG6: p. 97 (Read Alouds #2 Day 3);</p> <p>TG9: p. 95 (Read Alouds #1, Day 5);</p> <p>Notes:</p> <ul style="list-style-type: none"> Addressed daily during the CONNECT portion of the Greeting Circle (See pages 13, 39, 65, 91 in each <i>Teacher's Guide</i>). Refer to pages 94-95 in the "Cultural Responsiveness" section of the Welcome Guide: Foundations for Implementation for additional suggestions for how this indicator is addressed recursively throughout the school year within the curriculum.
Strand: Peoples of the Nation and the World	
Standard <i>Students will understand how people in Maryland, the United States and around the world are alike and different.</i>	
Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
<p>Conflict and Compromise</p> <ul style="list-style-type: none"> C.1: Identify how groups of people interact. 	<p>TG1: p. 19 (Read-Alouds #2, Day 5);</p> <p>TG2: p. 9 (Creativity Station); p. 17 (Read-Alouds #1, Days 3-5); p. 45 (Read-Alouds #2, Day 4); p. 97 (Read-Alouds #2, Day 4);</p> <p>TG3: p. 8 (Writer's Corner); p. 11 (Outdoor Activities); p. 16-17 (Read-Alouds #1, Days 1- 5); p. 18-19 (Read-Alouds #2, Days 1-5); p. 20 (Literacy Small Groups, Day 1);</p> <p>TG6: p. 96-97 (Read Alouds #2 Days 1-5);</p> <p>TG8: p.44 (Read Alouds #2 Day 2, Cultural Responsiveness);</p> <p>TG9: p. 95 (Read Alouds #1, Day 5)</p>
Strand: Geography	
Standard <i>Students will use geographic concepts and processes to understand location and its relationship to human activities.</i>	
Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)

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<p>Using Graphic Tools</p> <ul style="list-style-type: none"> A.1: Recognize that people have to make choices because of unlimited economic wants. 	<p>TG3: p. 18-19 (Read-Alouds #2, Days 1-5);</p> <p>TG4: p. 102 (STEAM, Day 1);</p> <p>TG5: p. 11 (Outdoor Activities);</p> <p>TG6: p. 24-25 (STEAM Days 1-5);</p> <p>TG9: p. 102-103 (STEAM, Days 1-5)</p>
<p>Strand: Geography</p>	
<p>Standard <i>Students will use geographic concepts and processes to understand location and its relationship to human activities.</i></p>	
<p>Indicator for 4-year-olds</p>	<p>Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)</p>
<p>Geographic Characteristics of Places and Regions</p> <ul style="list-style-type: none"> B.1: Recognize that places in the immediate environment have specific physical and human-made features. 	<p>TG2: p. 11 (Construction); p. 43 (Read-Alouds #1, Day 4); p. 44 (Read-Alouds #2, Day 2); p. 96 (Read-Alouds #2, Day 1);</p> <p>TG4: p. 45 (Read Alouds #2 Day 3); p. 102 (STEAM, Day 1);</p> <p>TG5: p. 9 (Construction); p. 10 (Creativity Station); p. 11 (Outdoor Activities); p. 16-17 (Read-Alouds #1, Days 1-5); p. 18-19 (Read-Alouds #2, Days 1- 5); p. 24-25 (STEAM Days 1-5); p. 44-45 (Read-Alouds #2, Days 1-4);</p> <p>TG6: p. 24-25 (STEAM Days 1-5); p. 44-45 (Read-Alouds #2 , Days 1-5); p. 63 (Outdoor Activities); p. 69 (Read-Alouds #1, Day 4); p. 70-71 (Read-Alouds #2, Days 1-5); p. 94-95 (Read Alouds #1 Days 1-5);</p> <p>TG8: p. 9 (Construction); p. 69 (Read-Alouds #1, Day 3);</p> <p>TG9: p. 68-69 (Read-Alouds #1, Days 1-5); p. 70-71 (Read-Alouds #2, Days 1-5);</p>
<p>Strand: Geography</p>	
<p>Standard <i>Students will use geographic concepts and processes to understand location and its relationship to human activities.</i></p>	
<p>Indicator for 4-year-olds</p>	<p>Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)</p>
<p>Movement of People Goods and Ideas</p> <ul style="list-style-type: none"> C.1: Identify the role of transportation in the community. 	<p>TG2: p. 11 (Outdoor Activities); p. 43 (Read-Alouds #1, Day 5);</p> <p>TG3: p. 11 (Outdoor Activities); p. 21 (Literacy Small Groups, Day 3);</p> <p>TG5: p. 18-19 (Read-Alouds #2, Days 1- 5);</p> <p>TG6: p. 44-45 (Read-Alouds #2, Days 1-5); p. 47 (Literacy Small Groups, Day 3); p. 68-69 (Read-Alouds #1, Days 1-5); p. 76-77 (STEAM, Days 1-5)</p>

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Strand: Geography	
Standard <i>Students will use geographic concepts and processes to understand location and its relationship to human activities.</i>	
Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
Modifying and Adapting to the Environment <ul style="list-style-type: none"> • D.1: Describe how people adapt to their immediate environment. 	TG1: p. 89 (Outdoor Activities); TG2: p. 17 (Read-Alouds #1, Day 4); TG3: p. 20 (Literacy Small Groups, Day 1); p. 21 (Literacy Small Groups, Day 3); p. 69 (Read Alouds #1, Day 4); TG4: p. 102 (STEAM, Day 1); TG5: p. 11 (Outdoor Activities); p. 16-17 (Read-Alouds #1, Days 1, 4 & 5); p. 24-25 (STEAM Days 1-5); p. 37 (Outdoor Activities); p. 42-43 (Read-Alouds #1, Days 1-5); TG6: p. 24-25 (STEAM Days 1-5); p. 44-45 (Read-Alouds #2, Days 1-5); p. 47 (Literacy Small Groups, Day 3); p. 68-69 (Read-Alouds #1, Days 1-5); p. 102-103 (STEAM, Days 1-5); TG9: p. 68-69 (Read-Alouds #1, Days 1-5); p. 70-71 (Read-Alouds #2, Days 1-5)
Strand: Economics	
Standard <i>Students will identify the economic principles and processes that are helpful to producers and consumers when making good decisions.</i>	
Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
Scarcity and Economic Decision- Making <ul style="list-style-type: none"> • A.1: Recognize that a globe and maps are used to help people locate places. • A.2: Identify that materials/resources are used to make products. • A.3: Explain how technology affects the way people live, work, and play. 	TG2: p. 17 (Read-Alouds #1, Day 4); p. 43 (Read-Alouds #1, Day 4); p. 44 (Read-Alouds #2, Day 2); p. 96 (Read-Alouds #2, Day 1); TG3: p. 11 (Outdoor Activities); p. 16-17 (Read-Alouds #1, Days 1- 5); p. 20 (Literacy Small Groups, Day 1); p. 21 (Literacy Small Groups, Day 3); p. 69 (Read Alouds #1, Day 4); TG4: p. 45 (Read Alouds #2 Day 3); p. 102 (STEAM, Day 1); TG5: p. 11 (Language & Literacy & Outdoor Activities); p. 16-17 (Read-Alouds #1, Days 1-5); p. 18-19 (Read-Alouds #2, Days 1- 5); p. 24-25 (STEAM Days 1-5); p. 37 (Outdoor Activities); p. 42-43 (Read-Alouds #1 , Days 1-5); p. 44-45 (Read-Alouds #2, Days 1-4); TG6: p. 24-25 (STEAM Days 1-5); p. 44-45 (Read-Alouds #2 , Days 1-5); p. 63 (Outdoor Activities); p. 68-69 (Read-Alouds #1, Days 1-5); p. 70-71 (Read-Alouds #2, Days 1-5); p. 76-77 (STEAM, Days 1-5); p. 102-103 (STEAM, Days 1-5); TG7: p. 71 (Read-Alouds #2, Day 5, Cultural Responsiveness); TG8: p. 69 (Read-Alouds #1, Day 3);

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	TG9: p. 24-25 (STEAM, Days 1-5); p. 71 (Read-Alouds #2, Day 3); p. 76-77 (STEAM, Days 1-5); p. 102-103 (STEAM, Days 1-5)
Strand: Economics	
Standard <i>Students will identify the economic principles and processes that are helpful to producers and consumers when making good decisions.</i>	
Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
Economic Systems and the Role of Government in the Economy <ul style="list-style-type: none"> • B.1: Identify types of local markets. • B.2: Identify how goods are acquired. 	TG3: p. 8 (Writer's Corner); p. 11 (Outdoor Activities); p. 16-17 (Read-Alouds #1, Days 1- 5); p. 18-19 (Read-Alouds #2, Days 1, 3-5); p. 21 (Literacy Small Groups, Day 3); p. 68-69 (Read Alouds #1, Days 1-5); TG5: p. 11 (Language & Literacy); p. 16-17 (Read-Alouds #1, Days 1-5); p. 18-19 (Read-Alouds #2, Days 1-5); TG9: p. 24-25 (STEAM, Days 1-5); p. 102-103 (STEAM, Days 1-5)
Strand: History	
Standard <i>Students will use historical thinking skills to understand how individuals and events have changed society over time.</i>	
Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
Change Over Time <ul style="list-style-type: none"> • A.1: Distinguish among past, present, and future time. 	TG1: p. 16 (Read-Alouds #1, Day 2); p. 17 (Read-Alouds #1, Day 3); p. 19 (Read-Alouds #2, Day 3); p. 24 (STEAM, Days 1-3); p. 26 (Closing Circle); p. 44 (Read-Alouds #2, Day 2); p. 99 (Literacy Small Group, Day 3); TG2: p. 17 (Read-Alouds #1, Days 3 & 5); p. 96 (Read-Alouds #2, Day 5); TG3: p. 11 (Language & Literacy); p. 99 (Literacy Small Group, Day 3); TG5: p. 11 (Language & Literacy); p. 17 (Read-Alouds #1, Day 3); TG6: p. 63 (Pretend & Learn); p. 69 (Read-Alouds #1, Day 5); p. 102-103 (STEAM, Days 1-5); TG7: p. 70 (Read-Alouds #2, Day 2); TG8: p. 17 (Read-Alouds #1, Day 3); p. 43 (Read Alouds #1 Day 3); p. 96-97 (Read Alouds #2 Days 2 & 3); TG9: p. 10 (Language & Literacy); p. 22-23 (Math Small Groups, Days 1-5); Notes: Refer to Strategy Card, " Math Routines ," under the section titled Daily Schedule for specific suggestions on how the curriculum suggests addressing this indicator.

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Strand: Social Studies Skills and Processes	
Standard <i>Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.</i>	
Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
<p>Learn to Read and Construct Meaning About Social Studies</p> <ul style="list-style-type: none"> • A.1: Develop and apply social studies vocabulary through exposure to a variety of text and portions of text. • A.2: Use strategies to prepare for reading (before reading). • A.3: Use strategies to monitor understanding and derive meaning from text and portions of text (during reading). • A.4: Use strategies to demonstrate understanding of the text (after reading). 	<p>TG3: p. 8 (Writer's Corner); p. 20 (Literacy Small Groups, Day 1); p. 21 (Literacy Small Groups, Day 3);</p> <p>Notes:</p> <p>Indicators A.2, A.3, and A.4 are addressed daily during the Day 1 Read-Alouds #1 & 2 routine (See pages 16; 18; 42; 44; 68, 70; 94; and 96 of each Teacher Guide.)</p>
Strand: Social Studies Skills and Processes	
Standard <i>Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.</i>	
Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
<p>Learn to Write and Communicate Social Studies Understandings</p> <ul style="list-style-type: none"> • B.1: Compose oral, written, and visual presentations that express personal ideas, inform, and persuade. 	<p>TG2: p. 9 (Creativity Station); p. 11 (Construction); p. 16-17 (Read-Alouds #1, Days 1-5); p. 43 (Read-Alouds #1, Day 4); p. 45 (Read-Alouds #2, Day 3); p. 43 (Read-Alouds #1, Day 4); p. 73 (Literacy Small Group, Day 3); p. 97 (Read-Alouds #2, Day 5);</p> <p>TG3: p. 16-17 (Read-Alouds #1, Days 1- 5); p. 21 (Literacy Small Groups, Day 3); p. 69 (Read Alouds #1, Day 3);</p>

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<ul style="list-style-type: none"> B.2: Locate, retrieve, and use information from various sources to accomplish a purpose. 	<p>TG5: p. 11 (Outdoor Activities); p. 17 (Read-Alouds #1, Day 3); p. 19 (Read-Alouds #2, Day 3, Extension Activity);</p> <p>TG6: p. 25 (STEAM Days 2-5); p. 69 (Read-Alouds #1, Day 4); p. 70-71 (Read-Alouds #2, Days 1-5);</p> <p>TG8: p. 17 (Read-Alouds #1, Day 3, Extension Activity);</p> <p>TG9: p. 102-103 (STEAM, Days 1-5)</p>
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Strand: Social Studies Skills and Processes

Standard *Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.*

Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
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<p>Ask Social Studies Questions</p> <ul style="list-style-type: none"> C.1: Identify a topic that requires further study. C.2: Identify a situation or problem that requires study 	<p>TG2: p. 16-17 (Read-Alouds #1, Days 1-5); p. 43 (Read-Alouds #1, Day 4); p. 45 (Read-Alouds #2, Day 3); p. 43 (Read-Alouds #1, Day 5); p. 73 (Literacy Small Group, Day 3);</p> <p>TG3: p. 17 (Read-Alouds #1, Day 5);</p> <p>TG4: p. 19 (Read-Alouds #2, Day 4 Extension Activity); p.43 (Read Alouds #1 Day 4 Extension Activity);</p> <p>TG5: p. 11 (Outdoor Activities); p. 18 (Read-Alouds #2, Day 2);</p> <p>TG9: p. 71 (Read-Alouds #2, Day 3); p. 102-103 (STEAM, Days 1-5)</p>
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Strand: Social Studies Skills and Processes

Standard *Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.*

Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
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<p>Acquire Social Studies Information</p> <ul style="list-style-type: none"> D.1: Identify primary and secondary sources of information that relate to the topic/situation/ problem being studied. D.2: Engage in field work that relates to the topic/ 	<p>TG2: p. 16-17 (Read-Alouds #1, Days 1-5); p. 43 (Read-Alouds #1, Day 4); p. 43 (Read-Alouds #1, Days 4 & 5);</p> <p>TG3: p. 17 (Read-Alouds #1, Day 5);</p> <p>TG4: p. 19 (Read-Alouds #2, Day 4 Extension Activity);</p> <p>TG5: p. 11 (Outdoor Activities); p. 16-17 (Read-Alouds #1, Days 1-5); p. 43 (Read-Alouds #1, Days 3 & 4, Extension Activities);</p> <p>TG6: p. 63 (Outdoor Activities); p. 70-71 (Read-Alouds #2, Days 1-5); p. 76-77 (STEAM, Days 1-5); p. 995 (Read Alouds #1 Day 3, Extension Activity);</p>
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situation/ problem being studied.	<p>TG7: p. 71 (Read-Alouds #2, Day 4);</p> <p>TG8: p. 24-25 (STEAM, Days 1-5);</p> <p>TG9: p. 71 (Read-Alouds #2, Day 3); p. 102-103 (STEAM, Days 1-5)</p>
Strand: Social Studies Skills and Processes	
<p>Standard <i>Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.</i></p>	
Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
<p>Organize Social Studies Information</p> <ul style="list-style-type: none"> • E.1: Organize information from non-print sources. • E.2: Organize information from print sources. 	<p>TG2: p. 9 (Creativity Station); p. 16-17 (Read-Alouds #1, Days 1-5); p. 43 (Read-Alouds #1, Day 4); p. 45 (Read-Alouds #2, Day 3); p. 43 (Read-Alouds #1, Day 4); p. 97 (Read-Alouds #2, Day 5);</p> <p>TG3: p. 18-19 (Read-Alouds #2, Days 2, 3 & 5); p. 21 (Literacy Small Groups, Day 3); p. 69 (Read Alouds #1, Day 5);</p> <p>TG5: p. 11 (Language & Literacy); p. 16-17 (Read-Alouds #1, Days 1-5);</p> <p>TG6: p. 44-45 (Read-Alouds #2, Days 1-5); p. 68-69 (Read-Alouds #1, Days 2 & 4-5);</p> <p>TG8: p. 17 (Read-Alouds #1, Day 3, Extension); p. 68-69 (Read-Alouds #1, Days 1-5);</p> <p>TG9: p. 10 (Language & Literacy); p. 71 (Read-Alouds #2, Day 4)</p>
Strand: Social Studies Skills and Processes	
<p>Standard <i>Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.</i></p>	
Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
<p>Answer Social Studies Questions</p> <ul style="list-style-type: none"> • F.1: Describe how the community has changed over time and how people have contributed to its change, drawing from maps, photographs, newspapers, and other sources. 	<p>TG2: p. 17 (Read-Alouds #1, Day 4);</p> <p>TG5: p. 11 (Language & Literacy); p. 16-17 (Read-Alouds #1, Days 1-5);</p> <p>TG6: p. 44-45 (Read-Alouds #2, Days 1-5);</p>

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Domain: *Science*

Strand: Skills and Processes

Standard *Students will demonstrate the thinking and acting inherent in the practice of science.*

Indicator for 4-year-olds

Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)

Constructing Knowledge

- **A.1:** Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out.

TG1: p. **11**(Outdoor); p. **25** (STEAM, Day 5); p. **36** (Science); p. **38** (Outdoor Activities); p. **44** (Read-Alouds #2, Day 1); p. **45** (Read-Alouds #2, Day 3); p. **47** (Literacy Small Group Day 5); p. **62** (Sensory Table & Creativity Station); p. **62** (Outdoor Activities); p. **69** (Read-Alouds #1, Day 3); p. **74** (Math Small Groups, Day 1); p. **77** (STEAM, Days 2-4); p. **102-103** (STEAM Days 1 & 2);

TG2: p. **24-25** (STEAM, Days 1-5); p. **72** (Literacy Small Group, Day 1); p. **76-77** (STEAM Days 1-5);

TG3: p. **11** (Language & Literacy); p. **24-25** (STEAM, Days 1-5); p. **37** (Construction); p. **50-51** (STEAM, Days 1-5); p. **61** (Fine Motor); p. **63** (Science & Outdoor Activities); p. **68-69** (Read Alouds #1, Days 1-5); p. **76-77** (STEAM Days 1-5); p. **87** (Construction); p. **102-103** (STEAM, Days 1-5);

TG4: p. **9** (Science); p. **11** (Outdoor Activities); p. **18-19** (Read-Alouds #2, Days 1-4); p. **24-25** (STEAM, Days 1-5); p. **37**(Science); p. **63** (Fine Motor & Outdoor Activities); p. **76-77** (STEAM Days 1-5); p. **87** (Science & Sensory); p. **89** (Outdoor Activities); p. **96-97** (Read Alouds #2 Days 1-5); p. **102-103** (STEAM, Days 1-5);

TG5: p. **11** (Outdoor Activities); p. **16-17** (Read-Alouds #1, Days 1-5); p. **18-19** (Read-Alouds #2, Days 1-5); p. **24-25** (STEAM Days 1-5); p. **35** (Science & Construction); p. **37** (Fine Motor & Outdoor Activities); p. **42-43** (Read-Alouds #1 , Days 1-5); p. **49** (Math Small Groups, Day 5); p. **50-51** (STEAM, Days 1-5); p. **63** (Outdoor Activities); p. **89** (Fine Motor & Outdoor Activities);

TG6: p. **11** (Outdoor Activities); p. **19** (Read-Alouds #2, Day 4); p. **24-25** (STEAM Days 1-5); p. **37** (Sensory & Outdoor Activities); p. **50-51** (STEAM, Days 1-5); p. **69** (Read-Alouds #1, Day 4); p. **76-77** (STEAM, Days 1-5); p. **89** (Outdoor Activities);

TG7: p. **9** (Science); p. **11** (Outdoor Activities); p. **16-17** (Read-Alouds #1, Days 1-2 & 4-5); p. **18-19** (Read-Alouds #2, Days 1-2 & 4); p. **24-25** (STEAM Days 1-5); p. **35** (Fine Motor); p. **36** (Science); p. **37** (Outdoor Activities); p. **42-43** (Read-Alouds #1 , Days 1-5); p. **46** (Literacy Small Groups , Day 1); p. **61** (Fine Motor); p. **62** (Sensory); p. **63** (Science & Outdoor Activities); p. **68-69** (Read-Alouds #1, Days 1-5); p. **70-71** (Read-Alouds #2, Days 1-5); p. **88** (Language & Literacy); p. **94-95** (Read Alouds #1, Days 1-5); p. **96-97** (Read Alouds #2, Days 1-5); p. **102-103** (STEAM, Days 1-5);

TG8: p. **9** (Construction); p. **11** (Science & Outdoor Activities); p. **16-17** (Read-Alouds #1, Days 1-5); p. **19** (Read-Alouds #2, Day 3, Extension); p. **35** (Creativity Station); p. **37** (Outdoor Activities); p. **42-43** (Read Alouds #1 Days 1-5); p. **44-45** (Read Alouds #2 Days 1-5); p. **50-51** (STEAM, Days 1-5); p. **61** (Sensory Station); p. **63** (Outdoor Activities); p. **68-69** (Read-Alouds #1, Days 1-5); p. **70-71** (Read-Alouds #2, Days 2 & 3); p. **89** (Science & Outdoor Activities); p. **94-95** (Read-Alouds #1, Days 1-5); p. **96-97** (Read Alouds #2 Days

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	<p>1-5); p. 98-99 (Literacy Small Groups, Days 1, 3 & 4); p. 100-101 (Math Small Groups, Days 1-5); p. 102-103 (STEAM, Days 1-5);</p> <p>TG9: p. 9 (Creativity Station); p. 11 (Science & Outdoor Activities); p. 24-25 (STEAM, Days 1-5); p. 35 (Fine Motor); p. 37 (Science & Outdoor Activities); p. 42-43 (Read-Alouds # 1, Days 1-5); p. 44-45 (Read-Alouds #2, Days 1-5); p. 50-51 (STEAM, Days 1-5); p. 63 (Science); p. 68-69 (Read-Alouds #1, Days 1-5); p. 70-71 (Read-Alouds #2, Days 1-5); p. 76-77 (STEAM, Days 1-5); p. 97 (Read Alouds #2, Day 3); p. 102-103 (STEAM, Days 1-5)</p>
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Strand: Skills and Processes

Standard *Students will demonstrate the thinking and acting inherent in the practice of science.*

Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher’s Guide (TG)
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<p>Applying Evidence and Reasoning</p> <ul style="list-style-type: none"> B.1: People are more likely to believe your ideas if you can give good reasons for them. 	<p>TG1: p. 37 (Outdoor Activities); p. 71 (Read-Alouds #2, Day 3); p. 103 (STEAM Day 5);</p> <p>TG2: p. 25 (STEAM, Day 5); p. 77 (STEAM Day 5);</p> <p>TG3: p. 36 (Sensory Table); p. 51 (STEAM, Days 2-5); p. 77 (STEAM Days 2-5); p. 103 (STEAM, Days 2-5);</p> <p>TG4: p. 18-19 (Read-Alouds #2, Days 1-4); p. 24-25 (STEAM, Days 1-5); p. 37(Science); p. 76-77 (STEAM Days 1-5); p. 87 (Science); p. 102-103 (STEAM, Days 1-5);</p> <p>TG5: p. 24-25 (STEAM Days 1-5); p. 35 (Science & Construction);</p> <p>TG6: p. 24-25 (STEAM Days 1-5); p. 37 (Sensory & Outdoor Activities); p. 50-51 (STEAM, Days 1-5); p. 76-77 (STEAM, Days 1-5);</p> <p>TG7: p. 19 (Read-Alouds #2, Day 4); p. 24-25 (STEAM Days 1-5); p. 63 (Science); p. 76-77 (STEAM Days 1-5); p. 102-103 (STEAM, Days 1-5);</p> <p>TG8: p. 16 (Read-Alouds #1, Day 1, “After”—Understanding and Analyzing); p. 37 (Science); p. 42 (Read Alouds #1 Days 1 & 2); p. 50-51 (STEAM, Days 1-5); p. 102-103 (STEAM, Days 1-5);</p> <p>TG9: p. 11 (Science); p. 25 (STEAM, Days 2-5); p. 37 (Science); p. 43 (Read-Alouds # 1, Days 3-5); p. 44-45 (Read-Alouds #2, Days 2 & 3); p. 50-51 (STEAM, Days 1-5); p. 63 (Science); p. 68-69 (Read-Alouds #1, Days 1-5); p. 70-71 (Read-Alouds #2, Days 1-5); p. 76-77 (STEAM, Days 1-5); 97 (Read Alouds #2, Day 3); p. 102-103 (STEAM, Days 1-5)</p>
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Strand: Skills and Processes

Standard *Students will demonstrate the thinking and acting inherent in the practice of science.*

Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher’s Guide (TG)
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<p>Communicating Scientific Information</p> <ul style="list-style-type: none"> C.1: Ask, "How do you know?" in appropriate situations and attempt reasonable answers when others ask them the same question. 	<p>TG1: p. 25 (STEAM, Day 5); p. 37 (Outdoor Activities); p. 76-77 (STEAM, Days 1 & 5); p. 102-103 (STEAM Days 1 & 5);</p> <p>TG2: p. 25 (STEAM, Day5); p. 77 (STEAM Day 5); p. 103 (STEAM, Day 5);</p> <p>TG3: p. 51 (STEAM, Days 2-5); p. 103 (STEAM, Days 2-4);</p> <p>TG4: p. 16-17 (Read-Alouds #1, Days 1-5); p. 18-19 (Read-Alouds #2, Days 1-4); p. 24-25 (STEAM, Days 1-5); p. 37(Science); p. 76-77 (STEAM Days 1-5); p. 87 (Science); p. 102-103 (STEAM, Days 1-5);</p> <p>TG5: p. 24-25 (STEAM Days 1-5); p. 35 (Science & Construction); p. 37 (Outdoor Activities); p. 50-51 (STEAM, Days 1-5);</p> <p>TG6: p. 19 (Read-Alouds #2, Day 4); p. 24-25 (STEAM Days 1-5); p. 37 (Sensory & Outdoor Activities); p. 50-51 (STEAM, Days 1-5); p. 76-77 (STEAM, Days 1-5);</p> <p>TG7: p. 19 (Read-Alouds #2, Day 4); p. 24-25 (STEAM Days 1-5); p. 63 (Science); p. 68 (Read-Alouds #1, Day 1); p. 76-77 (STEAM Days 1-5); p. 94-95 (Read Alouds #1, Days 1-5); p. 96-97 (Read Alouds #2, Days 1-5); p. 102-103 (STEAM, Days 1-5);</p> <p>TG8: p. 16 (Read-Alouds #1, Day 1, "After"—Understanding and Analyzing); p. 36 (Language & Literacy, Reflect); p. 37 (Science); p.42 (Read Alouds #1 Days 1 & 2); p. 50-51 (STEAM, Days 1-5); p. 102-103 (STEAM, Days 1-5);</p> <p>TG9: p. 11 (Science); p. 24-25 (STEAM, Days 1-5); p. 37 (Science & Outdoor Activities); p. 43 (Read-Alouds #1, Days 3-5); p. 44-45 (Read-Alouds #2, Days 2 & 3); p. 50-51 (STEAM, Days 1-5); p. 63 (Science); p. 68-69 (Read-Alouds #1, Days 1-5); p. 70-71 (Read-Alouds #2, Days 1-5); p. 76-77 (STEAM, Days 1-5); 97 (Read Alouds #2, Day 3); p. 102-103 (STEAM, Days 1-5)</p>
Strand: Skills and Processes	
Standard <i>Students will demonstrate the thinking and acting inherent in the practice of science.</i>	
Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
<p>Technology</p> <ul style="list-style-type: none"> D.1: Design and make things with simple tools and a variety of materials. D.2: Practice identifying the parts of things and how one part connects to and affects another. D.3: Examine a variety of physical models and describe what they teach 	<p>TG1: p. 10(Science Center); p. 24 (STEAM, Day 4); p. 36 (Science); p. 77 (STEAM, Days 2-4); p. 103 (STEAM Days 2-4);</p> <p>TG2: p. 23 (Math Small Groups, Day 5); p. 25 (STEAM, Days 2-4); p. 50-51 (STEAM Days 2-5); p. 76-77 (STEAM Days 1-5); p. 102-103 (STEAM, Days 1-5);</p> <p>TG3: p. 11 (Language & Literacy); p. 24-25 (STEAM, Days 1-5); p. 36 (Sensory Table); p. 50-51 (STEAM, Days 1-5); p. 76-77 (STEAM Days 1-5); p. 102-103 (STEAM, Days 1-5);</p> <p>TG4: p. 24-25 (STEAM, Days 1-4); p. 37(Science); p. 76-77 (STEAM Days 1-5); p. 87 (Science & Sensory); p. 102-103 (STEAM, Days 1-5);</p> <p>TG5: p. 9 (Sensory); p. 11 (Outdoor Activities); p. 16-17 (Read-Alouds #1, Days 1-5); p. 18-19 (Read-Alouds #2, Days 1-5); p. 24-25 (STEAM Days 1-5); p. 35 (Science & Construction); p. 36 (Math); p. 37 (Fine Motor &</p>

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<p>about the real things they are meant to resemble.</p>	<p>Outdoor Activities); p. 42-43 (Read-Alouds #1 , Days 2-5); p. 44-45 (Read-Alouds #2, Days 1-4); p. 50-51 (STEAM, Days 1-5); p. 63 (Outdoor Activities); p. 76-77 (STEAM Days 1-5); p. 89 (Fine Motor & Outdoor Activities); p. 102-103 (STEAM, Days 1-5)</p> <p>TG6: p. 19 (Read-Alouds #2, Day 4); p. 24-25 (STEAM Days 1-5); p. 37 (Sensory & Outdoor Activities); p. 44-45 (Read-Alouds #2 , Days 1-5); p. 50-51 (STEAM, Days 1-5); p. 61 (Construction); p. 76-77 (STEAM, Days 1-5); p. 87 (Construction); p. 95 (Read Alouds #1 Day 3, Extension Activity); p. 102-103 (STEAM, Days 1-5);</p> <p>TG7: p. 24-25 (STEAM Days 1-5); p. 35 (Construction); p. 35 (Fine Motor); p. 50-51 (STEAM, Days 1-5); p. 62 (Sensory); p. 76-77 (STEAM Days 1-5); p. 88 (Language & Literacy); p. 102-103 (STEAM, Days 1-5);</p> <p>TG8: p. 9 (Construction); p. 24-25 (STEAM, Days 1-5); p. 50-51 (STEAM, Days 1-5); p. 76-77 (TEAM, Days 1-5); p. 102-103 (STEAM, Days 1-5);</p> <p>TG9: p. 9 (Creativity Station & Fine Motor); p. 11 (Science); p. 23 (Math Small Groups, Days 3-5); p. 25 (STEAM, Days 2-4); p. 35 (Fine Motor); p. 36 (Math); p. 37 (Science); p. 50-51 (STEAM, Days 1-5); p. 61 (Fine Motor); p. 63 (Science); p. 76-77 (STEAM, Days 1-5); 97 (Read Alouds #2, Day 3); p. 102-103 (STEAM, Days 1-5)</p>
<p>Strand: Earth and Space</p>	
<p>Standard <i>Students will use scientific skills and processes to explain the chemical and physical interactions (i.e., natural forces and cycles, transfer of energy) of the environment, Earth, and the universe that occur over time.</i></p>	
<p>Indicator for 4-year-olds</p>	<p>Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)</p>
<p>Interactions of Hydrosphere and Atmosphere</p> <ul style="list-style-type: none"> • E.2: Describe the weather using observations. 	<p>TG1: p. 11 (Outdoor); p. 37 (Outdoor Activities); p. 44 (Read-Alouds #2, Day2); p. 45 (Read-Alouds #2, Day 3); p. 62 (Sensory Table); p. 70 (Read-Alouds #2, Day 2); p. 71 (Read-Alouds #2, Day 3); p. 88 (Science Center);</p> <p>TG3: p. 47 (Literacy Small Group, Day 3);</p> <p>TG4: p. 89 (Outdoor Activities);</p> <p>TG5: p. 63 (Outdoor Activities);</p> <p>TG6: p. 11 (Outdoor Activities); p. 44-45 (Read-Alouds #2, Days 1-5);</p> <p>TG8: p. 97 (Read Alouds #2 Day 3); p. 98 (Literacy Small Groups, Day 1);</p> <p>TG9: p. 34 (Writer's Corner); p. 37 (Science & Outdoor Activities); p. 38 (UNITE); p. 40 (Morning Message, Steps 1 & 2); p. 41 (Music & Movement); p. 42-43 (Read-Alouds # 1, Days 1-5); p. 44-45 (Read-Alouds #2, Days 1-5); p. 50-51 (STEAM, Days 1-5)</p>
<p>Strand: Biology</p>	
<p>Standard <i>Students will use scientific skills and processes to explain...</i></p>	

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Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
<p>Diversity of Life</p> <ul style="list-style-type: none"> A.2: Observe a variety of familiar plants and animals to describe how they are alike and how they are different. 	<p>TG1: p. 45 (Read-Alouds #2, Day 5);</p> <p>TG2: p. 63 (Outdoor Activities);</p> <p>TG3: p. 61 (Fine Motor); p. 63 (Outdoor Activities); p. 68-69 (Read Alouds #1, Days 1-5);</p> <p>TG4: p. 9 (Science); p. 11 (Outdoor Activities); p. 18-19 (Read-Alouds #2, Days 1-4); p.43 (Read Alouds #1 Day 3 Extension Activity); p. 45 (Read Alouds #2 Day 4);</p> <p>TG5: p. 37 (Outdoor Activities); p. 63 (Outdoor Activities); p. 69 (Read-Alouds # 1, Day 3); p. 89 (Outdoor Activities);</p> <p>TG6: p. 11 (Outdoor Activities); p. 44-45 (Read-Alouds #2 , Days 1-5); p. 70 (Read-Alouds #2, Day 2); p. 87 (Construction); p. 89 (Outdoor Activities); p. 94-95 (Read Alouds #1 Days 2 & 4);</p> <p>TG7: p. 8 (Writer's Corner); p. 9 (Language & Literacy); p. 11 (Outdoor Activities); p. 16-17 (Read-Alouds #1, Days 1-2 & 4-5); p. 18-19 (Read-Alouds #2, Days 1-2 & 4); p. 24-25 (STEAM Days 1-5); p. 35 (Fine Motor); p. 36 (Science); p. 37 (Outdoor Activities); p. 42-43 (Read-Alouds #1 , Days 1-5); p. 60 (Writer's Corner); p. 63 (Science & Outdoor Activities); p. 68-69 (Read-Alouds #1, Days 1-5); p. 70-71 (Read-Alouds #2, Days 1-5); p. 76-77 (STEAM Days 1-5); p. 89 (Outdoor Activities); p. 94-95 (Read Alouds #1, Days 1-5); p. 96-97 (Read Alouds #2, Days 1-5); p. 98 (Literacy Small Groups , Day 1); p. 96-97 (Read Alouds #2 Days 1-5);</p> <p>TG8: p. 9 (Construction); p. 10 (Language & Literacy); p. 11 (Science & Outdoor Activities); p. 16-17 (Read-Alouds #1, Days 1-5); p. 18-19 (Read-Alouds #2, Days 1-5); p. 35 (Creativity Station); p. 36 (Language & Literacy); p. 37 (Science & Outdoor Activities); p.42-43 (Read Alouds #1 Days 1-5); p.44-45 (Read Alouds #2 Days 1-5); p.46-47 (Literacy Small Groups, Days 1, 3 & 4); p. 50-51 (STEAM, Days 1-5); p. 63 (Science); p. 68-69 (Read-Alouds #1, Days 1-5); p. 70-71 (Read-Alouds #2, Days 2 & 3); p. 89 (Science & Outdoor Activities); p. 94-95 (Read-Alouds #1, Days 1-5); p. 96-97 (Read Alouds #2 Days 1-5); p. 98-99 (Literacy Small Groups, Days 1, 3 & 4);</p> <p>TG9: p. 10 (Language & Literacy); p. 11 (Outdoor Activities); p. 37 (Outdoor Activities); p. 41 (Music & Movement); p. 45 (Read-Alouds # 2, Day 5); p. 63 (Outdoor Activities); p. 68-69 (Read-Alouds #1, Days 1-5); p. 44 (Read-Alouds #2 , Day 2)</p>
Strand: Biology	
Standard <i>Students will use scientific skills and processes to explain.</i>	
Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
<p>Genetics</p> <ul style="list-style-type: none"> G.1: Observe, describe and compare different kinds of animals and their offspring. 	<p>TG1: p. 35 (Language and Literacy & Gross Motor); p. 37 (Outdoor Activities); p. 38 (UNITE); p. 41 (Read-Alouds #1, Day 1); p. 65 (UNITE);</p> <p>TG2: p. 63 (Outdoor Activities); p. 72 (Literacy Small Group, Day 1);</p>

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	<p>TG3: p. 61 (Fine Motor);</p> <p>TG4: p. 9 (Sensory); p. 15 (Music & Movement); p. 45 (Read Alouds #2 Day 4);</p> <p>TG5: p. 69 (Read-Alouds # 1, Day 3);</p> <p>TG6: p. 45 (Read-Alouds #2, Days 4 & 5); p. 71 (Read-Alouds #2, Day 2); p. 87 (Construction); p. 89 (Outdoor Activities);</p> <p>TG7: p. 8 (Writer’s Corner); p. 9 (Language & Literacy); p. 11 (Outdoor Activities); p. 16-17 (Read-Alouds #1, Days 1-2 & 4-5); p. 18-19 (Read-Alouds #2, Days 1-2 & 4); p. 24-25 (STEAM Days 1-5); p. 36 (Science); p. 37 (Outdoor Activities); p. 42-43 (Read-Alouds #1 , Days 1-5); p. 44 (Read-Alouds #2 , Day 2); p. 60 (Writer’s Corner); p. 63 (Science & Outdoor Activities); p. 68-69 (Read-Alouds #1, Days 1-5); p. 70-71 (Read-Alouds #2, Days 1-5); p. 76-77 (STEAM Days 1-5); p. 89 (Outdoor Activities); p. 94-95 (Read Alouds #1, Days 1-5); p. 96-97 (Read Alouds #2, Days 1-5); p. 98 (Literacy Small Groups , Day 1);</p> <p>TG8: p. 10 (Language & Literacy); p. 11 (Science & Outdoor Activities); p. 16-17 (Read-Alouds #1, Days 1-5); p. 18-19 (Read-Alouds #2, Days 1-5); p. 35 (Creativity Station); p. 37 (Science & Outdoor Activities); p.42-43 (Read Alouds #1 Days 1-5); p.44-45 (Read Alouds #2 Days 1-5); p.46-47 (Literacy Small Groups, Days 1, 3 & 4); p. 50-51 (STEAM, Days 1-5); p. 63 (Science); p. 68-69 (Read-Alouds #1, Days 1-5); p. 70-71 (Read-Alouds #2, Days 2 & 3); p. 89 (Science & Outdoor Activities); p. 94-95 (Read-Alouds #1, Days 1-5); p. 96-97 (Read Alouds #2 Days 1-5); p. 98-99 (Literacy Small Groups, Days 1, 3 & 4);</p> <p>TG9: p. 10 (Language & Literacy); p. 11 (Outdoor Activities); p. 18 (Read-Alouds #2, Day 2); p. 41 (Music & Movement); p. 67 (Music & Movement); p. 70 (Read-Alouds #2, Day 2); p. 90 (UNITE); p. 96 (Read Alouds #2, Day 2)</p>
Strand: Chemistry	
Standard <i>Students will use scientific skills and processes to explain the composition, structure, and interactions of matter in order to support the predictability of structure and energy.</i>	
Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher’s Guide (TG)
<p>Structure of Matter</p> <ul style="list-style-type: none"> A.2: Use evidence from investigations to describe the observable properties of a variety of objects. 	<p>TG1: p. 9(Fine Motor); p. 36 (Science); p. 45 (Read-Alouds #2, Day 3); p. 61 (Gross Motor); p. 62 (Sensory Table); p. 88 (Science Center); p. 89 (Outdoor Activities);</p> <p>TG2: p. 11 (Outdoor Activities); p. 24-25 (STEAM, Days 1-5); p. 76-77 (STEAM Days 1-5);</p> <p>TG3: p. 36 (Sensory Table); p. 61 (Fine Motor); p. 63 (Science); p. 68-69 (Read Alouds #1, Days 1-5); p. 76-77 (STEAM Days 1-5);</p> <p>TG4: p. 11 (Outdoor Activities); p. 18-19 (Read-Alouds #2, Days 1-4); p. 24-25 (STEAM, Days 1-5); p. 37(Science); p.43 (Read Alouds #1 Day 3 Extension Activity); p. 63 (Outdoor Activities); p. 87 (Science & Sensory); p. 89 (Outdoor Activities);</p>

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	<p>TG5: p. 11 (Outdoor Activities); p. 24-25 (STEAM Days 1-5); p. 35 (Science); p. 37 (Outdoor Activities); p. 63 (Outdoor Activities); p. 76-77 (STEAM Days 1-5); p. 89 (Fine Motor & Outdoor Activities);</p> <p>TG6: p. 24-25 (STEAM Days 1-5); p. 37 (Sensory & Outdoor Activities); p. 50-51 (STEAM, Days 1-5); p. 89 (Outdoor Activities); p. 94-95 (Read Alouds #1 Days 2-4);</p> <p>TG7: p. 9 (Science); p. 11 (Outdoor Activities); p. 24-25 (STEAM Days 1-5); p. 37 (Outdoor Activities); p. 62 (Sensory); p. 63 (Science & Outdoor Activities); p. 69 (Read-Alouds #1, Day 3); p. 70-71 (Read-Alouds #2, Days 1-5); p. 76-77 (STEAM Days 1-5); p. 88 (Language & Literacy); p. 89 (Outdoor Activities); p. 102-103 (STEAM, Days 1-5);</p> <p>TG8: p. 11 (Science & Outdoor Activities); p. 16-17 (Read-Alouds #1, Days 1-5); p. 19 (Read-Alouds #2, Day 3); p. 35 (Creativity Station); p. 37 (Science & Outdoor Activities); p. 50-51 (STEAM, Days 1-5); p. 61 (Sensory Station); p. 63 (Outdoor Activities); p. 89 (Science & Outdoor Activities); p. 94 (Read-Alouds #1, Day 2); p. 101 (Math Small Groups, Days 4 & 5);</p> <p>TG9: p. 9 (Creativity Station & Fine Motor); p. 11 (Science & Outdoor Activities); p. 24-25 (STEAM, Days 1-5); p. 34 (Creativity Station); p. 37 (Science & Outdoor Activities); p. 43 (Read-Alouds # 1, Day 3); p. 50-51 (STEAM, Days 1-5); p. 63 (Science); p. 68-69 (Read-Alouds #1, Days 2 & 3); p. 70-71 (Read-Alouds #2, Days 1-5); p. 102-103 (STEAM, Days 1-5)</p>
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Strand: Physics

Standard: *Students will use scientific skills and processes to explain the interactions of matter and energy and the energy transformations that occur.*

Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
<ul style="list-style-type: none"> Indicator specified in the Standard. 	<p>TG3: p. 87 (Construction);</p> <p>TG4: p. 37(Science);</p> <p>TG5: p. 35 (Construction); p. 37 (Outdoor Activities);</p> <p>TG6: p. 19 (Read-Alouds #2, Days 3-4); p. 24-25 (STEAM Days 1-5); p. 37 (Sensory & Outdoor Activities); p. 42 (Read-Alouds #1, Day 2);</p> <p>TG7: p. 76-77 (STEAM Days 1-5); p. 88 (Language & Literacy)</p>

Strand: Environmental Science

Standard: *Students will use scientific skills and processes to explain the interactions of environmental factors (living and non-living) and analyze their impact from a local to a global perspective.*

Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
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<ul style="list-style-type: none"> Indicator specified in the Standard. 	<p>TG1: p. 11(Outdoor); p. 35 (Language and Literacy); p. 45 (Read-Alouds #2, Day 3); p. 62 (Outdoor Activities); p. 89 (Outdoor Activities);</p> <p>TG2: p. 11 (Outdoor Activities);</p> <p>TG3: p. 47 (Literacy Small Group, Day 3); p. 61 (Fine Motor); p. 63 (Outdoor Activities);</p> <p>TG4: p. 9 (Science); p. 11 (Outdoor Activities); p. 16-17 (Read-Alouds #1, Days 2 & 5); p. 18-19 (Read-Alouds #2, Days 1-4); p. 26 (Closing Circle); p. 89 (Outdoor Activities); p. 37 (Outdoor Activities);</p> <p>TG6: p. 44-45 (Read-Alouds #2, Days 1-5); p. 70-71 (Read-Alouds #2, Days 2-5); p. 95 (Read Alouds #1 Day 5);</p> <p>TG7: p. 9 (Science); p. 11 (Outdoor Activities); p. 37 (Outdoor Activities); p. 42-43 (Read-Alouds #1 , Days 1-5); p. 63 (Science & Outdoor Activities); p. 68-69 (Read-Alouds #1, Days 1-5); p. 70-71 (Read-Alouds #2, Days 1-5); p. 89 (Outdoor Activities); p. 94-95 (Read Alouds #1, Days 1-5); p. 96-97 (Read Alouds #2, Days 1-5);</p> <p>TG8: p. 9 (Construction); p. 11 (Outdoor Activities, “Animal Habitat”); p. 16-17 (Read-Alouds #1, Days 2-4); p. 18-19 (Read-Alouds #2, Days 2-5); p. 24-25 (STEAM, Days 1-5); p. 70-71 (Read-Alouds #2, Days 1-5); p. 89 (Outdoor Activities); p. 94-95 (Read-Alouds #1, Days 1-5); p. 96-97 (Read Alouds #2 Days 1-5); p. 98-99 (Literacy Small Groups, Days 1, 3 & 4);</p> <p>TG9: p. 37 (Outdoor Activities); p. 63 (Outdoor Activities); p. 68-69 (Read-Alouds #1, Days 1-5); p. 70-71 (Read-Alouds #2, Days 1-5); p.42-43 (Read Alouds #1 Days 1-5); p.44-45 (Read Alouds #2 Days 1-5); p. 68-69 (Read-Alouds #1, Days 1-5)</p>
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Domain: *Health*

Strand: Safety and Injury Prevention

Standard: *Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living in the home, school, and community.*

Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher’s Guide (TG)
<p>Emergencies</p> <ul style="list-style-type: none"> A.1: Recognize how to respond appropriately to emergency situations 	<p>TG1: p. 39 (COMMIT); p. 44 (Read-Alouds #2, Day2); p. 49 (Math Small Group Day 5); p. 69 (Read-Alouds #1, Day 5); p. 89 (Outdoor Activities);</p> <p>TG2: p. 11 (Outdoor Activities);</p> <p>TG3: p. 11 (Language & Literacy); p. 19 (Read-Alouds #2, Day 5); p. 23 (Math Small Groups, Day 5); p. 39 (CALM);</p> <p>TG6: p. 18-19 (Read-Alouds #2, Days 2 & 4);</p>

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	<p>TG7: p. 11 (Outdoor Activities); p. 89 (Outdoor Activities); p. 95 (Read Alouds #1, Day 5); p. 97 (Read Alouds #2, Day 5, Safety Note);</p> <p>TG9: p. 36 (Pretend & Learn); p. 41 (Music & Movement); p. 42 (Read-Alouds # 1, Day 2); p. 50-51 (STEAM, Days 1-5); p. 63 (Outdoor Activities); p. 88 (Gross Motor)</p>
Strand: Nutrition and Fitness	
Standard: <i>Students will demonstrate the ability to use nutrition and fitness knowledge, skills, and strategies to promote a healthy lifestyle.</i>	
Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
<p>Responses to Food</p> <ul style="list-style-type: none"> A.1: Identify the relationship between food and the senses. 	<p>TG1: p. 11 (Pretend & Learn); p. 18 (Read-Alouds #2, Day 2);</p> <p>TG3: p. 61 (Pretend and Learn); p. 68-69 (Read Alouds #1, Days 1-5); p. 70-71 (Read-Alouds #2, Days 1-5); p. 76-77 (STEAM Days 1-5);</p> <p>TG6: p. 97 (Read Alouds #2 Days 3 & 5);</p> <p>TG7: p. 71 (Read-Alouds #2, Day 3, Extension Activity);</p> <p>TG8: p. 19 (Read-Alouds #2, Day 4, Extension)</p>
Strand: Nutrition and Fitness	
Standard: <i>Students will demonstrate the ability to use nutrition and fitness knowledge, skills, and strategies to promote a healthy lifestyle.</i>	
Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
<p>Food and Health</p> <ul style="list-style-type: none"> E.1: Recognize the relationship between food and health. 	<p>TG1: p. 18 (Read-Alouds #2, Day 2)</p> <p>TG3: p. 61 (Pretend and Learn); p. 64 (UNITE); p. 66 (Music & Movement); p. 78 (Closing Circle); p. 68-69 (Read Alouds #1, Days 1-5); p. 70-71 (Read-Alouds #2, Days 1-5); p. 73 (Literacy Small Groups, Days 3 & 4); p. 76-77 (STEAM Days 1-5);</p> <p>TG6: p. 97 (Read Alouds #2 Day 3);</p> <p>TG8: p.44 (Read Alouds #2 Day 2)</p>

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Domain: *Physical Education*

Strand: Skillfulness

Standard: *Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skill combinations, combining skills effectively in skill themes, and applying skill.*

Indicator for 4-year-olds

Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)

Fundamental Movement

- **A.1:** Show fundamental movement skills.

TG1: p. **35** (Gross Motor); p. **37** (Creativity Station); p. **48** (Math Small Group Day 2); p. **61** (Gross Motor); p. **62** (Creativity Station);); p. **64** (CALM); p. **77** (STEAM Days 2-4); p. **87** (Creativity Station); p. **92** (Morning Message, Step 3);

TG2: p. **9** (Creative Station); p. **10** (Math Center); p. **11** (Construction); p. **37**(Construction & Outdoor Activities); p. **50-51** (STEAM Days 2-5); p. **61** (Gross Motor); p. **63** (Construction& Outdoor Activities); p. **64** (CALM); p. **88** (Gross Motor); p. **89** (Outdoor Activities);

TG3: p. **9** (Creativity Station & Gross Motor); p. **11** (Outdoor Activities); p. **35** (Fine Motor); p. **37** (Construction & Outdoor Activities); p. **47** (Literacy Small Group, Day 5); p. **61** (Fine Motor); p. **62** (Sensory); p. **63** (Outdoor Activities); p. **64** (CALM); p. **73** (Literacy Small Groups, Day 5); p. **87** (Pretend and Learn); p. **88** (Gross Motor); p. **89** Outdoor Activities); p. **94** (Read-Alouds #1, Day 2); p. **98** (Literacy Small Group, Day 1); p. **99** (Literacy Small Group, Day 3);

TG4:
p. **8** (ABC); p. **10** (Gross Motor); p. **12** (UNITE); p. **22** (Math Small Group, Day 1); p. **35**(Sensory); p. **36**(Creativity Station); p. **37**(Outdoor Activities); p. **39**(CALM); p. **50-51** (STEAM, Days 1-5); p. **63** (Fine Motor & Outdoor Activities); p. **73** (Literacy Small Group, Day 5); p. **87** (Sensory); p. **88** (Creativity Station): p. **89** (Outdoor Activities);

TG5: p. **9** (Construction & Sensory); p. **35** (Construction); p. **36** (Creativity Station); p. **37** (Fine Motor & Outdoor Activities); p. **39** (CALM); p. **61** (Fine Motor & Creativity Station); p. **62** (Construction & Math); p. **63** (Outdoor Activities); p. **65** (CONNECT); p. **69** (Read-Alouds # 1, Day 4); p. **87** (Gross Motor & Creativity Station); p. **89** (Fine Motor & Outdoor Activities);

TG6: p. **8** (Writer's Corner); p. **9** (Construction); p. **9** (Gross Motor); p. **10** (Creativity Station); p. **10** (Math); p. **11** (Outdoor Activities); p. **16-17** (Read-Alouds #1, Days 1-5); p. **21** (Literacy Small Groups, Days 3-5); p. **22-23** (Math Small Groups, Days 1-5); p. **35** (Fine Motor); p. **36** (Creativity Station); p. **47** (Literacy Small Groups, Day 5); p. **61** (Gross Motor); p. **62** (Creativity Station); p. **63** (Outdoor Activities); p. **65** (CALM); p. **87** (Gross Motor); p. **88** (Creativity Station); p. **89** (Outdoor Activities);

TG7: p. **10** (Creativity Station); p. **11** (Fine Motor & Outdoor Activities); p. **19** (Read-Alouds #2, Day 3); p. **35** (Construction & Fine Motor); p. **37** (Outdoor Activities); p. **46** (Literacy Small Groups , Day 1); p. **61** (Fine Motor); p. **62** (Sensory); p. **63** (Outdoor Activities); p. **71** (Read-Alouds #2, Day 5, Extension Activity); p. **87** (Creativity Station) & Fine Motor); p. **88** (Language & Literacy and Math); p. **89** (Gross Motor);

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	<p>TG8: p. 9 (Construction); p. 10 (Language & Literacy, Midweek Option); p. 11 (Outdoor Activities, “Move Like an Animal”); p. 17 (Read-Alouds #1, Day 4); p. 35 (Gross Motor); p. 37 (Outdoor Activities); p. 61 (Sensory Station); p. 62 (Gross Motor); p. 87 (Fine Motor); p. 88 (Fine Motor); p. 97 (Read Alouds #2 Day 4);</p> <p>TG9: p. 9 (Fine Motor); p. 11 (Outdoor Activities); p. 35 (Fine Motor); p. 61 (Construction & Fine Motor); p. 62 (Gross Motor); p. 63 (Outdoor Activities); p. 87 (Creativity Station); p. 88 (Gross Motor); p. 89 (Outdoor Activities);</p> <p>Notes: Addressed daily during Music & Movement Routine (See pages 15, 41, 67, and 93 in each Teacher Guide).</p>
<p>Strand: Skillfulness</p>	
<p>Standard: <i>Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skill combinations, combining skills effectively in skill themes, and applying skill.</i></p>	
<p>Indicator for 4-year-olds</p>	<p>Citations or examples and corresponding page numbers from the corresponding Theme/Teacher’s Guide (TG)</p>
<p>Creative Movement</p> <ul style="list-style-type: none"> • B.1: Show creative movement. 	<p>TG1: p. 72 (Literacy Small Groups, Day 2);</p> <p>TG2: p. 61 (Gross Motor); p. 63 (Construction & Outdoor Activities); p. 89 (Outdoor Activities);</p> <p>TG3: p. 11 (Outdoor Activities); p. 37 (Construction & Outdoor Activities); p. 87 (Pretend and Learn); p. 88 (Gross Motor); p. 89 Outdoor Activities);</p> <p>TG4: p. 12 (UNITE); p. 37(Outdoor Activities); p. 88 (Creativity Station);</p> <p>TG5: p. 39 (CALM); p. 63 (Outdoor Activities); p. 69 (Read-Alouds # 1, Day 4); p. 87 (Gross Motor); p. 89 (Outdoor Activities);</p> <p>TG6: p. 8 (Writer’s Corner); p. 9 (Construction); p. 10 (Creativity Station); p. 11 (Language & Literacy); p. 11 (Outdoor Activities); p. 16-17 (Read-Alouds #1, Days 1-5); p. 61 (Gross Motor); p. 89 (Outdoor Activities);</p> <p>TG7: p. 11 (Outdoor Activities); p. 63 (Outdoor Activities); p. 71 (Read-Alouds #2, Day 5, Extension Activity); p. 88 (Language & Literacy); p. 89 (Gross Motor);</p> <p>TG8: p. 10 (Language & Literacy, Midweek Option); p. 11 (Outdoor Activities, “Move Like an Animal”); p. 35 (Gross Motor);</p> <p>TG9: p. 89 (Outdoor Activities)</p> <p>Notes: Addressed daily during Music & Movement Routine (See pages 15, 41, 67, and 93 in each Teacher Guide).</p>

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Strand: Skillfulness	
Standard: <i>Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skill combinations, combining skills effectively in skill themes, and applying skill.</i>	
Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
Skill Themes <ul style="list-style-type: none"> • B.1: Show skill themes. 	<p>TG1: p. 37 (Creativity Station); p. 61 (Gross Motor); p. 64 (CALM); p. 87 (Creativity Station); p. 92 (Morning Message, Step 2);</p> <p>TG2: p. 9 (Creativity Station); p. 10 (Math Center); p. 11 (Construction); p. 37(Construction & Outdoor Activities); p. 61 (Gross Motor); p. 63 (Construction & Outdoor Activities); p. 87 (Fine Motor); p. 88 (Gross Motor); p. 89 (Outdoor Activities); p. 9 (Creativity Station);</p> <p>TG3: p. 9 (Gross Motor); p. 11 (Outdoor Activities); p. 35 (Fine Motor); p. 37 (Outdoor Activities); p. 61 (Fine Motor); p. 62 (Sensory); p. 63 (Outdoor Activities); p. 64 (CALM); p. 87 (Pretend and Learn); p. 88 (Gross Motor & Math); p. 89 Outdoor Activities); p. 90 (UNITE); p. 94 (Read-Alouds #1, Day 2); p. 98 (Literacy Small Group, Day 1); p. 99 (Literacy Small Group, Day 3);</p> <p>TG4: p. 8 (ABC); p. 10 (Gross Motor); p. 22 (Math Small Group, Day 1); p. 35(Sensory); p. 36(Creativity Station); p. 37(Outdoor Activities); p. 39(CALM); p. 50-51 (STEAM, Days 1-5); p. 63 (Fine Motor & Outdoor Activities); p. 87 (Sensory); p. 88 (Creativity Station); p. 89 (Language & Literacy & Outdoor Activities); p. 99 (Literacy Small Group, Day 5);</p> <p>TG5: p. 9 (Construction & Sensory); p. 36 (Creativity Station); p. 37 (Fine Motor); p. 39 (CALM); p. 61 (Fine Motor & Creativity Station); p. 62 (Construction & Math); p. 63 (Outdoor Activities); p. 69 (Read-Alouds # 1, Day 4); p. 87 (Gross Motor & Creativity Station); p. 89 (Fine Motor);</p> <p>TG6: p. 8 (Writer's Corner); p. 9 (Construction); p. 9 (Gross Motor); p. 10 (Creativity Station); p. 10 (Math); p. 11 (Outdoor Activities); p. 16-17 (Read-Alouds #1, Days 1-5); p. 21 (Literacy Small Groups, Days 3-5); p. 22-23 (Math Small Groups, Days 1-5); p. 35 (Fine Motor); p. 36 (Creativity Station); p. 47 (Literacy Small Groups, Day 5); p. 61 (Gross Motor); p. 62 (Creativity Station); p. 63 (Outdoor Activities); p. 73 (Literacy Small Groups, Day 5); p. 87 (Gross Motor); p. 88 (Creativity Station); p. 89 (Outdoor Activities); p. 99 (Literacy Small Groups, Day 5);</p> <p>TG7: p. 10 (Creativity Station); p. 11 (Fine Motor & Outdoor Activities); p. 18-19 (Read-Alouds #2, Day 3); p. 35 (Construction & Fine Motor); p. 37 (Gross Motor & Outdoor Activities); p. 46 (Literacy Small Groups , Day 1); p. 61 (Fine Motor); p. 62 (Sensory); p. 63 (Outdoor Activities); p. 87 (Creativity Station & Fine Motor); p. 88 (Language and Literacy & Math); p. 89 (Gross Motor);</p> <p>TG8: p. 10 (Language & Literacy, Midweek Option); p. 11 (Outdoor Activities, "Move Like an Animal"); p. 35 (Gross Motor); p. 37 (Outdoor Activities); p. 61 (Sensory Station); p. 62 (Gross Motor); p. 87 (Fine Motor); p. 88 (Gross Motor); p. 97 (Read Alouds #2 Day 4);</p> <p>TG9: p. 9 (Fine Motor); p. 11 (Outdoor Activities); p. 35 (Fine Motor); p. 61 (Construction & Fine Motor); p. 62 (Gross Motor); p. 87 (Creativity Station); p. 88 (Gross Motor); p. 89 (Outdoor Activities)</p>

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	<p>Notes: Addressed daily during Music & Movement Routine (See pages 15, 41, 67, and 93 in each Teacher Guide).</p>
<p>Strand: Biomechanical Principles</p>	
<p>Standard: <i>Students will demonstrate an ability to use the principles of biomechanics to generate and control force to improve their movement effectiveness and safety.</i></p>	
<p>Indicator for 4-year-olds</p>	<p>Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)</p>
<p>Effects on Objects</p> <ul style="list-style-type: none"> • A.1: Identify ways that people and objects move. 	<p>TG1: p. 35 (Language and Literacy & Gross Motor); p. 49 (Math Small Group Days 3, 4 & 5); p. 72 (Literacy Small Groups, Day 2); p. 77 (STEAM Days 2-4);</p> <p>TG2: p. 37(Outdoor Activities); p. 50-51 (STEAM Days 2-5); p. 61 (Gross Motor); p. 63 (Construction & Outdoor Activities); p. 88 (Gross Motor); p. 89 (Outdoor Activities);</p> <p>TG3: p. 11 (Outdoor Activities); p. 24-25 (STEAM, Days 1-5); p. 37 (Construction & Outdoor Activities); p. 87 (Construction & Pretend and Learn); p. 88 (Gross Motor & Math); p. 89 (Language & Literacy); p. 89 Outdoor Activities); p. 90 (UNITE); p. 94 (Read-Alouds #1, Day 2); p. 100-101 (Literacy Small Group, Days 1, 2 & 4); p. 102-103 (STEAM, Days 1-5);</p> <p>TG4: p. 10 (Gross Motor); p. 22 (Math Small Group, Day 1); p. 50-51 (STEAM, Days 1-5); p. 63 (Outdoor Activities); p. 89 (Outdoor Activities); p. 96-97 (Read Alouds #2 Days 1-5);</p> <p>TG5: p. 63 (Outdoor Activities); p. 69 (Read-Alouds # 1, Day 4); p. 87 (Gross Motor); p. 89 (Outdoor Activities); p. 102-103 (STEAM, Days 1-5);</p> <p>TG6: p. 8 (Writer's Corner); p. 9 (Construction); p. 9 (Gross Motor); p. 10 (Creativity Station); p. 10 (Math); p. 11 (Language & Literacy); p. 11 (Outdoor Activities); p. 16-17 (Read-Alouds #1, Days 1-5); p. 19 (Read-Alouds #2, Days 3-4); p. 22-23 (Math Small Groups, Days 1-5); p. 24-25 (STEAM Days 1-5); p. 35 (Fine Motor); p. 37 (Sensory & Outdoor Activities); p. 45 (Read-Alouds #2 , Days 4 & 5); p. 61 (Gross Motor); p. 89 (Outdoor Activities); p. 102-103 (STEAM, Days 1-5);</p> <p>TG7: p. 11 (Fine Motor); p. 35 (Construction & Fine Motor); p. 37 (Gross Motor); p. 46 (Literacy Small Groups , Day 1); p. 50-51 (STEAM, Days 1-5); p. 61 (Fine Motor); p. 62 (Sensory); p. 63 (Science & Outdoor Activities); p. 71 (Read-Alouds #2, Days 3 & 5); p. 76-77 (STEAM Days 1-5); p. 88 (Language & Literacy); p. 89 (Gross Motor);</p> <p>TG8: p. 10 (Language & Literacy, Midweek Option); p. 11 (Outdoor Activities, "Move Like an Animal"); p. 17 (Read-Alouds #1, Day 4, Extension); p. 18 (Read-Alouds #2, Day 2); p. 35 (Gross Motor); p. 37 (Outdoor Activities); p. 76-77 (TEAM, Days 1-5); p. 88 (Gross Motor); p. 97 (Read Alouds #2 Day 4);</p> <p>TG9: p. 37 (Science & Outdoor Activities); p. 76-77 (STEAM, Days 1-5); p. 88 (Gross Motor)</p>

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Strand: Biomechanical Principles	
Standard: <i>Students will demonstrate an ability to use the principles of biomechanics to generate and control force to improve their movement effectiveness and safety.</i>	
Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
<p>Balance</p> <ul style="list-style-type: none"> • B.1: Identify balance through movement. 	<p>TG1: p. 35 (Gross Motor); p. 61 (Gross Motor); p. 93 (Music & Movement);</p> <p>TG2: p. 37(Outdoor Activities); p. 63 (Construction); p. 88 (Gross Motor);</p> <p>TG3: p. 11 (Outdoor Activities); p. 37 (Outdoor Activities); p. 64 (CALM); p. 88 (Gross Motor & Math); p. 89 Outdoor Activities);</p> <p>TG4: p. 10 (Gross Motor); p. 63 (Outdoor Activities); p. 89 (Outdoor Activities);</p> <p>TG5: p. 87 (Gross Motor);</p> <p>TG6: p. 9 (Construction); p. 9 (Gross Motor); p. 16-17 (Read-Alouds #1, Days 1-5); p. 37 (Outdoor Activities); p. 38 (UNITE);</p> <p>TG7: p. 35 (Construction & Fine Motor); p. 37 (Gross Motor); p. 89 (Gross Motor);</p> <p>TG8: p. 35 (Gross Motor); p. 37 (Outdoor Activities); p. 62 (Gross Motor); p. 88 (Gross Motor); p. 97 (Read Alouds #2 Day 4);</p> <p>TG9: p. 61 (Construction); p. 62 (Gross Motor); p. 89 (Outdoor Activities)</p>
Strand: Motor Learning Principles	
Standard: <i>Students will demonstrate the ability to use motor skill principles to learn and develop proficiency through frequent practice opportunities in which skills are repeatedly performed correctly in a variety of situations.</i>	
Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
<p>Appropriate Practices</p> <ul style="list-style-type: none"> • A.1: Recognize that skills will develop over time with appropriate practice and use of the correct cues. 	<p>TG1: p. 35 (Gross Motor); p. 49 (Math Small Group Days 3 & 5); p. 60 (Writer's Corner); p. 61 (Gross Motor); p. 77 (STEAM Days 2-4);</p> <p>TG2: p. 9 (Creativity Station); p. 50-51 (STEAM Days 2-5);</p> <p>TG3: p. 35 (Fine Motor); p. 37 (Outdoor Activities); p. 89 Outdoor Activities); p. 94 (Read-Alouds #1, Day 2); p. 97 (Read Alouds #2, Day 4);</p> <p>TG4: p. 39 (CALM); p. 50-51 (STEAM, Days 1-5); p. 89 (Outdoor Activities);</p> <p>TG6: p. 9 (Gross Motor); p. 18-19 (Read-Alouds #2, Days 1-2, & 4); p. 22-23 (Math Small Groups, Days 1-5); p. 35 (Fine Motor); p. 61 (Gross Motor); p. 87 (Gross Motor);</p>

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	<p>TG7: p. 37 (Gross Motor & Outdoor Activities);</p> <p>TG8: p. 35 (Gross Motor); p. 88 (Gross Motor);</p> <p>TG9: p. 11 (Outdoor Activities); p. 62 (Gross Motor); p. 88 (Gross Motor); p. 89 (Outdoor Activities)</p>
Strand: Motor Learning Principles	
Standard: <i>Students will demonstrate the ability to use motor skill principles to learn and develop proficiency through frequent practice opportunities in which skills are repeatedly performed correctly in a variety of situations.</i>	
Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
<p>Corrective Feedback</p> <ul style="list-style-type: none"> B.1: Identify the importance of corrective feedback on performance. 	<p>TG1: p. 35 (Gross Motor); p. 49 (Math Small Group Days 3 & 5);</p> <p>TG2: p. 50-51 (STEAM Days 2-5); p. 63 (Construction); p. 88 (Gross Motor); p. 89 (Outdoor Activities);</p> <p>TG3: p. 35 (Fine Motor); p. 37 (Outdoor Activities);</p> <p>TG4: p. 50-51 (STEAM, Days 1-5);</p> <p>TG5: p. 65 (CONNECT);</p> <p>TG6: p. 9 (Construction); p. 9 (Gross Motor); p. 18-19 (Read-Alouds #2, Days 1-2, & 4); p. 22-23 (Math Small Groups, Days 1-5); p. 61 (Gross Motor); p. 87 (Gross Motor);</p> <p>TG7: p. 37 (Gross Motor & Outdoor Activities);</p> <p>TG8: p. 35 (Gross Motor); p. 88 (Gross Motor, Reflect);</p> <p>TG9: p. 9 (Fine Motor); p. 11 (Outdoor Activities); p. 62 (Gross Motor); p. 89 (Outdoor Activities)</p>
Strand: Exercise Physiology	
Standard: <i>Students will demonstrate the ability to use scientific principles to design and participate in a regular, moderate to vigorous physical activity program that contributes to personal health and enhances cognitive and physical performance in a variety of academic, recreational, and life tasks.</i>	
Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
<p>Effects of Physical Activity on the Body</p> <ul style="list-style-type: none"> A.1: Identify the effects of physical activity on the body systems. 	<p>TG1: p. 49 (Math Small Group Day 3);</p> <p>TG3: p. 37 (Outdoor Activities); p. 90 (UNITE); p. 96-97 (Read Alouds #2, Day 1 & 5); p. 98 (Literacy Small Group, Day 1); p. 100 (Math Small Group, Day 2); p. 102-103 (STEAM, Days 1-5); p. 104 (Closing Circle);</p> <p>TG6: p. 61 (Gross Motor)</p>

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Strand: Exercise Physiology	
Standard: <i>Students will demonstrate the ability to use scientific principles to design and participate in a regular, moderate to vigorous physical activity program that contributes to personal health and enhances cognitive and physical performance in a variety of academic, recreational, and life tasks.</i>	
Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
<ul style="list-style-type: none"> • B: FITT Guidelines • C.1 (Components of Fitness): Identify the components of fitness. • D.1 (Benefits of Physical Activity): Recognize the benefits of physical activity. • E.1 (Nutrition and Physical Activity): Recognize the relationship between nutrition and physical activity. • F.1 (Exercise Adherence): Recognize the factors influencing daily physical activity. 	TG3: p. 39 (CALM); p. 89 (Language & Literacy); p. 90 (UNITE); p. 94 (Read-Alouds #1, Day 2); p. 96-97 (Read Alouds #2, Day 1 & 5); p. 98 (Literacy Small Group, Day 1); p. 100 (Math Small Group, Day 2); p. 104 (Closing Circle)
Strand: Physical Activity	
Standard: <i>Students will demonstrate the ability to use the principles of exercise physiology, social psychology, and biomechanics to design and adhere to a regular, personalized, purposeful program of physical activity consistent with their health, performance, and fitness goals in order to gain health and cognitive/academic benefits.</i>	
Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
<ul style="list-style-type: none"> • A.1 (Aerobic Fitness): Identify and show individual aerobic capacity/cardiorespiratory fitness. 	TG3: p. 89 (Language & Literacy); p. 90 (UNITE); p. 94 (Read-Alouds #1, Day 2); p. 100 (Math Small Group, Day 2) TG6: p. 61 (Gross Motor)

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Strand: Physical Activity	
Standard: <i>Students will demonstrate the ability to use the principles of exercise physiology, social psychology, and biomechanics to design and adhere to a regular, personalized, purposeful program of physical activity consistent with their health, performance, and fitness goals in order to gain health and cognitive/academic benefits.</i>	
Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
<ul style="list-style-type: none"> • B.1: (Muscular Strength and Endurance): Identify and show activities for muscular strength and muscular endurance. 	<p>TG1: p. 35 (Gross Motor); p. 60 (Writer's Corner);</p> <p>TG3: p. 89 (Language & Literacy); p. 94 (Read-Alouds #1, Day 2);</p> <p>TG6: p. 9 (Construction); p. 9 (Gross Motor); p. 16-17 (Read-Alouds #1, Days 2-5); p. 37 (Outdoor Activities); p. 61 (Gross Motor);</p> <p>TG8: p. 35 (Gross Motor);</p> <p>TG9: p. 89 (Outdoor Activities)</p>
Strand: Physical Activity	
Standard: <i>Students will demonstrate the ability to use the principles of exercise physiology, social psychology, and biomechanics to design and adhere to a regular, personalized, purposeful program of physical activity consistent with their health, performance, and fitness goals in order to gain health and cognitive/academic benefits.</i>	
Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
<ul style="list-style-type: none"> • C.1 (Flexibility): Identify and show activities for flexibility. 	<p>TG1: p. 35 (Gross Motor);</p> <p>TG3: p. 37 (Outdoor Activities); p. 94 (Read-Alouds #1, Day 2);</p> <p>TG5: p. 63 (Outdoor Activities); p. 65 (CONNECT);</p> <p>TG6: p. 9 (Gross Motor); p. 11 (Outdoor Activities); p. 37 (Outdoor Activities); p. 61 (Gross Motor);</p> <p>TG7: p. 46 (Literacy Small Groups, Day 1);</p> <p>TG8: p. 35 (Gross Motor);</p> <p>TG9: p. 88 (Gross Motor); p. 89 (Outdoor Activities)</p>

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Domain: *Fine Arts*

Strand: *Dance: Perceiving, Performing, and Responding*

Standard: *Aesthetic Education: Students will demonstrate the ability to perceive, perform, and respond to dance.*

Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
<ul style="list-style-type: none"> • 1: Demonstrate knowledge of how elements of dance are used to communicate meaning. • 2: Demonstrate kinesthetic awareness and technical proficiency in dance movement. • 3: Respond to dance through observation, experience, and analysis. 	<p>TG1: p. 12 (UNITE); p. 38 (UNITE); p. 90 (UNITE);</p> <p>TG3: p. 12 (UNITE); p. 88 (Gross Motor); p. 89 Outdoor Activities); p. 94 (Read-Alouds #1, Day 2); p. 101 (Math Small Group, Day 4);</p> <p>TG5: p. 38 (UNITE); p. 65 (CONNECT); p. 89 (Outdoor Activities); p. 90 (UNITE); p. 96-97 (Read Alouds #2 Days 1-4);</p> <p>TG6: p. 12 (UNITE); p. 16-17 (Read-Alouds #1, Days 1-5); p. 22-23 (Math Small Groups, Days 1-5);</p> <p>TG7: p. 12 (UNITE); p. 69 (Read-Alouds #1, Day 4); p. 71 (Read-Alouds #2, Day 5, Extension);</p> <p>TG8: p. 64 (UNITE);</p> <p>TG9: p. 12 (UNITE); p. 38 (UNITE); p. 90 (UNITE);</p> <p>Notes: Addressed daily during Music & Movement Routine (See pages 15, 41, 67, and 93 in each Teacher Guide).</p>

Strand: *Dance: Historical, Cultural, and Social Context*

Standard: *Students will demonstrate an understanding of dance as an essential aspect of history and human experience.*

Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
<ul style="list-style-type: none"> • 1: Demonstrate knowledge of dances from a variety of cultures. • 2: Relate dance to history, society, and personal experience. • 3: Demonstrate understanding of the relationships between and among dance and other content areas. 	<p>TG1: p. 48 (Math Small Group Day 2); p. 64 (UNITE); p. 65 (CONNECT);</p> <p>TG3: p. 88 (Gross Motor); p. 89 Outdoor Activities); p. 94 (Read-Alouds #1, Day 2); p. 101 (Math Small Group, Day 4);</p> <p>TG4: p. 12 (UNITE);</p> <p>TG5: p. 38 (UNITE); p. 65 (CONNECT); p. 89 (Outdoor Activities); p. 90 (UNITE); p. 96-97 (Read Alouds #2 Days 1-4);</p> <p>TG6: p. 12 (UNITE); p. 16-17 (Read-Alouds #1, Days 1-5); p. 22-23 (Math Small Groups, Days 1-5); p. 90 (UNITE);</p> <p>TG7: p. 12 (UNITE); p. 69 (Read-Alouds #1, Day 4); p. 71 (Read-Alouds #2, Day 5);</p>

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	<p>TG9: p. 12 (UNITE); p. 38 (UNITE); p. 90 (UNITE);</p> <p>Notes:</p> <p>Addressed daily during Music & Movement Routine (See pages 15, 41, 67, and 93 in each Teacher Guide).</p>
<p>Strand: Dance: Creative Expression and Production</p>	
<p>Standard: <i>Students will demonstrate the ability to create and perform dance.</i></p>	
<p>Indicator for 4-year-olds</p>	<p>Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)</p>
<ul style="list-style-type: none"> • 1: Develop the ability to improvise dance. • 2: Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning. • 3: Develop knowledge and execution of performance competencies in dance. 	<p>TG1: p. 38 (UNITE); p. 48 (Math Small Group Day 2); p. 90 (UNITE);</p> <p>TG3: p. 12 (UNITE); p. 88 (Gross Motor); p. 89 Outdoor Activities); p. 94 (Read-Alouds #1, Day 2);</p> <p>TG4: p. 12 (UNITE);</p> <p>TG5: p. 38 (UNITE); p. 64 (UNITE); p. 65 (CONNECT); p. 89 (Outdoor Activities); p. 96-97 (Read Alouds #2 Days 1-4);</p> <p>TG6: p. 12 (UNITE); p. 16-17 (Read-Alouds #1, Days 1-2 & 4-5); p. 22-23 (Math Small Groups, Days 1-5); p. 90 (UNITE);</p> <p>TG7: p. 12 (UNITE); p. 69 (Read-Alouds #1, Day 4); p. 71 (Read-Alouds #2, Day 5); p. 95 (Read Alouds #1, Day 4);</p> <p>TG8: p. 64 (UNITE);</p> <p>TG9: p. 12 (UNITE); p. 38 (UNITE); p. 90 (UNITE);</p> <p>Notes:</p> <p>Addressed daily during Music & Movement Routine (See pages 15, 41, 67, and 93 in each Teacher Guide).</p>
<p>Strand: Dance: Aesthetics and Criticism</p>	
<p>Standard: <i>Students will demonstrate the ability to make aesthetic judgments in dance.</i></p>	
<p>Indicator for 4-year-olds</p>	<p>Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)</p>
<ul style="list-style-type: none"> • 1: Identify and apply criteria to evaluate choreography and performance. 	<p>TG3: p. 88 (Gross Motor); p. 94 (Read-Alouds #1, Day 2);</p> <p>TG5: p. 96-97 (Read Alouds #2 Days 1-4);</p> <p>TG6: p. 16-17 (Read-Alouds #1, Days 1-2 & 4-5)</p>

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Strand: Music: Creative Expression and Production	
Standard: Aesthetic Education: Students will demonstrate the ability to perceive, perform, and respond to music.	
Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
<ul style="list-style-type: none"> • 1: Develop awareness of the characteristics of musical sounds and silence, and the diversity of sounds in the environment. • 2: Experience performance through singing, playing instruments, and listening to performances of others. • 3: Respond to music through movement. • 4: Experiment with standard and individually created symbols to represent sounds. 	<p>TG1: p. 12 (UNITE); p. 14 (Morning Message); p. 38 (UNITE); p. 47 (Literacy Small Group, Day 3); p. 48 (Math Small Group Day 2); p. 64 (UNITE); p. 65 (CONNECT); p. 72 (Literacy Small Groups, Day 2); p. 87 (Creativity Station); p. 90 (UNITE);</p> <p>TG3: p. 12 (UNITE); p. 38 (UNITE); p. 64 (UNITE);</p> <p>TG4: p. 12 (UNITE); p. 38(UNITE);</p> <p>TG5: p. 21 (Literacy Small Group, Day 5); p. 38 (UNITE); p. 64 (UNITE); p. 89 (Outdoor Activities); p. 90 (UNITE); p. 96-97 (Read Alouds #2 Days 1-4);</p> <p>TG6: p. 10 (Creativity Station); p. 12 (UNITE); p. 37 (Outdoor Activities); p. 38 (UNITE); p. 64 (UNITE); p. 90 (UNITE);</p> <p>TG7: p. 12 (UNITE); p. 71 (Read-Alouds #2, Day 5); p. 72 (Literacy Small Groups, Day 1); p. 95 (Read Alouds #1, Day 4);</p> <p>TG8: p. 12 (UNITE); p. 38 (UNITE); p. 64 (UNITE);</p> <p>TG9: p. 12 (UNITE); p. 25 (STEAM, Days 2-5); p. 38 (UNITE); p. 90 (UNITE);</p> <p>Notes: Addressed daily during Music & Movement Routine (See pages 15, 41, 67, and 93 in each Teacher Guide).</p>
Strand: Music: Historical, Cultural, and Social Context	
Standard: Students will demonstrate an understanding of music as an essential aspect of history and human experience.	
Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
<ul style="list-style-type: none"> • 1: Develop the ability to recognize music as a form of individual and cultural expression through experiencing music as both personal and societal expression. • 2: Become acquainted with the roles of music in the lives of people. 	<p>TG1: p. 14 (Morning Message); p. 65 (CONNECT); p. 87 (Creativity Station); p. 90 (UNITE);</p> <p>TG3: p. 12 (UNITE); p. 38 (UNITE); p. 64 (UNITE); p. 90 (UNITE);</p> <p>TG4: p. 12 (UNITE); p. 38(UNITE); p. 64(UNITE);</p> <p>TG5: p. 64 (UNITE); p. 89 (Outdoor Activities); p. 96-97 (Read Alouds #2 Days 1-4); p. 98 (Literacy Small Group, Day 1);</p> <p>TG6: p. 10 (Creativity Station); p. 12 (UNITE); p. 37 (Outdoor Activities); p. 38 (UNITE); p. 64 (UNITE); p. 90 (UNITE);</p>

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<ul style="list-style-type: none"> • 3: Explore the relationship of music to dance, theatre, the visual arts and other disciplines. • 4: Develop knowledge of a wide variety of styles and genres through the study of music history. 	<p>TG7: p. 12 (UNITE); p. 72 (Literacy Small Groups, Day 1); p. 95 (Read Alouds #1, Day 4);</p> <p>TG8: p. 38 (UNITE); p. 64 (UNITE);</p> <p>TG9: p. 12 (UNITE); p. 38 (UNITE); p. 64 (UNITE);</p> <p>Notes: Addressed daily during Music & Movement Routine (See pages 15, 41, 67, and 93 in each Teacher Guide).</p>
<p>Strand: Music: Creative Expression and Production</p>	
<p>Standard: <i>Students will demonstrate the ability to organize musical ideas and sounds creatively.</i></p>	
<p>Indicator for 4-year-olds</p>	<p>Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)</p>
<ul style="list-style-type: none"> • 1: Develop confidence in the ability to improvise music through experimentation with sound. • 2: Investigate composing music through experimentation with sound and the tools of composition. 	<p>TG1: p. 72 (Literacy Small Groups, Day 2);</p> <p>TG5: p. 89 (Outdoor Activities); p. 97 (Read Alouds #2 Day 3);</p> <p>TG7: p. 12 (UNITE);</p> <p>TG9: p. 25 (STEAM, Days 2-5)</p>
<p>Strand: Music: Aesthetics and Criticism</p>	
<p>Standard: <i>Students will demonstrate the ability to make aesthetic judgments.</i></p>	
<p>Indicator for 4-year-olds</p>	<p>Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)</p>
<ul style="list-style-type: none"> • 1: Express preferences about selected musical compositions. 	<p>TG1: p. 87 (Creativity Station);</p> <p>TG5: p. 89 (Outdoor Activities); p. 96-97 (Read Alouds #2 Days 1-4); p. 98 (Literacy Small Group, Day 1)</p>
<p>Strand: Theatre: Perceiving and Responding</p>	
<p>Standard: <i>Aesthetic Education: Students will demonstrate the ability to perceive, interpret, perform, and respond to the development of a variety of dramatic forms over time and the aesthetic qualities they reflect.</i></p>	
<p>Indicator for 4-year-olds</p>	<p>Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)</p>

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<ul style="list-style-type: none"> • 1: Describe ways that theatre depicts themes and stories. • 2: Identify and describe the visual, aural, oral, and kinesthetic elements of dramatic performances. 	<p>TG1: p. 89 (Pretend and Learn); p. 91 (COMMIT); p. 97 (Read Alouds #2, Day 5);</p> <p>TG2: p. 36(Pretend and Learn); p. 61 (Gross Motor); p. 63 (Outdoor Activities); p. 69 (Read-Alouds #1, Day 5);</p> <p>TG3: p. 63 (Outdoor Activities);</p> <p>TG4: p. 61 (Pretend & Learn); p. 97 (Read Alouds #2 Days 4-5);</p> <p>TG5: p. 63 (Outdoor Activities); p. 69 (Read-Alouds # 1, Day 4); p. 88 (Language & Literacy);</p> <p>TG6: p. 11 (Language & Literacy); p. 16-17 (Read-Alouds #1, Days 1 & 4-5);</p> <p>TG9: p. 15 (Music & Movement);</p>
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Strand: Theatre: Historical, Cultural, and Social Context

Standard: *Students will demonstrate an understanding of the history, traditions, and conventions of theatre, dramatic works, and other literature of the theatre.*

Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
<ul style="list-style-type: none"> • 1: Express a range of responses to a variety of stimuli. • 2: Demonstrate knowledge of theatrical conventions as performers and as an audience. 	<p>TG1: p. 70 (Read-Alouds #2, Day 2); p. 89 (Pretend and Learn); p. 91 (COMMIT); p. 97 (Read Alouds #2, Day 5);</p> <p>TG2: p. 36(Pretend and Learn); p. 61 (Gross Motor); p. 62 (Pretend & Learn); p. 63 (Outdoor Activities); p. 69 (Read-Alouds #1, Day 5);</p> <p>TG3: p. 63 (Outdoor Activities);</p> <p>TG4: p. 61 (Pretend & Learn); p. 97 (Read Alouds #2 Days 4-5);</p> <p>TG5: p. 41 (Music & Movement); p. 63 (Outdoor Activities); p. 67 (Music & Movement); p. 69 (Read-Alouds # 1, Day 4); p. 88 (Language & Literacy);</p> <p>TG6: p. 11 (Language & Literacy); p. 11 (Outdoor Activities); p. 16-17 (Read-Alouds #1, Days 1 & 4-5);</p> <p>TG7: p. 70 (Read-Alouds #2, Day 2); p. 97 (Read Alouds #2, Day 4, "Spider Babies");</p> <p>TG9: p. 15 (Music & Movement); p. 70 (Read-Alouds #2, Day 2); p. 89 (Pretend & Learn)</p>

Strand: Theatre: Creative Expression and Production

Standard: *Students will demonstrate the ability to apply theatrical knowledge, principles, and practices to collaborative theatre presentations.*

Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
<ul style="list-style-type: none"> • 1: Use a variety of theatrical elements to communicate ideas and feelings. 	<p>TG1: p. 70 (Read-Alouds #2, Day 2); p. 89 (Pretend and Learn); p. 91 (COMMIT); p. 97 (Read Alouds #2, Day 5);</p>

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<ul style="list-style-type: none"> 2: Demonstrate knowledge of theatre performance and production skills in formal and informal presentations. 	<p>TG2: p. 36(Pretend and Learn); p. 41 (Music & Movement); p. 61 (Gross Motor); p. 62 (Pretend & Learn); p. 63 (Construction & Outdoor Activities); p. 69 (Read-Alouds #1, Day 5);</p> <p>TG3: p. 61 (Pretend & Learn); p. 63 (Outdoor Activities);</p> <p>TG4: p. 61 (Pretend & Learn); p. 97 (Read Alouds #2 Days 4-5);</p> <p>TG5: p. 41 (Music & Movement); p. 63 (Outdoor Activities); p. 67 (Music & Movement); p. 69 (Read-Alouds # 1, Day 4); p. 88 (Language & Literacy);</p> <p>TG6: p. 11 (Language & Literacy); p. 11 (Outdoor Activities); p. 16-17 (Read-Alouds #1, Days 1 & 4-5);</p> <p>TG7: p. 69 (Read-Alouds #1, Day 4); p. 70 (Read-Alouds #2, Day 2); p. 97 (Read Alouds #2, Day 4, “Spider Babies”);</p> <p>TG9: p. 15 (Music & Movement); p. 70 (Read-Alouds #2, Day 2); p. 89 (Pretend & Learn)</p>
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Strand: Theatre: Aesthetics and Criticism

Standard: *Students will demonstrate the ability to make aesthetic judgments.*

Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher’s Guide (TG)
<ul style="list-style-type: none"> 1: Identify, describe, and apply criteria to assess individual and group theatre processes. 2: Identify, describe, and apply criteria to assess dramatic works and other literature of the theatre. 	<p>TG1: p. 89 (Pretend and Learn); p. 91 (COMMIT); p. 97 (Read Alouds #2, Day 5);</p> <p>TG2: p. 61 (Gross Motor); p. 63 (Outdoor Activities);</p> <p>TG4: p. 61 (Pretend & Learn);</p> <p>TG5: p. 63 (Outdoor Activities); p. 69 (Read-Alouds # 1, Day 4); p. 88 (Language & Literacy);</p> <p>TG6: p. 11 (Language & Literacy); p. 16-17 (Read-Alouds #1, Days 1 & 4-5)</p>

Strand: Visual Arts: Perceiving and Responding

Standard: *Aesthetic Education: Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences, and the environment through visual art.*

Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher’s Guide (TG)
<ul style="list-style-type: none"> 1: Identify, describe, and interpret observed form. 2: Identify and compare ways in which selected artworks represent what people see, know, feel, and imagine. 	<p>TG1: p. 37 (Creativity Station); p. 50 (STEAM Day 1); p. 62 (Creativity Station); p. 87 (Creativity Station); p. 87 (Maker Space);</p> <p>TG2: p. 9 (Creativity Station); p. 35(Creativity Station); p. 61 (Creativity Station); p. 69 (Read-Alouds #1, Day 5); p. 87 (Creativity Station); p. 103 (STEAM, Days 2-4);</p> <p>TG3: p. 9 (Creativity Station); p. 63 (Outdoor Activities); p. 77 (STEAM Days 2-4);</p>

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<ul style="list-style-type: none"> • 3: Experiment with the elements of art and principles of design to develop personally meaningful compositions. 	<p>TG4: p. 35(Sensory); p. 36(Creativity Station); p. 62 (Creativity Station); p. 88 (Creativity Station);</p> <p>TG5: p. 10 (Creativity Station); p. 36 (Creativity Station); p. 45 (Read-Alouds #2, Day 4); p. 50-51 (STEAM, Days 1-5); p. 61 (Fine Motor & Creativity Station); p. 86 (Writer’s Corner); p. 87 (Creativity Station); p. 89 (Fine Motor & Outdoor Activities); p. 95 (Read Alouds #1, Day 4); p. 98 (Literacy Small Group, Day 1);</p> <p>TG6: p. 10 (Creativity Station); p. 36 (Creativity Station); p. 62 (Creativity Station); p. 76-77 (STEAM, Days 1-5);</p> <p>TG7: p. 8 (Writer’s Corner); p. 10 (Creativity Station); p. 61 (Creativity Station); p. 87 (Creativity Station);</p> <p>TG8: p. 9 (Creativity Station); p. 61 (Creativity Station); p. 63 (Outdoor Activities); p. 87 (Creativity Station); p. 102-103 (STEAM, Days 1-5);</p> <p>TG9: p. 9 (Creativity Station); p. 24-25 (STEAM, Days 1-5); p. 34 (Creativity Station); p. 63 (Outdoor Activities); p. 89 (Outdoor Activities); p. 102-103 (STEAM, Days 1-5)</p>
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Strand: Visual Arts: Historical, Cultural, and Social Context

Standard: *Students will demonstrate an understanding of visual arts as an essential aspect of history and human experience.*

Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher’s Guide (TG)
<ul style="list-style-type: none"> • 1: Determine ways in which works of art express ideas about self, other people, places, and events. • 2: Discuss reasons why people (including self) create and use art by studying artworks and other sources of information. • 3: Differentiate among works by artists representative of different cultures. • 4: Describe processes used to interpret and express ideas in the visual arts and other disciplines. 	<p>TG1: p. 50-51 (STEAM Days 1 & 5); p. 76-77 (STEAM Day 1 & 5); p. 87 (Creativity Station);</p> <p>TG2: p. 9 (Creativity Station); p. 102-103 (STEAM, Days 1-5);</p> <p>TG3: p. 9 (Creativity Station); p. 76-77 (STEAM Days 1 & 5);</p> <p>TG4: p. 36 (Creativity Station); p. 62 (Creativity Station); p. 88 (Creativity Station);</p> <p>TG5: p. 10 (Creativity Station); p. 36 (Creativity Station); p. 45 (Read-Alouds #2, Day 4); p. 51 (STEAM, Day 5); p. 61 (Fine Motor & Creativity Station); p. 86 (Writer’s Corner); p. 87 (Creativity Station); p. 89 (Fine Motor & Outdoor Activities); p. 94-95 (Read Alouds #1, Days 1-5); p. 98 (Literacy Small Group, Day 1);</p> <p>TG6: p. 10 (Creativity Station); p. 36 (Creativity Station); p. 62 (Creativity Station); p. 88 (Creativity Station);</p> <p>TG7: p. 61 (Creativity Station);</p> <p>TG8: p. 35 (Creativity Station); p. 61 (Creativity Station, Reflect); p. 87 (Creativity Station);</p> <p>TG9: p. 24-25 (STEAM, Days 1-5); p. 34 (Creativity Station); p. 102-103 (STEAM, Days 1-5)</p>

Strand: Visual Arts: Creative Expression and Production

Standard: *Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art.*

Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher’s Guide (TG)
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Frog Street Pre-K Correlation to the Maryland College and Career-Ready Standards for Pre-K

<ul style="list-style-type: none"> • 1: Create images and forms from observation, memory, imagination, and feelings. • 2: Investigate a variety of ways that artists develop ideas and organize the elements of art in response to what they see, know, and feel. 	<p>TG1: p. 37 (Creativity Station); p. 51 (STEAM Days 2-4); p. 77 (STEAM Days 2-4); p. 87 (Creativity Station); p. 87 (Maker Space);</p> <p>TG2: p. 9 (Creativity Station); p. 35(Creativity Station); p. 61 (Creativity Station); p. 87 (Creativity Station); p. 102-103 (STEAM, Days 1-5);</p> <p>TG3: p. 9 (Creativity Station); p. 63 (Outdoor Activities); p. 77 (STEAM Days 2-4);</p> <p>TG4: p. 35 (Sensory); p. 36(Creativity Station); p. 62 (Creativity Station); p. 88 (Creativity Station):</p> <p>TG5: p. 10 (Creativity Station); p. 36 (Creativity Station); p. 45 (Read-Alouds #2, Day 4); p. 51 (STEAM, Days 2-4); p. 61 (Fine Motor & Creativity Station); p. 86 (Writer’s Corner); p. 87 (Creativity Station); p. 89 (Fine Motor & Outdoor Activities); p. 94-95 (Read Alouds #1, Days 1-5); p. 98 (Literacy Small Group, Day 1);</p> <p>TG6: p. 10 (Creativity Station); p. 36 (Creativity Station); p. 62 (Creativity Station); p. 76-77 (STEAM, Days 1-5); p. 88 (Creativity Station);</p> <p>TG7: p. 8 (Writer’s Corner); p. 10 (Creativity Station); p. 61 (Creativity Station); p. 87 (Creativity Station);</p> <p>TG8: p. 9 (Creativity Station); p. 35 (Creativity Station); p. 61 (Creativity Station); p. 63 (Outdoor Activities); p. 87 (Creativity Station);</p> <p>TG9: p. 9 (Creativity Station); p. 24-25 (STEAM, Days 1-5); p. 34 (Creativity Station); p. 63 (Outdoor Activities); p. 89 (Outdoor Activities); p. 102-103 (STEAM, Days 1-5)</p>
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Strand: Visual Arts: Aesthetics and Criticism

Standard: *Students will demonstrate the ability to make aesthetic judgments.*

Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher’s Guide (TG)
<ul style="list-style-type: none"> • 1: Develop and apply criteria to analyze personally created artworks and the artworks of others. 	<p>TG1: p. 51 (STEAM Day 5); p. 77 (STEAM Day 5); p. 87 (Maker Space);</p> <p>TG2: p. 35(Creativity Station); p. 61 (Creativity Station); p. 87 (Creativity Station); p. 102-103 (STEAM, Days 1-5); p. 76-77 (STEAM Days 1-5);</p> <p>TG4: p. 62 (Creativity Station); p. 88 (Creativity Station):</p> <p>TG5: p. 36 (Creativity Station); p. 51 (STEAM, Day 5); p. 61 (Fine Motor & Creativity Station); p. 86 (Writer’s Corner In preparation for the Art Show); p. 87 (Creativity Station); p. 89 (Fine Motor & Outdoor Activities); p. 94-95 (Read Alouds #1, Days 1-5); p. 98 (Literacy Small Group, Day 1);</p> <p>TG6: p. 10 (Creativity Station); p. 36 (Creativity Station); p. 76-77 (STEAM, Days 1-5);</p> <p>TG7: p. 87 (Creativity Station, Reflect Question);</p> <p>TG8: p. 61 (Creativity Station, Reflect); p. 87 (Creativity Station);</p> <p>TG9: p. 9 (Creativity Station); p. 24-25 (STEAM, Days 1-5); p. 102-103 (STEAM, Days 1-5)</p>

Frog Street Pre-K Correlation to the Maryland College and Career-Ready Standards for Pre-K

Domain: *Social Foundations*

Strand: *Social Emotional Regulation*

Standard: *Demonstrates healthy self-confidence.*

Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
<ul style="list-style-type: none"> • A: Demonstrates Independence in a range of Routines and Tasks. <ul style="list-style-type: none"> ○ A.1: Seeks new and varied experiences and challenges (i.e., put materials together in new ways to test results; joins in a peer created game or activity). ○ A.2: Requires fewer prompts to follow classroom routines and is able to independently anticipate what happens next. 	<p>TG1: p. 8 (Writer's Corner); p. 23 (Math Small Group, Days 3, 4 and 5); p. 40 (Morning Message, Step 1); p. 50 (STEAM Day 1); p. 77 (STEAM Days 2-5); p. 78 (Closing Circle); p. 87 (Maker Space);</p> <p>TG2: p. 11 (Construction); p. 25 (STEAM, Days 2-4); p. 37(Construction & Outdoor Activities); p. 43 (Read-Alouds #1, Day 3); p. 50-51 (STEAM Days 1-5); p. 61 (Gross Motor & Creativity Station); p. 62 (Pretend & Learn); p. 76-77 (STEAM Days 1-5); p. 87 (Fine Motor); p. 102-103 (STEAM, Days 1-5);</p> <p>TG3: p. 10 (Pretend & Learn); p. 24-25 (STEAM, Days 1-5); p. 37 (Outdoor Activities); p. 41 (Music & Movement); p. 50-51 (STEAM Days 1-5); p. 61 (Pretend and Learn); p. 77 (STEAM Days 2-4); p. 87 (Construction & Pretend and Learn); p. 89 Outdoor Activities); p. 102-103 (STEAM, Days 1-5);</p> <p>TG4: p. 24-25 (STEAM, Days 1-5); p. 35(Pretend & Learn); p. 37(Science & Outdoor Activities); p. 50-51 (STEAM, Days 1-5); p. 63 (Outdoor Activities); p. 76-77 (STEAM Days 1-5); p. 78 (Closing Circle); p. 89 (Outdoor Activities); p. 102-103 (STEAM, Days 1-5); p. 104 (Closing Circle);</p> <p>TG5: p. 9 (Construction); p. 24-25 (STEAM Days 1-5); p. 35 (Construction); p. 42-43 (Read-Alouds #1 , Days 1-5); p. 50-51 (STEAM, Days 1-5); p. 62 (Construction & Math); p. 63 (Language and Literacy & Outdoor Activities); p. 76-77 (STEAM Days 1-5); p. 93 (Music & Movement); p. 95 (Read Alouds #1, Day 4); p. 102-103 (STEAM, Days 1-5)</p> <p>TG6: p. 11 (Outdoor Activities); p. 24-25 (STEAM Days 1-5); p. 35 (Construction); p. 37 (Outdoor Activities); p. 50-51 (STEAM, Days 1-5); p. 60 (Writer's Corner); p. 61 (Construction); p. 63 (Pretend & Learn & Outdoor Activities); p. 73 (Literacy Small Groups, Day 5); p. 76-77 (STEAM, Days 1-5); p. 87 (Construction); p. 89 (Pretend & Learn & Outdoor Activities);</p> <p>TG7: p. 11 (Outdoor Activities); p. 24-25 (STEAM Days 1-5); p. 50-51 (STEAM, Days 1-5); p. 76-77 (STEAM Days 1-5); p. 89 (Outdoor Activities); p. 102-103 (STEAM, Days 1-5);</p> <p>TG8: p. 24-25 (STEAM, Days 1-5); p. 37 (Outdoor Activities); p. 50-51 (STEAM, Days 1-5); p. 63 (Outdoor Activities); p. 76-77 (TEAM, Days 1-5); p. 87 (Creativity Station); p. 102-103 (STEAM, Days 1-5);</p> <p>TG9: p. 11 (Science & Outdoor Activities); p. 24-25 (STEAM, Days 1-5); p. 50-51 (STEAM, Days 1-5); p. 76-77 (STEAM, Days 1-5); p. 89 (Pretend & Learn & Outdoor Activities); p. 102-103 (STEAM, Days 1-5)</p> <p>Notes:</p> <p>Greeting Circle and Brain Start Smart (outlined on pages 12-13, 38-39, 64-65, and 90-91 of each Teacher Guide) is an on-going routine that encourages children to develop independence and skills in determining what comes next and how to respond appropriately during familiar classroom activities.</p>

Frog Street Pre-K Correlation to the Maryland College and Career-Ready Standards for Pre-K

Strand: Social Emotional Regulation	
Standard: Demonstrates healthy self-confidence.	
Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
<ul style="list-style-type: none"> • B: Demonstrates Age-Appropriate Independence in Decision-Making, <ul style="list-style-type: none"> ○ B.1: Shows interest in leading activities and taking responsibility during cleanup activities. ○ B.2: Begins identifying when things are not put away in designated areas. ○ B.3: Further expands areas of decision making (e.g., child may say, "This morning I'm going to work on my Lego building"). 	<p>TG1: p. 77 (STEAM Days 2-4); p. 78 (Closing Circle); p. 87 (Maker Space);</p> <p>TG2: p. 10 (Pretend and Learn); p. 11 (Construction); p. 25 (STEAM, Days 2-4); p. 37(Construction & Outdoor Activities); p. 62 (Pretend & Learn); p. 65 (CONNECT); p. 76-77 (STEAM Days 1-5); p. 101 (Math Small Group, Day 5); p. 102-103 (STEAM, Days 1-4);</p> <p>TG3: p. 10 (Pretend & Learn); p. 41 (Music & Movement); p. 51 (STEAM Days 2-4); p. 61 (Pretend and Learn); p. 77 (STEAM Days 2-4); p. 87 (Construction & Pretend and Learn); p. 89 Outdoor Activities); p. 102-103 (STEAM, Days 2-4);</p> <p>TG4: p. 25 (STEAM, Days 2-4); p. 35(Pretend & Learn); p. 37(Science & Outdoor Activities); p. 63 (Outdoor Activities); p. 76-77 (STEAM Days 1-5); p. 102-103 (STEAM, Days 1-5);</p> <p>TG5: p. 9 (Construction); p. 11 (Outdoor Activities); p. 25 (STEAM Days 2-4); p. 26 (Closing Circle); p. 35 (Construction); p. 50-51 (STEAM, Days 1-5); p. 62 (Construction & Math); p. 63 (Outdoor Activities); p. 76-77 (STEAM Days 1-5); p. 93 (Music & Movement); p. 95 (Read Alouds #1, Day 4); p. 102-103 (STEAM, Days 1-5)</p> <p>TG6: p. 24-25 (STEAM Days 1-5); p. 35 (Construction); p. 50-51 (STEAM, Days 1-5); p. 61 (Construction); p. 76-77 (STEAM, Days 1-5); p. 89 (Pretend & Learn & Outdoor Activities); p. 102-103 (STEAM, Days 1-5);</p> <p>TG7: p. 24-25 (STEAM Days 1-5); p. 50-51 (STEAM, Days 1-5); p. 76-77 (STEAM Days 1-5); p. 102-103 (STEAM, Days 1-5);</p> <p>TG8: p. 10 (Language & Literacy); p. 24-25 (STEAM, Days 1-5); p. 50-51 (STEAM, Days 1-5); p. 63 (Outdoor Activities); p. 76-77 (TEAM, Days 1-5); p. 102-103 (STEAM, Days 1-5);</p> <p>TG9: p. 24-25 (STEAM, Days 1-5); p. 36 (Pretend & Learn); p. 50-51 (STEAM, Days 1-5); p. 76-77 (STEAM, Days 1-5); p. 89 (Pretend & Learn & Outdoor Activities); p. 102-103 (STEAM, Days 1-5)</p> <p>Notes:</p> <p>Addressed daily during the COMMIT portion of the Greeting Circle (See pages 13, 39, 65, 91 in each <i>Teacher's Guide</i>). During this ritual, children are encouraged to take responsibility for adhering to a designated school family commitment—e.g., using walking feet.</p>
Strand: Social Emotional Regulation	
Standard: Initiates and maintains relations.	
Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)

Frog Street Pre-K Correlation to the Maryland College and Career-Ready Standards for Pre-K

<ul style="list-style-type: none"> • A. Expresses, Understands, and Responds to Feelings/Emotions of Others. <ul style="list-style-type: none"> ○ A.1: Identifies basic feelings (e.g., sad, mad, happy). ○ A.2: Begins to express emotions through non-verbal cues with adult modeling and support (e.g., body language, facial expressions, crosses arms, and frowns). ○ A.3: Recognizes when someone needs help, but may not support. ○ A.4: Shows concern for peers who are upset or hurt. 	<p>TG1: p. 86 (Writer's Corner); p. 87 (Creativity Station); p. 88 (Science Center); p. 89 (Pretend and Learn); p. 93 (Music & Movement); p. 94-95 (Read Alouds #1, Days 1-5); p. 99 (Literacy Small Group, Day 3);</p>
	<p>TG2: p. 71 (Read-Alouds #2, Day 3); p. 76-77 (STEAM Days 1-5); p. 87 (Creativity Station); p. 90 (UNITE);</p>
	<p>TG3: p. 21 (Literacy Small Groups, Day 4); p. 34 (Writer's Corner); p. 37 (Outdoor Activities); p. 42-43 (Read Alouds #1 Days 1, 4 & 5); p. 46 (Literacy Small Group, Day 1); p. 50-51 (STEAM Days 1-5);;</p>
	<p>TG4: p. 35(Pretend & Learn); p. 37(Outdoor Activities);</p>
	<p>TG5: p. 70-71 (Read-Alouds #2, Days 1-5); p. 76-77 (STEAM Days 1-5); p. 95 (Read Alouds #1, Day 3);</p>
	<p>TG6: p. 16 (Read-Alouds #1, Day 2); p. 18 (Read-Alouds #2, Day 2); p. 20 (Literacy Small Groups #2, Day 1); p. 90 (UNITE);</p>
	<p>TG7: p. 13 (COMMIT); p. 91 (COMMIT);</p>
	<p>TG8: p. 13 (COMMIT); p. 71 (Read-Alouds #2, Day 4); p. 91 (COMMIT); p. 97 (Read Alouds #2 Day 5);</p>
	<p>TG9: p. 12 (UNITE); p. 16-17 (Read-Alouds #1, Days 1 & 5); p. 24-25 (STEAM, Days 1-5); p. 64 (UNITE); p. 65 (COMMIT); p. 91 (COMMIT); p. 95 (Read Alouds #1, Day 5);</p>
	<p>Notes: Addressed daily during the CONNECT portion of the Greeting Circle (See pages 13, 39, 65, 91 in each <i>Teacher's Guide</i>).</p>
<p>Strand: Social Emotional Regulation</p>	
<p>Standard: Initiates and maintains relations.</p>	
<p>Indicator for 4-year-olds</p>	<p>Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)</p>

Frog Street Pre-K Correlation to the Maryland College and Career-Ready Standards for Pre-K

<ul style="list-style-type: none"> • B. Plays or Works with Others Cooperatively. <ul style="list-style-type: none"> ○ B.1: Has one or more special friendships. ○ B.2: Initiates interactions (e.g., talking, playing). 	<p>TG1: p. 12 (CALM); p. 36 (Math); p. 38 (UNITE); p. 39 (CONNECT); p. 46 (Literacy Small Group, Day 2); p. 89 (Pretend and Learn);</p> <p>TG2: p. 10 (Pretend and Learn); p. 11 (Construction); p. 15 (Music & Movement); p. 25 (STEAM, Days 2-4); p. 36 (Pretend and Learn); p. 37 (Construction & Outdoor Activities); p. 41 (Music & Movement); p. 50-51 (STEAM Days 1-5); p. 61 (Gross Motor); p. 62 (Pretend & Learn); p. 63 (Construction); p. 67 (Music & Movement); p. 77 (STEAM Days 2-4); p. 87 (Fine Motor & Creativity Station); p. 88 (Gross Motor); p. 89 (Language & Literacy & Outdoor Activities); p. 93 (Music & Movement); p. 103 (STEAM, Days 2-4);</p> <p>TG3: p. 10 (Pretend & Learn); p. 15 (Music & Movement); p. 22-23 (Math Small Groups, Days 2-4); p. 34 (Writer's Corner); p. 35 (Fine Motor); p. 37 (Outdoor Activities); p. 43 (Read Alouds #1 Day 3); p. 50-51 (STEAM Days 2-4); p. 61 (Pretend and Learn); p. 62 (Math); p. 77 (STEAM Days 2-4); p. 87 (Construction & Pretend and Learn); p. 89 Outdoor Activities); p. 103 (STEAM, Days 2-4);</p> <p>TG4: p. 25 (STEAM, Days 2-4); p. 35 (Pretend & Learn); p. 37 (Outdoor Activities); p. 41 (Music & Movement); p. 61 (Pretend & Learn); p. 63 (Outdoor Activities); p. 76-77 (STEAM Days 2-4); p. 89 (Outdoor Activities); p. 103 (STEAM, Days 2-4);</p> <p>TG5: p. 9 (Construction); p. 11 (Outdoor Activities); p. 19 (Read-Alouds #2, Day 4, Extension Activity); p. 25 (STEAM Days 2-4); p. 35 (Construction); p. 51 (STEAM, Days 2-4); p. 62 (Construction & Math); p. 63 (Outdoor Activities); p. 77 (STEAM Days 2-4); p. 88 (Language & Literacy); p. 102-103 (STEAM, Days 1-5)</p> <p>TG6: p. 9 (Construction); p. 11 (Language & Literacy); p. 11 (Outdoor Activities); p. 25 (STEAM Days 2-4); p. 35 (Construction); p. 35 (Fine Motor); p. 37 (Outdoor Activities); p. 41 (Music & Movement); p. 61 (Construction & Gross Motor); p. 63 (Pretend & Learn & Outdoor Activities); p. 67 (Music & Movement); p. 77 (STEAM, Days 2-4); p. 87 (Construction & Gross Motor); p. 89 (Pretend & Learn & Outdoor Activities); p. 103 (STEAM, Days 2-5);</p> <p>TG7: p. 11 (Outdoor Activities); p. 12 (UNITE); p. 25 (STEAM Days 2-4); p. 51 (STEAM, Days 2-5); p. 65 (CONNECT); ; p. 67 (Music & Movement); p. 68-69 (Read-Alouds #1, Days 2 & 5, Extension Activities); p. 76-77 (STEAM Days 1-5); p. 88 (Language & Literacy); p. 93 (Music & Movement); p. 103 (STEAM, Days 2-4);</p> <p>TG8: p. 9 (Construction); p. 10 (Language & Literacy and Math); p. 11 (Outdoor Activities); p. 23 (Math Small Groups, Day 5); p. 25 (STEAM, Days 2-4); p. 41 (Music & Movement); p. 51 (STEAM, Days 2-4); p. 62 (Math); p. 63 (Outdoor Activities); p. 67 (Music & Movement); p. 76-77 (TEAM, Days 1-5); p. 87 (Fine Motor, Midweek Option); p. 103 (STEAM, Days 2-4);</p> <p>TG9: p. 11 (Outdoor Activities); p. 25 (STEAM, Days 2-4); p. 36 (Pretend & Learn); p. 51 (STEAM, Days 2-4); p. 61 (Construction); p. 77 (STEAM, Days 2-4); p. 89 (Pretend & Learn & Outdoor Activities); p. 93 (Music & Movement); p. 101 (Math Small Groups, Day 3); p. 103 (STEAM, Days 2-4)</p> <p>Notes:</p> <p>Addressed daily during the UNITE portion of the Greeting Circle (See pages 12, 38, 64, 90 in each <i>Teacher's Guide</i>). Addressed daily during the CONNECT portion of the Greeting Circle (See pages 13, 39, 65, 91 in each <i>Teacher's Guide</i>).</p>
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Frog Street Pre-K Correlation to the Maryland College and Career-Ready Standards for Pre-K

Strand: Social Emotional Regulation	
Standard: <i>Initiates and maintains relations.</i>	
Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
<ul style="list-style-type: none"> • C. Recognizes Differences or Similarities Between Self as Compared to Others <ul style="list-style-type: none"> ○ C.1: Identifies differences or similarities between self as compared to others (e.g., children with disability, gender, hair color, etc.). ○ C.2: Identifies and negotiates when a peer is not given the same instructions or structure (e.g., "William's mommy lets him watch Dora. Why can't I?"). 	<p>TG1: p. 44 (Read-Alouds #2, Day 1);</p> <p>TG2: p. 48 (Math Small Group, Day 1); p. 89 (Outdoor Activities); p. 102-103 (STEAM, Days 1-5);</p> <p>TG3: p. 62 (Math);</p> <p>TG4: p. 35(Pretend & Learn); p. 61 (Pretend & Learn);</p> <p>TG5: p. 90 (UNITE);</p> <p>TG6: p. 97 (Read Alouds #2 Days 3-5);</p> <p>TG8: p. 70-71 (Read-Alouds #2, Days 1-5);</p> <p>TG9: p. 10 (Language & Literacy); p. 89 (Pretend & Learn & Outdoor Activities); p. 90 (UNITE); p. 93 (Music & Movement); p. 100-101 (Math Small Groups, Days 1-5)</p>
Strand: Social Emotional Regulation	
Standard: <i>Initiates and maintains relations.</i>	
Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
<ul style="list-style-type: none"> • D. Shows Ability to Resolve Conflicts <ul style="list-style-type: none"> ○ D.1: Identifies interpersonal conflicts and begins to manage emotions more effectively using self-talk with adult support and modeling (e.g., "Take three deep breaths, and then ask Caleb for another turn"). 	<p>TG1: p. 39 (CONNECT); p. 78 (Closing Circle); p. 91 (CONNECT); p. 97 (Read Alouds #2, Day 4);</p> <p>TG2: p. 10 (Pretend and Learn); p. 11 (Construction); p. 25 (STEAM, Days 2-4); p. 37(Construction & Outdoor Activities); p. 50-51 (STEAM Days 1-5); p. 62 (Pretend & Learn); p. 63 (Construction); p. 77 (STEAM Days 2-4); p. 87 (Fine Motor & Creativity Station); p. 89 (Outdoor Activities); p. 102-103 (STEAM, Days 1-5);</p> <p>TG3: p. 10 (Pretend & Learn); p. 37 (Outdoor Activities); p. 51 (STEAM Days 2-4); p. 61 (Pretend and Learn); p. 77 (STEAM Days 2-4); p. 103 (STEAM, Days 2-4);</p> <p>TG4: p. 25 (STEAM, Days 2-4); p. 35(Pretend & Learn); p. 37(Outdoor Activities); p. 61 (Pretend & Learn); p. 77 (STEAM Days 2-4); p. 103 (STEAM, Days 2-4);</p> <p>TG5: p. 25 (STEAM Days 2-4); p. 51 (STEAM, Days 2-4); p. 62 (Construction); p. 65 (COMMIT); p. 77 (STEAM Days 2-4); p. 102-103 (STEAM, Days 1-5)</p>

Frog Street Pre-K Correlation to the Maryland College and Career-Ready Standards for Pre-K

<ul style="list-style-type: none"> ○ D.2: Seeks adult help when solving inter-personal conflicts. ○ D.3: Discusses possible solutions with peers with adult assistance. ○ D.4: Has an awareness of conflict resolution strategies but is not able to independently implement consistently (e.g., understands a story when a social strategy was used but can't adapt functionally). 	<p>TG6: p. 25 (STEAM Days 2-5); p. 63 (Outdoor Activities); p. 77 (STEAM, Days 2-4); p. 89 (Pretend & Learn & Outdoor Activities); p. 103 (STEAM, Days 2-5);</p> <p>TG7: p. 25 (STEAM Days 2-4); p. 39 (COMMIT); p. 50-51 (STEAM, Days 1-5); p. 77 (STEAM Days 2-4); p. 103 (STEAM, Days 2-4);</p> <p>TG8: p. 25 (STEAM, Days 2-4); p. 51 (STEAM, Days 2-4); p. 103 (STEAM, Days 2-4);</p> <p>TG9: p. 25 (STEAM, Days 2-4); p. 36 (Pretend & Learn); p. 39 (COMMIT); p. 51 (STEAM, Days 2-4); p. 77 (STEAM, Days 2-4); p. 89 (Pretend & Learn); p. 95 (Read Alouds #1, Days 4 & 5); p. 103 (STEAM, Days 2-4)</p> <p>Notes: Addressed daily during the CALM portion of the Greeting Circle (See pages 12, 38, 64, 90 in each <i>Teacher's Guide</i>).</p>
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Strand: Approaches to Learning and Executive Functioning

Standard: Self-regulation/inhibitory control.

Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
<ul style="list-style-type: none"> ● A: Control Impulses <ul style="list-style-type: none"> ○ A.1: Occasionally avoids imitating the negative behaviors of peers with prompting from an adult. ○ A.2: Developing the ability to control impulses during structured activities with adult support (e.g., resist the impulse to call out before raising hand during group time). ○ A.3: May remind other children to control their impulses and follow rules when not able to do so oneself. ○ A.4: May need to be reminded to stop a habitual action when it is 	<p>TG1: p. 50 (STEAM Day 1); p. 51 (STEAM Day 5); p. 77 (STEAM Day 5); p. 78 (Closing Circle); p. 97 (Read Alouds #2, Day 4);</p> <p>TG2: p. 10 (Pretend and Learn); p. 11 (Construction); p. 25 (STEAM, Days 2-4); p. 36(Pretend and Learn); p. 37(Construction & Outdoor Activities); p. 50-51 (STEAM Days 1-5); p. 61 (Gross Motor); p. 62 (Pretend & Learn); p. 63 (Construction); p. 74 (Math Small Group, Day 2); p. 76-77 (STEAM Days 1-5); p. 87 (Fine Motor & Creativity Station); p. 89 (Outdoor Activities); p. 102-103 (STEAM, Days 1-5);</p> <p>TG3: p. 10 (Pretend & Learn); p. 13 (COMMIT); p. 22-23 (Math Small Groups, Days 2-4); p. 24-25 (STEAM, Days 1-5); p. 39 (COMMIT); p. 50-51 (STEAM Days 1-5); p. 61 (Pretend and Learn); p. 77 (STEAM Days 2-4); p. 87 (Construction & Pretend and Learn); p. 102-103 (STEAM, Days 1-5);</p> <p>TG4: p. 13 (COMMIT); p. 24-25 (STEAM, Days 1-5); p. 26 (Closing Circle); p. 35(Pretend & Learn); p. 37(Outdoor Activities); p. 39(COMMIT); p. 61 (Pretend & Learn); p. 63 (Outdoor Activities); p. 76-77 (STEAM Days 1-5); p. 91 (COMMIT); p. 102-103 (STEAM, Days 1-5);</p> <p>TG5: p. 24-25 (STEAM Days 1-5); p. 39 (COMMIT); p. 50-51 (STEAM, Days 1-5); p. 62 (Construction); p. 76-77 (STEAM Days 1-5); p. 88 (Language & Literacy); p. 91 (COMMIT); p. 102-103 (STEAM, Days 1-5)</p> <p>TG6: p. 13 (COMMIT); p. 18 (Read-Alouds #2, Day 2); p. 20 (Literacy Small Groups #2, Day 1); p. 24-25 (STEAM Days 1-5); p. 38 (UNITE); p. 39 (COMMIT); p. 50-51 (STEAM, Days 1-5); p. 63 (Outdoor Activities); p. 77 (STEAM, Days 2-4); p. 89 (Outdoor Activities); p. 102-103 (STEAM, Days 1-5);</p>

Frog Street Pre-K Correlation to the Maryland College and Career-Ready Standards for Pre-K

<p>not appropriate (e.g. continuing to go to the bathroom for paper towels even though they have been moved into the classroom).</p> <ul style="list-style-type: none"> ○ A.5: Can enjoy games like Red Light, Green Light that require waiting for signal to do something with adult support. 	<p>TG7: p. 24-25 (STEAM Days 1-5); p. 39 (COMMIT); p. 50-51 (STEAM, Days 1-5); p. 77 (STEAM Days 2-4); p. 102-103 (STEAM, Days 1-5);</p> <p>TG8: p. 24-25 (STEAM, Days 1-5); p. 39 (COMMIT); p. 51 (STEAM, Days 2-4); p. 65 (COMMIT); p. 91 (COMMIT); p. 103 (STEAM, Days 2-4);</p> <p>TG9: p. 13 (COMMIT); p. 24-25 (STEAM, Days 1-5); p. 36 (Pretend & Learn); p. 39 (COMMIT); p. 50-51 (STEAM, Days 1-5); p. 65 (COMMIT); p. 76-77 (STEAM, Days 1-5); p. 89 (Pretend & Learn); p. 95 (Read Alouds #1, Days 4 & 5); p. 102-103 (STEAM, Days 1-5)</p> <p>Notes:</p> <p>Addressed daily during the CALM portion of the Greeting Circle (See pages 12, 38, 64, 90 in each <i>Teacher's Guide</i>).</p>
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Strand: Approaches to Learning and Executive Functioning

Standard: Self-regulation/inhibitory control.

Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
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<ul style="list-style-type: none"> ● B: Resist Temptation. <ul style="list-style-type: none"> ○ B.1: Independently waits for an object without grabbing most of the time. ○ B.2: Able to take turns with preferred toys or classroom materials (i.e., waits for an object without grabbing with minimal prompting). ○ B.3: Can wait for a highly desired food or object, although may occasionally need reminders. 	<p>TG1: p. 87 (Maker Space); p. 97 (Read Alouds #2, Day 4);</p> <p>TG2: p. 10 (Pretend and Learn); p. 11 (Construction); p. 25 (STEAM, Days 2-4); p. 37(Construction & Outdoor Activities); p. 50-51 (STEAM Days 1-5); p. 62 (Pretend & Learn); p. 63 (Construction); p. 74 (Math Small Group, Day 2); p. 77 (STEAM Days 2-4); p. 87 (Fine Motor & Creativity Station); p. 89 (Language & Literacy & Outdoor Activities); p. 103 (STEAM, Days 2-4);</p> <p>TG3: p. 10 (Pretend & Learn); p. 22-23 (Math Small Groups, Days 2-4); p. 24-25 (STEAM, Days 1-5); p. 36 (Sensory Table); p. 37 (Outdoor Activities); p. 51 (STEAM, Days 2-4); p. 61 (Pretend and Learn); p. 77 (STEAM Days 2-4); p. 87 (Construction & Pretend and Learn); p. 102-103 (STEAM, Days 1-5);</p> <p>TG4: p. 25 (STEAM, Days 2-4); p. 35(Pretend & Learn); p. 37(Outdoor Activities); p. 50-51 (STEAM, Days 1-5); p. 61 (Pretend & Learn); p. 63 (Outdoor Activities); p. 77 (STEAM Days 2-4); p. 89 (Outdoor Activities); p. 103 (STEAM, Days 2-5);</p> <p>TG5: p. 9 (Construction); p. 25 (STEAM Days 2-4); p. 51 (STEAM, Days 2-4); p. 62 (Construction & Math); p. 77 (STEAM Days 2-4); p. 88 (Language & Literacy); p. 102-103 (STEAM, Days 1-5)</p> <p>TG6: p. 11 (Language & Literacy); p. 25 (STEAM Days 2-4); p. 35 (Construction); p. 51 (STEAM, Days 2-4); p. 61 (Construction); p. 63 (Pretend & Learn); p. 63 (Outdoor Activities); p. 77 (STEAM, Days 2-4); p. 87 (Construction); p. 89 (Pretend & Learn & Outdoor Activities); p. 102-103 (STEAM, Days 1-5);</p> <p>TG7: p. 25 (STEAM Days 2-4); p. 50-51 (STEAM, Days 1-5); p. 77 (STEAM Days 2-4); p. 103 (STEAM, Days 2-4);</p> <p>TG8: p. 9 (Construction); p. 10 (Math); p. 24-25 (STEAM, Days 2-4); p. 51 (STEAM, Days 2-4); p. 103 (STEAM, Days 2-4);</p>
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	<p>TG9: p. 25 (STEAM, Days 2-4); p. 36 (Pretend & Learn); p. 51 (STEAM, Days 2-4); p. 61 (Construction); p. 65 (COMMIT); p. 77 (STEAM, Days 2-4); p. 89 (Pretend & Learn); p. 95 (Read Alouds #1, Days 4 & 5); p. 103 (STEAM, Days 2-4)</p> <p>Notes: Addressed daily during the COMMIT portion of the Greeting Circle (See pages 13, 39, 65, 91 in each <i>Teacher's Guide</i>).</p>
<p>Strand: Approaches to Learning and Executive Functioning</p>	
<p>Standard: Self-regulation/inhibitory control.</p>	
<p>Indicator for 4-year-olds</p>	<p>Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)</p>
<ul style="list-style-type: none"> • C: Refrains from Emotional Outbursts and Unsafe Behaviors <ul style="list-style-type: none"> ○ C.1: Learns coping strategies (e.g., using words, pretend play, drawing) to establish greater control and competence in managing intense emotions (e.g., after going to the emergency room, he or she may repeatedly play out the experience with dolls and stuffed animals) and resist impulse to harm self, others or property. 	<p>TG1: p. 78 (Closing Circle); p. 97 (Read Alouds #2, Day 4);</p> <p>TG2: p. 36 (Pretend and Learn); p. 37(Construction & Outdoor Activities); p. 77 (STEAM Days 2-4); p. 87 (Fine Motor & Creativity Station); p. 103 (STEAM, Days 2-4);</p> <p>TG3: p. 39 (COMMIT); p. 61 (Pretend and Learn); p. 64 (COMMIT);</p> <p>TG4: p. 13 (COMMIT); p. 25 (STEAM, Days 2-4); p. 35(Pretend & Learn); p. 37(Outdoor Activities); p. 39(COMMIT); p. 61 (Pretend & Learn); p. 91 (COMMIT); p. 103 (STEAM, Days 2-4);</p> <p>TG5: p. 25 (STEAM Days 2-4); p. 39 (COMMIT); p. 51 (STEAM, Days 2-4); p. 65 (COMMIT); p. 91 (COMMIT);</p> <p>TG6: p. 13 (COMMIT); p. 25 (STEAM Days 2-4); p. 39 (COMMIT); p. 63 (Outdoor Activities); p. 77 (STEAM, Days 2-4);</p> <p>TG7: p. 25 (STEAM Days 2-4); p. 39 (COMMIT); p. 50-51 (STEAM, Days 1-5); p. 77 (STEAM Days 2-4); p. 103 (STEAM, Days 4-5);</p> <p>TG8: p. 25 (STEAM, Days 2-4); p. 39 (COMMIT); p. 51 (STEAM, Days 2-4); p. 65 (COMMIT); p. 91 (COMMIT); p. 103 (STEAM, Days 2-4);</p> <p>TG9: p. 13 (COMMIT); p. 25 (STEAM, Days 2-4); p. 36 (Pretend & Learn); p. 39 (COMMIT); p. 51 (STEAM, Days 2-4); p. 77 (STEAM, Days 2-4); p. 89 (Pretend & Learn); p. 95 (Read Alouds #1, Days 4 & 5); p. 103 (STEAM, Days 2-4)</p> <p>Notes: Addressed daily during the CALM portion of the Greeting Circle (See pages 12, 38, 64, 90 in each <i>Teacher's Guide</i>).</p>
<p>Strand: Approaches to Learning and Executive Functioning</p>	
<p>Standard: Self-regulation/inhibitory control.</p>	
<p>Indicator for 4-year-olds</p>	<p>Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)</p>

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<ul style="list-style-type: none"> • D: Attentiveness— Resists Distraction to Maintain Focus on Tasks of Interest to the Child <ul style="list-style-type: none"> ○ D.1: Increases ability to ignore distractions and sustain attention on topics that are of interest to the child (e.g., can focus on a drawing even when other children are nearby; might say, “I’ll play with you later. I want to finish this”). ○ D.2: Capable of sustaining focus on longer-term or complex projects, with support from an adult. 	<p>TG1: p. 9(Fine Motor); p. 36 (Science); p. 51 (STEAM Days 2-4); p. 77 (STEAM Days 2-4); p. 87 (Maker Space); p. 103 (STEAM Day 2-4);</p> <p>TG2: p. 9 (ABC); p. 10 (Pretend and Learn); p. 11 (Construction); p. 25 (STEAM, Days 2-4); p. 37(Construction & Outdoor Activities); p. 61 (Creativity Station); p. 62 (Pretend & Learn); p. 63 (Construction); p. 87 (Fine Motor & Creativity Station);</p> <p>TG3: p. 9 (Gross Motor); p. 10 (Pretend & Learn); p. 36 (Sensory Table); p. 37 (Outdoor Activities); p. 61 (Pretend and Learn); p. 64 (COMMIT); p. 87 (Construction & Pretend and Learn); p. 88 (Gross Motor); p. 89 Outdoor Activities);</p> <p>TG4: p. 35(Pretend & Learn); p. 37(Outdoor Activities); p. 61 (Pretend & Learn);</p> <p>TG5: p. 9 (Construction); p. 11 (Outdoor Activities); p. 35 (Science & Construction); p. 62 (Construction); p. 63 (Outdoor Activities); p. 88 (Language & Literacy); p. 101 (Math Small Group, Day 3);</p> <p>TG6: p. 35 (Construction); p. 37 (Outdoor Activities); p. 60 (Writer’s Corner); p. 61 (Construction); p. 63 (Pretend & Learn); p. 87 (Construction); p. 89 (Pretend & Learn);</p> <p>TG7: p. 9 (Science); p. 11 (Outdoor Activities); p. 35 (Construction); p. 63 (Outdoor Activities, “Bug Hunt”); p. 89 (Outdoor Activities);</p> <p>TG8: p. 9 (Construction); p. 11 (Outdoor Activities); p. 63 (Outdoor Activities);</p> <p>TG9: p. 36 (Pretend & Learn); p. 61 (Construction); p. 63 (Science & Outdoor Activities); p. 89 (Pretend & Learn & Outdoor Activities)</p>
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Strand: Approaches to Learning and Executive Functioning

Standard: Self-regulation/inhibitory control.

Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
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<ul style="list-style-type: none"> • E: Attentiveness— Resists Distraction to Maintain Focus on Tasks Set By Someone Else <ul style="list-style-type: none"> ○ E.1: Remains on task during an activity set by the teacher for short periods of time despite distractions with minimal prompting from adults (e.g., can ignore other activities nearby and hold focus on a teacher 	<p>TG1: p. 14 (Morning Message); p. 16 (Read-Alouds #1, Day 1); p. 18 (Read-Alouds #2, Day 1); p. 40 (Morning Message, Step 2); p. 50 (STEAM Day 1); p. 70 (Read-Alouds #2, Day 2); p. 77 (STEAM Day 2-4); p. 78 (Closing Circle); p. 92 (Morning Message, Step 3); p. 103 (STEAM Day 2-4); p. 103 (STEAM Day 2-5);</p> <p>TG2: p. 25 (STEAM, Days 2-4); p. 35(Creativity Station); p. 50-51 (STEAM Days 1-5); p. 63 (Outdoor Activities); p. 68 (Read Alouds #1, Day 1); p. 74 (Math Small Group, Day 2); p. 76-77 (STEAM Days 1-5); p. 87 (Fine Motor); p. 94 (Read-Alouds #1, Day 1); p. 102-103 (STEAM, Days 1-5);</p> <p>TG3: p. 16 (Read-Alouds #1, Day 1); p. 22-23 (Math Small Groups, Days 2-4); p. 24-25 (STEAM, Days 1-5); p. 35 (Library & Listening); p. 45 (Read Alouds #1 Day 5); p. 51 (STEAM, Days 2-4); p. 68 (Read Alouds #1, Day 1); p. 70-71 (Read-Alouds #2, Days 1 & 5); p. 77 (STEAM Days 2-4); p. 95 (Read-Alouds #1, Day 5); p. 97 (Read Alouds #2, Day 5); p. 103 (STEAM, Days 2-4);</p> <p>TG4: p. 16 (Read-Alouds #1, Days 1); p. 19 (Read-Alouds #2, Day 5); p. 24-25 (STEAM, Days 1-5); p. 44-45 (Read Alouds #2 Days 1 & 5); p. 50-51 (STEAM, Days 1-5); p. 63 (Outdoor Activities); p. 70-71 (Read Alouds</p>
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<p>directed small group activity).</p> <ul style="list-style-type: none"> ○ E.2: May need a reminder to return to an earlier task after an interruption. 	<p>#2 Days 1-5); p. 76-77 (STEAM Days 1-5); p. 100-101 (Math Small Group, Days 1-5); p. 102-103 (STEAM, Days 1-5);</p> <p>TG5: p. 17 (Read-Alouds #1, Day 4); p. 24-25 (STEAM Days 1-5); p. 40 (Morning Message, Step 3); p. 44 (Read-Alouds #2, Day 1); p. 49 (Math Small Groups, Day 5); p. 50-51 (STEAM, Days 1-5); ; p. 74-75 (Math Small Group, Days 1-5); p. 76-77 (STEAM Days 1-5); p. 97 (Read Alouds #2, Day 5); p. 99 (Literacy Small Group, Day 4); p. 102-103 (STEAM, Days 1-5)</p> <p>TG6: p. 11 (Outdoor Activities); p. 15 (Music & Movement); p. 17 (Read-Alouds #1, Day 5); p. 24-25 (STEAM Days 1-5); p. 40 (Morning Message, Step 1); p. 46 (Literacy Small Groups, Day 2); p. 50-51 (STEAM, Days 1-5); p. 63 (Outdoor Activities); p. 66 (Morning Message, Step 1); p. 76-77 (STEAM, Days 1-5); p. 92 (Morning Message, Step 1); p. 96 (Read Alouds #2 Day 2);</p> <p>TG7: p. 24-25 (STEAM Days 1-5); p. 45 (Read-Alouds #2 , Day 5); p. 50-51 (STEAM, Days 1-5); p. 63 (Outdoor Activities, "Insect Red Light, Green Light"); p. 71 (Read-Alouds #2, Days 3- 5); p. 77 (STEAM Days 2-4); p. 97 (Read Alouds #2, Days 3 & 5); p. 100-101 (Math Small Groups, Days 1-5); p. 102-103 (STEAM, Days 1-5);</p> <p>TG8: p. 18-19 (Read-Alouds #2, Days 2, 3 & 5); p. 23 (Math Small Groups, Day 5); p. 24-25 (STEAM, Days 1-5); p. 37 (Outdoor Activities); p.42 (Read Alouds #1 Day 1); p.44-45 (Read Alouds #2 Days 2, 3 & 5); p. 50-51 (STEAM, Days 1-5); p. 71 (Read-Alouds #2, Day 3); p. 96 (Read Alouds #2 Day 2); p. 102-103 (STEAM, Days 1-5);</p> <p>TG9: p. 18-19 (Read-Alouds #2, Days 2 & 3); p. 20 (Literacy Small Groups, Day 2); p. 24-25 (STEAM, Days 1-5); p. 44-45 (Read-Alouds #2, Days 2 & 3); p. 50-51 (STEAM, Days 1-5); p. 70 (Read-Alouds #2, Day 1); p. 76-77 (STEAM, Days 1-5); p. 94 (Read Alouds #1, Day 1); p. 97 (Read Alouds #2, Day 4); p. 101 (Math Small Groups, Day 3); p. 102-103 (STEAM, Days 1-5)</p>
<p>Strand: Approaches to Learning and Executive Functioning</p>	
<p>Standard: Working Memory.</p>	
<p>Indicator for 4-year-olds</p>	<p>Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)</p>
<ul style="list-style-type: none"> ● A. Demonstrate the Ability to Hold and Manipulate Information. <ul style="list-style-type: none"> ○ A.1: Can remember recent events in a story and use this information to shape predictions and questions. ○ A.2: Will frequently consider a couple of 	<p>TG1: p. 18 (Read-Alouds #2, Day 1); p. 24 (STEAM, Days 1-3); p. 75 (Math Small Groups, Days 4 & 5); p. 76 (STEAM Day 1); p. 92 (Morning Message, Step 1); p. 103 (STEAM Day 5);</p> <p>TG2: p. 14 (Morning Message Step 2); p. 50-51 (STEAM Days 1-5); p. 66 (Morning Message, Step 1); p. 74 (Math Small Group, Day 2); p. 76-77 (STEAM Days 1-5); p. 87 (Fine Motor); p. 89 (Outdoor Activities); p. 102-103 (STEAM, Days 1-5);</p> <p>TG3: p. 10 (Pretend & Learn); p. 11 (Language & Literacy); p. 22-23 (Math Small Groups, Days 2-4); p. 24-25 (STEAM, Days 1-5); p. 47 (Literacy Small Group, Day 3); p. 68 (Read Alouds #1, Day 1); p. 70-71 (Read-Alouds #2, Days 1 & 5); p. 74-75 (Math Small Groups, Days 1-5); p. 77 (STEAM Days 2-4); p. 95 (Read-Alouds #1, Day 4);</p>

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<p>possibilities before making a choice.</p> <ul style="list-style-type: none"> ○ A.3: Can remember and follow multiple classroom rules with visual and auditory cues. ○ A.4: Can remember and follow two-step directions without prompting. ○ A.5: Can hold in mind the comments of peers and respond appropriately during a short class discussion. ○ A.6: Can keep track of a few different objects for short periods of time. ○ A.7: Can enjoy more complex memory games with more cards or objects. 	<p>TG4: p. 17 (Read-Alouds #1, Day 5); p. 18 (Read-Alouds #2, Day 2); p. 25 (STEAM, Days 2-4); p. 37(Outdoor Activities); p. 50-51 (STEAM, Days 1-5); p. 63 (Outdoor Activities); p. 72 (Literacy Small Group, Day 1); p. 76-77 (STEAM Days 1-5); p. 89 (Outdoor Activities); p. 95 (Read Alouds #1, Day 3); p. 97 (Read Alouds #2 Day 3); p. 100-101 (Math Small Group, Days 1-5); p. 102-103 (STEAM, Days 1-5);</p> <p>TG5: p. 17 (Read-Alouds #1, Days 3 & 4); p. 19 (Read-Alouds #2, Day 3); p. 24-25 (STEAM Days 1-5); p. 35 (Science); p. 40 (Morning Message, Step 1); p. 43 (Read-Alouds #1 , Days 3 & 4); p. 45 (Read-Alouds #2, Day 4); p. 50-51 (STEAM, Days 1-5); p. 63 (Outdoor Activities); p. 70 (Read-Alouds #2, Day 2); p. 72 (Literacy Small Group, Day 1); p. 76-77 (STEAM Days 1-5); p. 92 (Morning Message, Step 1); p. 94 (Read Alouds #1, Day 1); p. 102-103 (STEAM, Days 1-5)</p> <p>TG6: p. 14 (Morning Message, Step 2); p. 17 (Read-Alouds #1, Days 3 & 5); p. 24-25 (STEAM Days 1-5); p. 37 (Outdoor Activities); p. 38 (UNITE); p. 44-45 (Read-Alouds #2 , Days 1 & 5); p. 46 (Literacy Small Groups, Day 2); p. 48-49 (Math Small Groups, Days 1-5); p. 50-51 (STEAM, Days 1-5); p. 62 (Math); p. 63 (Outdoor Activities); p. 66 (Morning Message, Step 2); p. 70-71 (Read-Alouds #2, Days 2-5); p. 72 (Literacy Small Groups, Day 2); p. 74-75 (Math Small Groups, Days 1-5); p. 76-77 (STEAM, Days 1-5); p. 89 (Pretend & Learn & Outdoor Activities); p. 96-97 (Read Alouds #2 Days 2-5); p. 102-103 (STEAM, Days 1-5);</p> <p>TG7: p. 14 (Morning Message, Step 1); p. 22-23 (Math Small Groups, Days 1-5); p. 24-25 (STEAM Days 1-5); p. 40 (Morning Message, Step 1); p. 42-43 (Read-Alouds #1 , Days 2-5); p. 44-45 (Read-Alouds #2 , Days 2, 3 & 5); p. 46 (Literacy Small Groups , Day 1); p. 48-49 (Math Small Groups, Days 1-5); p. 50-51 (STEAM, Days 1-5);); p. 66 (Morning Message, Step 1); p. 72 (Literacy Small Groups, Day 2); p. 92 (Morning Message, Step 1); p. 100-101 (Math Small Groups, Days 1-5);</p> <p>TG8: p. 10 (Language & Literacy and Math); p. 18-19 (Read-Alouds #2, Days 1 & 5); p. 22-23 (Math Small Groups, Days 1-5); p. 24-25 (STEAM, Days 1-5); p.45 (Read Alouds #2 Day 5); p.46 (Literacy Small Groups, Day 2); p. 50-51 (STEAM, Days 1-5); p. 63 (Science); p. 66 (Morning Message, Step 1); p. 72 (Literacy Small Groups, Days 1 & 2); p. 76-77 (TEAM, Days 1-5); p. 89 (Science); p. 102-103 (STEAM, Days 1-5);</p> <p>TG9: p. 11 (Science); p. 18 (Read-Alouds #2, Day 1); p. 20 (Literacy Small Groups, Day 2); p. 24-25 (STEAM, Days 1-5); p. 48-49 (Math Small Groups, Days 1-5); p. 50-51 (STEAM, Days 1-5); p. 66 (Morning Message, Step 1); p. 68-69 (Read-Alouds #1, Days 2 & 4); p. 74-75 (Math Small Groups, Days 1-5); p. 76-77 (STEAM, Days 1-5); p. 92 (Morning Message, Step 1); 98 (Literacy Small Groups, Day 2); p. 102-103 (STEAM, Days 1-5)</p> <p>Notes:</p> <p>This indicator is addressed daily during the Closing Circle Routine (See pages 26, 52, 78 and 104 in each Teacher Guide).</p>
Strand: Approaches to Learning and Executive Functioning	
Standard: Cognitive Flexibility.	
Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)

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<ul style="list-style-type: none"> • A. Can Flexibly Apply Rules to Games and Behavior. <ul style="list-style-type: none"> ○ A.1: Can take on a character in pretend play and sustain this role consistently for approximately 5-10 minutes with adult modeling and support. ○ A.2: Can switch roles in dramatic play. ○ A.3: Can enjoy games like Simon Says that require child to follow two different rules when cued (copying, not copying). ○ A.4: Can follow different rules in different familiar contexts with minimal reminders (e.g., take off shoes at home but not at school). ○ A.5: Will often recognize and correct mistakes independently. ○ A.6: Able to change the categories used for sorting materials with help (e.g., sort by color then by shape). 	<p>TG1: p. 75 (Math Center, Day 4); p. 101 (Math Small Group, Day 5); p. 103 (STEAM Day 2-5);</p> <p>TG2: p. 10 (Pretend and Learn); p. 11 (Outdoor Activities); p. 50-51 (STEAM Days 1-5); p. 61 (Gross Motor); p. 62 (Pretend & Learn); p. 63 (Construction); p. 74 (Math Small Group, Day 2); p. 77 (STEAM Days 2-5); p. 87 (Fine Motor); p. 89 (Outdoor Activities); p. 103 (STEAM, Days 2-5);</p> <p>TG3: p. 9 (Gross Motor); p. 10 (Pretend & Learn); p. 11 (Outdoor Activities); p. 22-23 (Math Small Groups, Days 2-4); p. 24-25 (STEAM, Days 1-5); p. 35 (Library & Listening); p. 37 (Outdoor Activities); p. 45 (Read Alouds #1 Day 4); p. 61 (Pretend and Learn); p. 75 (Math Small Groups, Days 3-5); p. 77 (STEAM Days 2-4); p. 87 (Construction & Pretend and Learn); p. 89 Outdoor Activities);</p> <p>TG4: p. 25 (STEAM, Days 2-4); p. 35(Pretend & Learn); p. 37(Outdoor Activities); p. 50-51 (STEAM, Days 1-5); p. 61 (Pretend & Learn); p. 63 (Outdoor Activities); p. 77 (STEAM Days 2-5); p. 89 (Outdoor Activities); p. 95 (Read Alouds #1, Days 3 & 5); p. 100-101 (Math Small Group, Days 1 & 5); p. 103 (STEAM, Days 2-4);</p> <p>TG5: p. 25 (STEAM Days 2-5); p. 39 (CONNECT); p. 50-51 (STEAM, Days 1-5); p. 62 (Construction); p. 63 (Outdoor Activities); p. 72 (Literacy Small Group, Day 1);); p. 74-75 (Math Small Group, Days 1-5); p. 92 (Morning Message, Step 1); p. 102-103 (STEAM, Days 1-5)</p> <p>TG6: p. 9 (Construction); p. 11 (Language & Literacy); p. 11 (Outdoor Activities); p. 25 (STEAM Days 2-5); p. 35 (Construction); p. 37 (Outdoor Activities); p. 38 (UNITE); p. 48-49 (Math Small Groups, Days 1-5); p. 51 (STEAM, Days 2-5); p. 62 (Math); p. 63 (Outdoor Activities); p. 76-77 (STEAM, Days 1-5); p. 87 (Gross Motor); p. 89 (Pretend & Learn & Outdoor Activities);</p> <p>TG7: p. 11 (Outdoor Activities); p. 25 (STEAM Days 2-4); p. 50-51 (STEAM, Days 1-5); p. 63 (Outdoor Activities); p. 68-69 (Read-Alouds #1, Days 2 & 5, Extension Activities); p. 76-77 (STEAM Days 1-5); p. 101 (Math Small Groups, Day 5); p. 62 (Math);</p> <p>TG8: p. 10 (Language & Literacy & Math); p. 11 (Outdoor Activities, “Move Like an Animal”); p. 18-19 (Read-Alouds #2, Days 2 & 5); p. 23 (Math Small Groups, Day 5); p. 37 (Outdoor Activities, “Snake Walk”); p. 40 (Morning Message, Step 1); p. 45 (Read Alouds #2 Day 5); p. 76-77 (TEAM, Days 1-5); p. 89 (Outdoor Activities, “Worm, Worm, Bird”);</p> <p>TG9: p. 24-25 (STEAM, Days 1-5); p. 36 (Pretend & Learn); p. 49 (Math Small Groups, Day 5); p. 51 (STEAM, Days 2-4); p. 74-75 (Math Small Groups, Days 1-5); p. 77 (STEAM, Days 2-5); p. 89 (Pretend & Learn & Outdoor Activities); p. 103 (STEAM, Days 2-5)</p> <p>Notes:</p> <p>This indicator is addressed daily when children check on their commitments during the Closing Circle routine (See pages 26; 52; 78; and 104 of each Teacher Guide.)</p>
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Strand: Approaches to Learning and Executive Functioning

Standard: Cognitive Flexibility.

Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
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<ul style="list-style-type: none"> • B. Flexible Problem Solving - Seeks Multiple Solutions to a Question, Task, or Problem. <ul style="list-style-type: none"> ○ B.1: Begins to employ their own solutions to problems through trial and error (e.g., tries different pegs to see which one fits) ○ B.2: Continues to become more cognitively flexible and is able to draw on varied resources to solve problems (e.g., tries to build a large structure with blocks, but the building keeps falling down. After several failed attempts, he or she tries making a larger base. May also look at how other children have made their buildings). ○ B.3: When in conflict with another child, increasingly able to suggest possible solutions. ○ B.4: When faced with a problem, can be reminded to slow down and think about what to do. 	<p>TG1: p. 36 (Science); p. 51 (STEAM Days 2-4); p. 75 (Math Small Groups, Day 4); p. 77 (STEAM Days 2-4); p. 87 (Maker Space); p. 101 (Math Small Group, Day 5); p. 103 (STEAM Day 2-4);</p> <p>TG2: p. 22-23 (Math Small Group, Days 2-5); p. 25 (STEAM, Days 2-4); p. 35(Creativity Station); p. 37(Construction & Outdoor Activities); p. 48-49 (Math Small Group, Days 2, 3 & 5); p. 50-51 (STEAM Days 1-5); p. 74-75 (Math Small Group, Days 1 & 5); p. 77 (STEAM Days 2-4); p. 87 (Fine Motor & Creativity Station); p. 94-95 (Read-Alouds #1, Days 2, 3 & 5); p. 99 (Literacy Small Group, Day 3); p. 100-101 (Math Small Group, Days 1 & 5); p. 103 (STEAM, Days 2-4);</p> <p>TG3: p. 24-25 (STEAM, Days 1-5); p. 36 (Math); p. 37 (Outdoor Activities); p. 51 (STEAM, Days 2-4); p. 75 (Math Small Groups, Days 3-5); p. 77 (STEAM Days 2-4); p. 103 (STEAM, Days 2-5);</p> <p>TG4: p. 25 (STEAM, Days 2-5); p. 37(Science); p.43 (Read Alouds #1 Day 3); p. 50-51 (STEAM, Days 1-5); p. 74-75 (Math Small Group, Days 1, 3 & 5); p. 77 (STEAM Days 2-4); p. 89 (Language & Literacy); p. 100-101 (Math Small Group, Days 1-5); p. 103 (STEAM, Days 2-4);</p> <p>TG5: p. 24-25 (STEAM Days 1-5); p. 35 (Science & Construction); p. 42-43 (Read-Alouds #1 , Days 1-5); p. 50-51 (STEAM, Days 1-5); p. 62 (Construction);); p. 74-75 (Math Small Group, Days 1-5); p. 76-77 (STEAM Days 1-5); p. 100-101 (Math Small Group, Days 1-3); p. 102-103 (STEAM, Days 1-5)</p> <p>TG6: p. 25 (STEAM Days 2-5); p. 50-51 (STEAM, Days 1-5); p. 61 (Construction); p. 76-77 (STEAM, Days 1-5); p. 87 (Construction & Gross Motor); p. 89 (Outdoor Activities); p. 102-103 (STEAM, Days 1-5); p. 22-23 (Math Small Groups, Days 1-5);</p> <p>TG7: p. 25 (STEAM Days 2-5); p. 35 (Construction); p. 50-51 (STEAM, Days 1-5); p. 75 (Math Small Groups, Days 4 & 5); p. 76-77 (STEAM Days 1-5); p. 100-101 (Math Small Groups, Days 1-5); p. 103 (STEAM, Days 2-4);</p> <p>TG8: p. 22-23 (Math Small Groups, Days 1-5); p. 24-25 (STEAM, Days 1-5); p.48-49 (Math Small Groups, Days 1-5); p. 50-51 (STEAM, Days 1-5); p. 76-77 (TEAM, Days 1-5); p. 102-103 (STEAM, Days 1-5);</p> <p>TG9: p. 25 (STEAM, Days 2-5); p. 51 (STEAM, Days 2-5); p. 74-75 (Math Small Groups, Days 1-5); p. 76-77 (STEAM, Days 1-5); p. 100 (Math Small Groups, Day 1); p. 103 (STEAM, Days 2-4)</p>
Strand: Approaches to Learning and Executive Functioning	
Standard: Initiative and Curiosity	
Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)

Frog Street Pre-K Correlation to the Maryland College and Career-Ready Standards for Pre-K

<ul style="list-style-type: none"> • A. Desire to Learn—Ask Questions and Seeks New Information. <ul style="list-style-type: none"> ○ A.1: Asks questions about future events, as well as about the here and now (e.g., asks, "When will we go to Val's?"). ○ A.2: Poses questions to seek explanations about topics of interest with adult support and modeling. ○ A.3: Elaborates on experiments by attempting to replicate results using different materials (e.g., gathers several materials to drop in the water table, then sorts what sinks vs. what floats). ○ A.4: Asks to participate in new experiences that he or she has observed or has heard of others participating in (e.g., says, "Janice goes fishing. Can I?"). 	<p>TG1: p. 10(Science Center); p. 51 (STEAM Days 2-4); p. 76-77 (STEAM Days 1-5); p. 102 (STEAM Day 1);</p> <p>TG2: p. 11 (Outdoor Activities); p. 24-25 (STEAM, Days 1 & 5); p. 50-51 (STEAM Days 1-5); p. 76-77 (STEAM Days 1-5); p. 102-103 (STEAM, Days 1-5);</p> <p>TG3: p. 51 (STEAM, Days 2-4); p. 76-77 (STEAM Days 1-5); p. 102-103 (STEAM, Days 1-5);</p> <p>TG4: p. 24-25 (STEAM, Days 1-5); p. 37(Science); p. 50-51 (STEAM, Days 1-5); p. 62 (Creativity Station); p. 63 (Fine Motor & Outdoor Activities); p. 73 (Literacy Small Group, Day 4); p. 76-77 (STEAM Days 1-5); p. 102-103 (STEAM, Days 1-5);</p> <p>TG5: p. 18 (Read-Alouds #2, Day 2); p. 24-25 (STEAM Days 1-5); p. 35 (Science & Construction); p. 42-43 (Read-Alouds #1 , Days 1-5); p. 50-51 (STEAM, Days 1-5); p. 63 (Outdoor Activities); p. 76-77 (STEAM Days 1-5); p. 102-103 (STEAM, Days 1-5)</p> <p>TG6: p. 11 (Outdoor Activities); p. 24-25 (STEAM Days 1-5); p. 37 (Sensory & Outdoor Activities); p. 50-51 (STEAM, Days 1-5); p. 63 (Outdoor Activities); p. 76-77 (STEAM, Days 1-5); p. 89 (Outdoor Activities); p. 102-103 (STEAM, Days 1-5);</p> <p>TG7: p. 11 (Outdoor Activities); p. 24-25 (STEAM Days 1-5); p. 36 (Science); p. 50-51 (STEAM, Days 1-5); p. 63 (Outdoor Activities); p. 76-77 (STEAM Days 1-5); p. 89 (Outdoor Activities); p. 91 (CALM); p. 102-103 (STEAM, Days 1-5);</p> <p>TG8: p. 11 (Outdoor Activities); p. 24-25 (STEAM, Days 1-5); p. 37 (Outdoor Activities); p. 50-51 (STEAM, Days 1-5); p. 63 (Outdoor Activities); p. 102-103 (STEAM, Days 1-5);</p> <p>TG9: p. 11 (Science & Outdoor Activities); p. 24-25 (STEAM, Days 1-5); p. 42-43 (Read-Alouds # 1, Days 1-5); p. 50-51 (STEAM, Days 1-5); p. 63 (Science & Outdoor Activities); p. 76-77 (STEAM, Days 1-5); p. 101 (Math Small Groups, Day 3); p. 102-103 (STEAM, Days 1-5)</p>
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Strand: Approaches to Learning and Executive Functioning

Standard: Initiative and Curiosity

Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
<ul style="list-style-type: none"> • B. Desire to Learn—Interest in Challenges. <ul style="list-style-type: none"> ○ B.1: Asks questions about future events, as well as about the here 	<p>TG1: p. 10(Math Center); p. 41 (Read-Alouds #1, Day 1); p. 50 (STEAM Day 1); p. 76 (STEAM Day 1); p. 102 (STEAM Day 1);</p>

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<p>and now (e.g., asks "When will we go to Sarah's house again?").</p> <ul style="list-style-type: none"> ○ B.2: Starts to show an increase in enthusiasm for learning letters, shapes, and numbers (e.g., while looking at a book with dad, points to a word that contains the letter "S" and says, "S! That's in my name! What is that word?"). ○ B.3: Seeks new and varied experiences and challenges (e.g., puts materials together in new ways to test results; joins in a peer-created game or activity, tries to dress a new doll or builds a new construction toy). 	<p>TG2: p. 9 (ABC); p. 11 (Construction); p. 11 (Outdoor Activities); p. 24 (STEAM, Day 1); p. 47 (Literacy Small Group, Day 4); p. 50-51 (STEAM Days 1-5); p. 63 (Construction); p. 76 (STEAM Day 1); p. 102-103 (STEAM, Days 1-5);</p> <p>TG3: p. 22-23 (Math Small Groups, Days 1 & 5); p. 50-51 (STEAM, Days 1-5); p. 76-77 (STEAM Days 1-5); p. 87 (Construction & Pretend and Learn); p. 89 Outdoor Activities); p. 102-103 (STEAM, Days 1-5);</p> <p>TG4: p. 11 (Library & Listening); p. 24-25 (STEAM, Days 1-5); p. 35(Pretend & Learn); p. 37(Science); p. 47 (Literacy Small Group, Day 4); p. 50-51 (STEAM, Days 1-5); p. 62 (Creativity Station); p. 63 (Fine Motor & Outdoor Activities); p. 76-77 (STEAM Days 1-5); p. 102-103 (STEAM, Days 1-5);</p> <p>TG5: p. 11 (Outdoor Activities); p. 18 (Read-Alouds #2, Day 2); p. 24-25 (STEAM Days 1-5); p. 35 (Construction); p. 42-43 (Read-Alouds #1 , Days 1-5); p. 49 (Math Small Groups, Day 5); p. 50-51 (STEAM, Days 1-5); p. 62 (Math); p. 63 (Language and Literacy & Outdoor Activities); p. 76-77 (STEAM Days 1-5); p. 102-103 (STEAM, Days 1-5)</p> <p>TG6: p. 11 (Outdoor Activities); p. 24-25 (STEAM Days 1-5); p. 37 (Outdoor Activities); p. 50-51 (STEAM, Days 1-5); p. 61 (Gross Motor); p. 62 (Math); p. 63 (Outdoor Activities); p. 76-77 (STEAM, Days 1-5); p. 87 (Gross Motor); p. 89 (Pretend & Learn & Outdoor Activities); p. 102-103 (STEAM, Days 1-5);</p> <p>TG7: p. 11 (Outdoor Activities); p. 24-25 (STEAM Days 1-5); p. 35 (Construction); p. 36 (Science); p. 50-51 (STEAM, Days 1-5); p. 63 (Outdoor Activities); p. 76-77 (STEAM Days 1-5); p. 89 (Outdoor Activities); p. 91 (CALM); p. 102-103 (STEAM, Days 1-5);</p> <p>TG8: p. 11 (Outdoor Activities); p. 24-25 (STEAM, Days 1-5); p. 37 (Outdoor Activities); p. 50-51 (STEAM, Days 1-5); p. 63 (Outdoor Activities); p. 102-103 (STEAM, Days 1-5);</p> <p>TG9: p. 11 (Science & Outdoor Activities); p. 24-25 (STEAM, Days 1-5); p. 42-43 (Read-Alouds # 1, Days 1-5); p. 50-51 (STEAM, Days 1-5); p. 63 (Science & Outdoor Activities); p. 68-69 (Read-Alouds #1, Days 2-5); p. 76-77 (STEAM, Days 1-5); p. 102-103 (STEAM, Days 1-5)</p>
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Strand: Approaches to Learning and Executive Functioning

Standard: Initiative and Curiosity

Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
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<ul style="list-style-type: none"> ● C. Independence in Learning—Plans and Initiates Projects. <ul style="list-style-type: none"> ○ C.1: When prompted, initiates plan of activities. ○ C.2: Shows interest in leading activities and taking responsibility during cleanup activities. 	<p>TG1: p. 11 (Pretend & Learn); p. 23 (Math Small Group, Days 3, 4, and 5); p. 36 (Science); p. 51 (STEAM Days 2-4); p. 77 (STEAM Days 2-4); p. 87 (Maker Space); p. 103 (STEAM Day 2-4);</p> <p>TG2: p. 10 (Pretend and Learn); p. 11 (Construction); p. 25 (STEAM, Days 2-4); p. 35(ABC); p. 37(Construction & Outdoor Activities); p. 63 (Construction); p. 77 (STEAM Days 2-4); p. 89 (Outdoor Activities); p. 103 (STEAM, Days 2-4);</p> <p>TG3: p. 10 (Pretend & Learn); p. 11 (Outdoor Activities); p. 35 (Library & Listening); p. 37 (Construction & Outdoor Activities); p. 51 (STEAM, Days 2-4); p. 61 (Pretend and Learn); p. 77 (STEAM Days 2-4); p. 87 (Construction & Pretend and Learn); p. 89 Outdoor Activities); p. 103 (STEAM, Days 2-4);</p>
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<ul style="list-style-type: none"> ○ C.3: Further expands areas of decision-making (e.g., child may say, "This morning I'm going to work on my Lego building"). ○ C.4: Develops greater ability to set goals and follow a plan (e.g., child says, "I'm going to pick up all these branches," and then works until it is done). 	<p>TG4: p. 24-25 (STEAM, Days 1-5); p. 35(Pretend & Learn); p. 50-51 (STEAM, Days 1-5); p. 61 (Pretend & Learn); p. 62 (Creativity Station); p. 63 (Fine Motor & Outdoor Activities); p. 77 (STEAM Days 2-4); p. 89 (Outdoor Activities); p. 102-103 (STEAM, Days 1-5);</p> <p>TG5: p. 9 (Construction); p. 11 (Outdoor Activities); p. 25 (STEAM Days 2-4); p. 35 (Science & Construction); p. 49 (Math Small Groups, Day 5); p. 50-51 (STEAM, Days 1-5); p. 62 (Construction); p. 63 (Outdoor Activities); p. 76-77 (STEAM Days 1-5); p. 102-103 (STEAM, Days 1-5)</p> <p>TG6: p. 25 (STEAM Days 2-4); p. 35 (Construction); p. 37 (Outdoor Activities); p. 50-51 (STEAM, Days 1-4); p. 61 (Construction); p. 76-77 (STEAM, Days 1-5); p. 87 (Construction); p. 89 (Pretend & Learn & Outdoor Activities);</p> <p>TG7: p. 11 (Outdoor Activities); p. 24-25 (STEAM Days 1-5); p. 50-51 (STEAM, Days 1-5); p. 76-77 (STEAM Days 1-5); p. 89 (Outdoor Activities); p. 91 (CALM); p. 103 (STEAM, Days 2-4);</p> <p>TG8: p. 9 (Construction); p. 24-25 (STEAM, Days 1-5); p. 50-51 (STEAM, Days 1-5); p. 63 (Outdoor Activities); p. 102-103 (STEAM, Days 1-5);</p> <p>TG9: p. 11 (Science & Outdoor Activities); p. 24-25 (STEAM, Days 1-5); p. 50-51 (STEAM, Days 1-5); p. 61 (Construction); p. 63 (Science & Outdoor Activities); p. 76-77 (STEAM, Days 1-5); p. 89 (Pretend & Learn & Outdoor Activities); p. 102-103 (STEAM, Days 1-5)</p>
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Strand: Approaches to Learning and Executive Functioning

Standard: *Demonstrates Persistence*

Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
<ul style="list-style-type: none"> ● A. Persists in an Activity from Start to Finish (Complete a Task)—Independently. <ul style="list-style-type: none"> ○ A.1: Persists with a wider variety of tasks, activities, and experiences with adult prompting. ○ A.2: Keeps working to complete a task even if it is moderately difficult (e.g., persists with a somewhat challenging wooden puzzle). ○ A.3: Will often persist in working to complete all 	<p>TG1: p. 51 (STEAM Days 2-4); p. 75 (Math Small Groups, Day 4); p. 77 (STEAM Days 2-4); p. 87 (Maker Space); p. 103 (STEAM Day 2-4);</p> <p>TG2: p. 10 (Pretend and Learn); p. 11 (Construction); p. 21 (Literacy Small Groups, Day 5); p. 25 (STEAM, Days 2-4); p. 37(Construction & Outdoor Activities); p. 47 (Literacy Small Group, Day 5); p. 50-51 (STEAM Days 1-5); p. 63 (Construction); p. 77 (STEAM Days 2-4); p. 87 (Fine Motor); p. 89 (Outdoor Activities); p. 103 (STEAM, Days 2-4);</p> <p>TG3: p. 9 (Gross Motor); p. 35 (Library & Listening); p. 37 (Construction & Outdoor Activities); p. 51 (STEAM, Days 2-4); p. 75 (Math Small Groups, Days 3-5); p. 77 (STEAM Days 2-4); p. 89 Outdoor Activities); p. 103 (STEAM, Days 2-4);</p> <p>TG4: p. 25 (STEAM, Days 2-4); p. 37(Science & Outdoor Activities); p. 47 (Literacy Small Group, Day 4); p. 50-51 (STEAM, Days 1-5); p. 62 (Creativity Station); p. 63 (Outdoor Activities); p. 77 (STEAM Days 2-4); p. 89 (Outdoor Activities); p. 103 (STEAM, Days 2-4);</p> <p>TG5: p. 9 (Construction); p. 11 (Outdoor Activities); p. 25 (STEAM Days 2-4); p. 35 (Construction); p. 49 (Math Small Groups, Day 5); p. 51 (STEAM, Days 2-4); p. 62 (Construction & Math); p. 63 (Language and Literacy &</p>

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<p>aspects of a planned task (e.g., when building a zoo in the block area, will keep working until every animal has a cage).</p>	<p>Outdoor Activities);); p. 74-75 (Math Small Group, Days 1-5); p. 77 (STEAM Days 2-4); p. 99 (Literacy Small Group, Day 4); p. 101 (Math Small Group, Day 3); p. 102-103 (STEAM, Days 1-5)</p> <p>TG6: p. 11 (Outdoor Activities); p. 25 (STEAM Days 2-4); p. 35 (Construction); p. 51 (STEAM, Days 2-4); p. 60 (Writer's Corner); p. 61 (Construction); p. 63 (Outdoor Activities); p. 77 (STEAM, Days 2-4); p. 87 (Construction & Gross Motor); p. 89 (Outdoor Activities);</p> <p>TG7: p. 25 (STEAM Days 2-4); p. 51 (STEAM, Days 2-5); p. 63 (Outdoor Activities); p. 77 (STEAM Days 2-4); p. 86 (ABC); p. 89 (Outdoor Activities); p. 101 (Math Small Groups, Day 5); p. 103 (STEAM, Days 2-4);</p> <p>TG8: p. 9 (Construction); p. 10 (Math); p. 11 (Outdoor Activities); p. 25 (STEAM, Days 2-4); p. 51 (STEAM, Days 2-4); p. 63 (Science); p. 63 (Outdoor Activities); p. 89 (Science); p. 103 (STEAM, Days 2-4);</p> <p>TG9: p. 51 (STEAM, Days 2-4); p. 63 (Outdoor Activities); p. 77 (STEAM, Days 2-4); p. 89 (Outdoor Activities); p. 101 (Math Small Groups, Day 3); p. 103 (STEAM, Days 2-4)</p>
<p>Strand: Approaches to Learning and Executive Functioning</p>	
<p>Standard: Demonstrates Persistence</p>	
<p>Indicator for 4-year-olds</p>	<p>Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)</p>
<ul style="list-style-type: none"> • B. Persists in the Face of Failure. <ul style="list-style-type: none"> ○ B.1: Continues to attempt to build a tower even after three or more unsuccessful attempts with adult support and encouragement. ○ B.2: Experiences difficulty with drawing, cutting, and writing, but persists with adult support and encouragement until task is complete. ○ B.3: Will often notice that a problem can be resolved by a change in approach (e.g., trying to fit a puzzle piece a few times and then rotating to find a better fit). 	<p>TG1: p. 51 (STEAM Days 2-4); p. 77 (STEAM Days 2-4); p. 101 (Math Small Group, Day 5)</p> <p>TG2: p. 11 (Construction); p. 25 (STEAM, Days 2-4); p. 37(Construction & Outdoor Activities); p. 50-51 (STEAM Days 1-5); p. 63 (Construction); p. 77 (STEAM Days 2-4); p. 87 (Fine Motor & Creativity Station); p. 89 (Outdoor Activities); p. 103 (STEAM, Days 2-4);</p> <p>TG3: p. 9 (Gross Motor); p. 37 (Construction & Outdoor Activities); p. 51 (STEAM, Days 2-4); p. 77 (STEAM Days 2-4); p. 103 (STEAM, Days 2-4);</p> <p>TG4: p. 25 (STEAM, Days 2-5); p. 37(Science & Outdoor Activities); p. 50-51 (STEAM, Days 1-5); p. 77 (STEAM Days 2-4); p. 103 (STEAM, Days 2-4);</p> <p>TG5: p. 11 (Outdoor Activities); p. 25 (STEAM Days 2-4); p. 35 (Construction); p. 51 (STEAM, Days 2-4); p. 61 (Fine Motor);p. 62 (Construction);); p. 74-75 (Math Small Group, Days 1-5); p. 77 (STEAM Days 2-4); p. 102-103 (STEAM, Days 1-5)</p> <p>TG6: p. 25 (STEAM Days 2-4); p. 35 (Construction); p. 51 (STEAM, Days 2-4); p. 61 (Gross Motor); p. 63 (Outdoor Activities); p. 77 (STEAM, Days 2-4); p. 87 (Gross Motor); p. 89 (Outdoor Activities); p. 102-103 (STEAM, Days 1-5);</p> <p>TG7: p. 25 (STEAM Days 2-4); p. 50-51 (STEAM, Days 1-5); p. 77 (STEAM Days 2-4); p. 103 (STEAM, Days 2-4);</p> <p>TG8: p. 25 (STEAM, Days 2-4); p. 51 (STEAM, Days 2-4); p. 76-77 (TEAM, Days 1-5); p. 103 (STEAM, Days 2-4)</p>

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	<p>TG9: p. 25 (STEAM, Days 2-4); p. 51 (STEAM, Days 2-4); p. 77 (STEAM, Days 2-4); p. 89 (Outdoor Activities); p. 103 (STEAM, Days 2-4)</p>
<p>Strand: Approaches to Learning and Executive Functioning</p>	
<p>Standard: Demonstrates Cooperation</p>	
<p>Indicator for 4-year-olds</p>	<p>Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)</p>
<ul style="list-style-type: none"> • A. Positively Participates in Cooperative Play. <ul style="list-style-type: none"> ○ A.1: Responds more appropriately and sympathetically to peers who are in need, upset, hurt, or angry (e.g., says, "Don't cry, Willy. My daddy can fix that bike. He knows how"). ○ A.3: Shows further progress in developing friendships with peers, even if a bond is formed with just one other child. ○ A.4: Suggests solutions to problems with other children, while continuing to seek adults' help (e.g., says, "Hey, Benjamin! We can BOTH be firemen!"). 	<p>TG1: p. 11(Pretend & Learn); p. 38 (UNITE); p. 91 (COMMIT)</p> <p>TG2: p. 10 (Pretend and Learn); p. 11 (Construction); p. 11 (Outdoor Activities); p. 37(Construction & Outdoor Activities); p. 50-51 (STEAM Days 1-5); p. 62 (Pretend & Learn); p. 63 (Construction); p. 77 (STEAM Days 2-4); p. 87 (Fine Motor & Creativity Station); p. 89 (Language & Literacy & Outdoor Activities); p. 102-103 (STEAM, Days 1-5);</p> <p>TG3: p. 10 (Pretend & Learn); p. 11 (Outdoor Activities); p. 24-25 (STEAM, Days 1-5); p. 37 (Outdoor Activities); p. 51 (STEAM, Days 2-4); p. 61 (Pretend and Learn); p. 77 (STEAM Days 2-5); p. 87 (Construction & Pretend and Learn); p. 89 Outdoor Activities); p. 103 (STEAM, Days 2-4);</p> <p>TG4: p. 25 (STEAM, Days 2-4); p. 35(Pretend & Learn); p. 37(Outdoor Activities); p. 50-51 (STEAM, Days 1-5); p. 61 (Pretend & Learn); p. 63 (Outdoor Activities); p. 89 (Outdoor Activities); p. 103 (STEAM, Days 2-4);</p> <p>TG5: p. 9 (Construction); p. 11 (Outdoor Activities); p. 12 (UNITE); p. 19 (Read-Alouds #2, Day 4, Extension Activity); p. 25 (STEAM Days 2-4); p. 35 (Construction); p. 39 (CONNECT); p. 51 (STEAM, Days 2-5); p. 62 (Construction); p. 63 (Outdoor Activities); p. 77 (STEAM Days 2-4); p. 88 (Language & Literacy);</p> <p>TG6: p. 9 (Construction); p. 11 (Language & Literacy); p. 11 (Outdoor Activities); p. 35 (Construction); p. 37 (Outdoor Activities); p. 61 (Construction & Gross Motor); p. 63 (Pretend & Learn); p. 63 (Outdoor Activities); p. 77 (STEAM, Days 2-4); p. 87 (Construction); p. 87 (Gross Motor); p. 89 (Pretend & Learn & Outdoor Activities); p. 102-103 (STEAM, Days 1-5);</p> <p>TG7: p. 8 (Writer's Corner); p. 9 (Language & Literacy); p. 11 (Outdoor Activities); p. 61 (Fine Motor);</p> <p>TG8: p. 9 (Construction); p. 10 (Language & Literacy); p. 11 (Outdoor Activities); p. 23 (Math Small Groups, Day 5); p. 25 (STEAM, Days 2-4); p. 37 (Outdoor Activities, "Snake Walk"); p. 62 (Math); p. 63 (Outdoor Activities); p. 76-77 (TEAM, Days 1-5); p. 89 (Outdoor Activities, Worm, Worm, Bird); p. 103 (STEAM, Days 2-4)</p> <p>TG9: p. 36 (Pretend & Learn); p. 51 (STEAM, Days 2-5); p. 61 (Construction); p. 77 (STEAM, Days 2-4); p. 89 (Pretend & Learn & Outdoor Activities); p. 93 (Music & Movement); p. 101 (Math Small Groups, Days 3); p. 103 (STEAM, Days 2-4);</p> <p>Notes:</p> <p>Addressed daily during the CONNECT portion of the Greeting Circle (See pages 13, 39, 65, 91 in each <i>Teacher's Guide</i>).</p>

Frog Street Pre-K Correlation to the Maryland College and Career-Ready Standards for Pre-K

Strand: Approaches to Learning and Executive Functioning	
Standard: Understanding & complying with classroom rules, routines, & expectations.	
Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
<ul style="list-style-type: none"> • A. Follows Routines, Rules, and Directions. <ul style="list-style-type: none"> ○ A.1: Helps to create classroom rules. ○ A.2: Responds to teacher directions or signals consistently. ○ A.3: Takes initiative with assigned or chosen tasks relating to classroom routines. ○ A.4: Behaves appropriately within the context of the classroom routines with adult modeling and support (i.e. listens when someone else is talking or raises hand to share). ○ A.5: Requires fewer prompts to follow classroom routines and is able to independently anticipate what happens next. 	<p>TG1: p. 13 (CONNECT); p. 23 (Math Small Group, Days 3, 4 and 5); p. 40 (Morning Message, Step 1); p. 46 (Literacy Small Group, Day 2); p. 51 (STEAM Days 2-4); p. 66 (Morning Message, Step 1); p. 72 (Literacy Small Groups, Day 2); p. 92 (Morning Message, Step 1); p. 98 (Literacy Small Group, Day 2);</p> <p>TG2: p. 14 (Morning Message Steps 1 & 3); p. 15 (Music & Movement); p. 24-25 (STEAM, Days 1-5); p. 40 (Morning Message, Step 1); p. 40 (Morning Message Step 3); p. 50-51 (STEAM Days 1-5); p. 63 (Construction); p. 67 (Music & Movement); p. 76-77 (STEAM Days 1-5); p. 87 (Fine Motor); p. 89 (Outdoor Activities); p. 99 (Literacy Small Group, Day 5); p. 101 (Math Small Group, Day 5); p. 102-103 (STEAM, Days 1-5);</p> <p>TG3: p. 15 (Music & Movement); p. 19 (Read-Alouds #2, Day 5); p. 24-25 (STEAM, Days 1-5); p. 45 (Read Alouds #1 Day 5); p. 47 (Literacy Small Group, Day 5); p. 50-51 (STEAM, Days 1-5); p. 61 (Pretend and Learn); p. 76-77 (STEAM Days 1-5); p. 94 (Read-Alouds #1, Day 2); p. 102-103 (STEAM, Days 1-5);</p> <p>TG4: p. 16-17 (Read-Alouds #1, Day 2); p. 24-25 (STEAM, Days 1-5); p. 35(Pretend & Learn); p. 37(Outdoor Activities); p. 46 (Literacy Small Group, Day 2); p. 50-51 (STEAM, Days 1-5); p. 61 (Pretend & Learn); p. 63 (Outdoor Activities); p. 67 (Music & Movement); p. 76-77 (STEAM Days 1-5); p. 89 (Outdoor Activities); p. 102-103 (STEAM, Days 1-5);</p> <p>TG5: p. 9 (Construction); p. 24-25 (STEAM Days 1-5); p. 50-51 (STEAM, Days 1-5); p. 72 (Literacy Small Group, Day 2); p. 76-77 (STEAM Days 1-5); p. 102-103 (STEAM, Days 1-5)</p> <p>TG6: p. 11 (Language & Literacy); p. 11 (Outdoor Activities); p. 24-25 (STEAM Days 1-5); p. 35 (Construction); p. 37 (Outdoor Activities); p. 38 (UNITE); p. 38 (UNITE); p. 50-51 (STEAM, Days 1-5); p. 61 (Construction); p. 63 (Outdoor Activities); p. 72 (Literacy Small Groups, Day 1); p. 74-75 (Math Small Groups, Days 1-5); p. 76-77 (STEAM, Days 1-5); p. 87 (Gross Motor); p. 89 (Outdoor Activities); p. 102-103 (STEAM, Days 1-5);</p> <p>TG7: p. 24-25 (STEAM Days 1-5); p. 50-51 (STEAM, Days 1-5); p. 63 (Outdoor Activities); p. 71 (Read-Alouds #2, Day 3, Extension Activity); p. 76-77 (STEAM Days 1-5); p. 90 (UNITE); p. 92 (Morning Message, Step 1); p. 101 (Math Small Groups, Day 5); p. 102-103 (STEAM, Days 1-5);</p> <p>TG8: p. 10 (Language & Literacy & Math); p. 11 (Outdoor Activities, "Move Like an Animal"); p. 18-19 (Read-Alouds #2, Days 2, 4 & 5); p. 24-25 (STEAM, Days 1-5); p. 37 (Outdoor Activities, "Snake Walk"); p. 40 (Morning Message, Step 1); p. 45 (Read Alouds #2 Day 5); p. 46 (Literacy Small Groups, Day 2); p. 50-51 (STEAM, Days 1-5); p. 66 (Morning Message, Step 1); p. 72 (Literacy Small Groups, Day 2); p. 76-77 (TEAM, Days 1-5); p. 89 (Outdoor Activities, Worm, Worm, Bird); p. 98 (Literacy Small Groups, Day 2); p. 102-103 (STEAM, Days 1-5)</p>

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	<p>TG9: p. 24-25 (STEAM, Days 1-5); p. 50-51 (STEAM, Days 1-5); p. 72 (Literacy Small Groups, Day 2); p. 76-77 (STEAM, Days 1-5); p. 95 (Read Alouds #1, Days 4 & 5); p. 102-103 (STEAM, Days 1-5)</p> <p>Notes:</p> <p>Addressed daily during the COMMIT portion of the Greeting Circle (See pages 13, 39, 65, 91 in each <i>Teacher's Guide</i>).</p> <p>This indicator is addressed daily when children check on their commitments during the Closing Circle routine (See pages 26; 52; 78; and 104 of each Teacher Guide.)</p>
<p>Strand: Approaches to Learning and Executive Functioning</p>	
<p>Standard: Understanding & complying with classroom rules, routines, and expectations.</p>	
<p>Indicator for 4-year-olds</p>	<p>Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)</p>
<ul style="list-style-type: none"> • A. Demonstrates the Ability to Postpone Activity and Start Another. <ul style="list-style-type: none"> ○ A.1: Takes and gives cues to other children during transition and models their appropriate behavior with adult support. ○ A.2: Occasionally demonstrates the ability to stop an engaging activity to help clean up with and requiring less support and guidance from an adult. 	<p>TG1: p. 51 (STEAM Days 2-4); p. 103 (STEAM Day 2-4);</p> <p>TG2: p. 10 (Pretend and Learn); p. 11 (Construction); p. 11 (Outdoor Activities); p. 25 (STEAM, Days 2-4); p. 37(Construction & Outdoor Activities); p. 50-51 (STEAM Days 1-5); p. 62 (Pretend & Learn); p. 63 (Construction); p. 77 (STEAM Days 2-4); p. 87 (Creativity Station); p. 89 (Language & Literacy & Outdoor Activities); p. 103 (STEAM, Days 2-4);</p> <p>TG3: p. 10 (Pretend & Learn); p. 11 (Outdoor Activities); p. 24-25 (STEAM, Days 1-5); p. 51 (STEAM, Days 2-4); p. 61 (Pretend and Learn); p. 77 (STEAM Days 2-4); p. 87 (Construction & Pretend and Learn); p. 89 Outdoor Activities); p. 103 (STEAM, Days 4-5);</p> <p>TG4: p. 25 (STEAM, Days 2-4); p. 35(Pretend & Learn); p. 37(Outdoor Activities); p. 61 (Pretend & Learn); p. 77 (STEAM Days 2-4); p. 89 (Outdoor Activities); p. 102-103 (STEAM, Days 1-5);</p> <p>TG5: p. 25 (STEAM Days 2-4); p. 51 (STEAM, Days 2-4); p. 77 (STEAM Days 2-4); p. 102-103 (STEAM, Days 1-5)</p> <p>TG6: p. 25 (STEAM Days 2-4); p. 35 (Construction); p. 51 (STEAM, Days 2-4); p. 61 (Construction); p. 63 (Outdoor Activities); p. 77 (STEAM, Days 2-4); p. 87 (Gross Motor); p. 89 (Pretend & Learn & Outdoor Activities); p. 102-103 (STEAM, Days 1-5);</p> <p>TG7: p. 25 (STEAM Days 2-4); p. 50-51 (STEAM, Days 1-5); p. 77 (STEAM Days 2-4); p. 103 (STEAM, Days 2-4);</p> <p>TG8: p. 25 (STEAM, Days 2-4); p. 51 (STEAM, Days 2-4); p. 63 (Outdoor Activities); p. 103 (STEAM, Days 2-4)</p> <p>TG9: p. 25 (STEAM, Days 2-4); p. 51 (STEAM, Days 2-4); p. 77 (STEAM, Days 2-4); p. 89 (Pretend & Learn); p. 103 (STEAM, Days 2-4)</p>

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Standard: Understanding & complying with classroom rules, routines, and expectations.	
Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
<ul style="list-style-type: none"> • B. Demonstrates the Ability to Adapt to New Environments with Appropriate Behaviors and Adult Support. <ul style="list-style-type: none"> ○ B.1: Manages separation anxiety from home to school by kissing caregiver goodbye or waving from the window every day. ○ B.2: Frequently demonstrates comfort with the transition from home to the classroom environment (e.g., easily calms down when parents leave). ○ B.3: Engages in out of the classroom activities (i.e., recess) and successfully reenters classroom without disruption. 	<p>TG2: p. 11 (Outdoor Activities); p. 12 (COMMIT) NOTE: The Safe Place Ritual is introduced. Observe children who use the area to manage their emotional upset as a result of transitioning from home to school;</p> <p>TG6: p. 89 (Outdoor Activities);</p> <p>TG8: p. 63 (Outdoor Activities, Aquarium Sensory Table—e.g., moving rocks to and from the indoor classroom to an outdoor space);</p> <p>Notes: Refer to p. 42, the “Absent Child Ritual” and “Welcome Back Ritual” sections of the Welcome Guide: Foundations for Implementation for additional suggestions for how this indicator is addressed recursively throughout the school year within the curriculum.</p>
Strand: Approaches to Learning and Executive Functioning	
Standard: Understanding & complying with classroom rules, routines, and expectations.	
Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
<ul style="list-style-type: none"> • C. Demonstrates Appropriate Use of Materials or Belongings and Those of Others. 	<p>TG1: p. 10 (Math Center); p. 10(Science Center); p. 11(Pretend & Learn); p. 51 (STEAM Days 2-4); p. 77 (STEAM Days 2-4); p. 87 (Maker Space); p. 103 (STEAM Day 2-4);</p> <p>TG2: p. 10 (Pretend and Learn); p. 11 (Construction); p. 25 (STEAM, Days 2-4); p. 37(Construction); p. 50-51 (STEAM Days 1-5); p. 62 (Pretend & Learn); p. 63 (Construction); p. 77 (STEAM Days 2-4); p. 89 (Language & Literacy & Outdoor Activities); p. 103 (STEAM, Days 2-4);</p>

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<ul style="list-style-type: none"> ○ C.1: Helps with clean up after activities with prompting. ○ C.2: Begins to demonstrate appropriate use of classroom materials with modeling (e.g., using glue in an art project appropriately or turning book pages with care). ○ C.3: Recognizes and is responsible for returning items to appropriate location with prompting. ○ C.4: Begins identifying when things are not put away in designated areas. 	<p>TG3: p. 10 (Pretend & Learn); p. 11 (Outdoor Activities); p. 24-25 (STEAM, Days 1-5); p. 35 (Library & Listening); p. 36 (Sensory Table); p. 37 (Construction); p. 51 (STEAM, Days 2-4); p. 61 (Pretend and Learn); p. 77 (STEAM Days 2-4); p. 87 (Construction & Pretend and Learn); p. 103 (STEAM, Days 2-5);</p> <p>TG4: p. 25 (STEAM, Days 2-4); p. 35(Pretend & Learn); p. 37(Science); p. 61 (Pretend & Learn); p. 77 (STEAM Days 2-4); p. 103 (STEAM, Days 2-4);</p> <p>TG5: p. 9 (Construction & Sensory); p. 25 (STEAM Days 2-4); p. 51 (STEAM, Days 2-4); p. 61 (Fine Motor & Creativity Station); p. 77 (STEAM Days 2-4); p. 102-103 (STEAM, Days 1-5)</p> <p>TG6: p. 11 (Outdoor Activities); p. 25 (STEAM Days 2-4); p. 35 (Construction); p. 37 (Outdoor Activities); p. 51 (STEAM, Days 2-4); p. 61 (Construction); p. 63 (Pretend & Learn); p. 77 (STEAM, Days 2-4); p. 87 (Construction & Gross Motor); p. 89 (Pretend & Learn); p. 102-103 (STEAM, Days 1-5);</p> <p>TG7: p. 25 (STEAM Days 2-4); p. 35 (Construction); p. 50-51 (STEAM, Days 1-5); p. 61 (Fine Motor); p. 77 (STEAM Days 2-4); p. 88 (Language & Literacy); p. 103 (STEAM, Days 2-4);</p> <p>TG8: p. 9 (Construction); p. 25 (STEAM, Days 2-4); p. 51 (STEAM, Days 2-4); p. 63 (Outdoor Activities); p. 76-77 (TEAM, Days 1-5); p. 103 (STEAM, Days 2-4)</p> <p>TG9: p. 25 (STEAM, Days 2-4); p. 36 (Pretend & Learn); p. 51 (STEAM, Days 2-4); p. 61 (Construction); p. 77 (STEAM, Days 2-4); p. 89 (Pretend & Learn); p. 103 (STEAM, Days 2-4)</p> <p>Notes: Addressed daily during the COMMIT portion of the Greeting Circle (See pages 13, 39, 65, 91 in each <i>Teacher’s Guide</i>). Appropriate use of materials can be used as a school family agreement.</p>
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Strand: Approaches to Learning and Executive Functioning

Standard: *Demonstrates cognitive flexibility—Understands symbolic representation.*

Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher’s Guide (TG)
<ul style="list-style-type: none"> • A. Represents People, Places, or Things Through Drawings, Movement, and Three Dimension Objects. <ul style="list-style-type: none"> ○ A.1: Begins to create art that is more realistic and includes some details of objects, animals or people. Such details are typically remembered features that have made an impression, but do not include all that is seen or 	<p>TG1: p. 51 (STEAM Days 2-4); p. 77 (STEAM Days 2-4); p. 87 (Maker Space); p. 101 (Math Small Group, Day 5);</p> <p>TG2: p. 9 (Creativity Station); p. 11 (Construction); p. 36(Pretend and Learn); p. 61 (Creativity Station); p. 103 (STEAM, Days 2-4);</p> <p>TG3: p. 9 (Creativity Station); p. 11 (Outdoor Activities); p. 51 (STEAM, Days 2-4); p. 62 (Sensory); p. 63 (Outdoor Activities); p. 77 (STEAM Days 2-4); p. 89 Outdoor Activities);</p> <p>TG4: p. 9 (Sensory); p. 25 (STEAM, Days 2-4); p. 35(Pretend & Learn); p. 62 (Creativity Station); p. 63 (Fine Motor); p. 77 (STEAM Days 2-4); p. 93 (Music & Movement);</p> <p>TG5: p. 9 (Construction); p. 11 (Outdoor Activities); p. 25 (STEAM Days 2-4); p. 38 (UNITE); p. 61 (Fine Motor & Creativity Station); p. 63 (Language and Literacy & Outdoor Activities); p. 67 (Music & Movement);); p. 75 (Math Small Group, Day 5); . 77 (STEAM Days 2-4); p. 87 (Gross Motor); p. 89 (Outdoor Activities); p. 93</p>

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<p>known (e.g., draws a picture of a car with four wheels but no windows).</p> <ul style="list-style-type: none"> ○ A.2: Uses art to reflect thoughts and feelings (e.g., transforms a list of favorite foods that his teacher had recorded on paper into a mobile from which illustrations of these foods are hung). 	<p>(Music & Movement); p. 95 (Read Alouds #1, Day 4); p. 97 (Read Alouds #2, Day 3); p. 98 (Literacy Small Group, Day 1);</p> <p>TG6: p. 10 (Creativity Station); p. 11 (Language & Literacy); p. 11 (Outdoor Activities); p. 16-17 (Read-Alouds #1, Days 1-5); p. 24-25 (STEAM Days 1-5); p. 35 (Construction); p. 37 (Outdoor Activities); p. 48-49 (Math Small Groups, Days 1-5); p. 51 (STEAM, Days 2-4); p. 61 (Construction); p. 62 (Math); p. 77 (STEAM, Days 2-4); p. 89 (Pretend & Learn & Outdoor Activities);</p> <p>TG7: p. 8 (Writer’s Corner); p. 19 (Read-Alouds #2, Day 3); p. 22-23 (Math Small Groups, Days 1-5); p. 24-25 (STEAM Days 1-5); p. 37 (Outdoor Activities); p. 48-49 (Math Small Groups, Days 1-5); p. 61 (Creativity Station); p. 62 (Sensory & Math); p. 70-71 (Read-Alouds #2, Days 2 & 5, Extension Activities); p. 74-75 (Math Small Groups, Days 1-5); p. 77 (STEAM Days 2-4); p. 87 (Creativity Station); p. 88 (Language & Literacy); p. 89 (Outdoor Activities); p. 97 (Read Alouds #2, Day 4, “Spider Babies”); p. 102-103 (STEAM, Days 1-5);</p> <p>TG8: p. 10 (Language & Literacy); p. 11 (Outdoor Activities); p. 22-23 (Math Small Groups, Days 1-5); p. 25 (STEAM, Days 2-4); p. 37 (Outdoor Activities); p. 50-51 (STEAM, Days 1-5); p. 63 (Outdoor Activities); p. 102-103 (STEAM, Days 1-5)</p> <p>TG9: p. 15 (Music & Movement); p. 25 (STEAM, Days 2-4); p. 49 (Math Small Groups, Days 3 & 5); p. 61 (Construction); p. 63 (Outdoor Activities); p. 76-77 (STEAM, Days 1-5); p. 87 (Creativity Station); p. 89 (Outdoor Activities); p. 103 (STEAM, Days 2-4)</p>
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Strand: Approaches to Learning and Executive Functioning

Standard: Demonstrates cognitive flexibility—Understands symbolic representation.

Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher’s Guide (TG)
<ul style="list-style-type: none"> ● B. Engages in Pretend Play and Acts Out Roles. <ul style="list-style-type: none"> ○ B.1: Communicates thoughts and feelings through role play though may still need adult support (e.g., play acts being a kitten seeking affection and hugs). ○ B.2: Uses objects as symbolic props (e.g., places a shell on top of a dollhouse and declares it to be a satellite dish). ○ B.3: Becomes more animated in play (e.g., 	<p>TG1: p. 70 (Read-Alouds #2, Day 2); p. 91 (COMMIT);</p> <p>TG2: p. 10 (Pretend and Learn); p. 11 (Construction); p. 11 (Outdoor Activities); p. 25 (STEAM, Days 2-4); p. 36(Pretend and Learn); p. 37(Construction & Outdoor Activities); p. 50-51 (STEAM Days 1-5); p. 62 (Pretend & Learn); p. 63 (Construction); p. 69 (Read-Alouds #1, Day 5); p. 77 (STEAM Days 2-4);</p> <p>TG3: p. 9 (Gross Motor); p. 10 (Math & Pretend and Learn); p. 11 (Outdoor Activities); p. 41 (Music & Movement); p.45 (Read Alouds #1 Day 4); p.44 (Read Alouds #1 Day 2); p. 48 (Math Small Group, Day 1); p. 51 (STEAM, Days 2-5); p. 61 (Pretend and Learn); p. 62 (Sensory); p. 63 (Outdoor Activities); p. 77 (STEAM Days 2-4); p. 87 (Construction & Pretend and Learn); p. 94 (Read-Alouds #1, Day 2);</p> <p>TG4: p. 9 (Sensory); p. 11 (Library & Listening); p. 17 (Read-Alouds #1, Day 4); p. 19 (Read-Alouds #2, Day 5); p. 35(Pretend & Learn); p. 41(Music & Movement); p.43 (Read Alouds #1 Day 5); p. 50-51 (STEAM, Days 1-5); p. 61 (Pretend & Learn); p. 63 (Outdoor Activities); p.69 (Read Alouds #1 Day 4); p. 89 (Outdoor Activities); p. 97 (Read Alouds #2 Days 4-5); p. 103 (STEAM, Days 2-4);</p>

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using different voices for the baby, dog, etc.).	<p>TG5: p. 9 (Sensory); p. 11 (Outdoor Activities); p. 38 (UNITE); p. 62 (Construction); p. 63 (Language and Literacy & Outdoor Activities); p. 67 (Music & Movement); p. 69 (Read-Alouds # 1, Day 4); p. 88 (Language & Literacy); p. 97 (Read Alouds #2, Day 3);</p> <p>TG6: p. 11 (Language & Literacy); p. 11 (Outdoor Activities); p. 35 (Construction); p. 35 (Fine Motor); p. 37 (Outdoor Activities); p. 61 (Construction & Gross Motor); p. 63 (Pretend & Learn); p. 87 (Construction & Gross Motor); p. 89 (Pretend & Learn & Outdoor Activities);</p> <p>TG7: p. 9 (Language & Literacy); p. 22 (Math Small Groups, Days 1 & 2); p. 74 (Math Small Groups, Day 1); p. 88 (Language & Literacy); p. 89 (Gross Motor); p. 97 (Read Alouds #2, Day 3, Extension);</p> <p>TG8: p. 9 (Construction); p. 10 (Language & Literacy); p. 11 (Outdoor Activities); p. 93 (Music & Movement);</p> <p>TG9: p. 15 (Music & Movement); p. 36 (Pretend & Learn); p. 61 (Construction); p. 89 (Pretend & Learn)</p>
Strand: Approaches to Learning and Executive Functioning	
Standard: Demonstrates cognitive flexibility—Understands symbolic representation.	
Indicator for 4-year-olds	Citations or examples and corresponding page numbers from the corresponding Theme/Teacher's Guide (TG)
<ul style="list-style-type: none"> • C. Recognizes Cause and Effect. <ul style="list-style-type: none"> ○ C.1: Increased ability to understand explanations when concrete objects and actions support the verbal explanation, and phenomena are directly observable (e.g., "When we mix colors, we get a new color. See what color you get when you mix yellow with blue"). ○ C.2: Begins to understand explanations of events that have not been experienced directly, as long as the child has had similar experience. 	<p>TG1: p. 25 (STEAM, Day 5); p. 51 (STEAM Day 5); p. 77 (STEAM Day 5); p. 88 (Science Center); p. 91 (COMMIT); p. 101 (Math Small Group, Day 5); p. 103 (STEAM Day 2-4);</p> <p>TG2: p. 24-25 (STEAM, Days 1-5); p. 37(Construction & Outdoor Activities); p. 50-51 (STEAM Days 1-5); p. 76-77 (STEAM Days 1-5); p. 102-103 (STEAM, Days 1-5);</p> <p>TG3: p. 11 (Outdoor Activities); p. 24-25 (STEAM, Days 1-5); p. 36 (Sensory Table); p. 37 (Construction); p. 48 (Math Small Group, Day 1); p. 51 (STEAM, Days 2-5); p. 63 (Outdoor Activities); p. 76-77 (STEAM Days 1-5); p. 102-103 (STEAM, Days 1-5);</p> <p>TG4: p. 17 (Read-Alouds #1, Day 3); p. 24-25 (STEAM, Days 1-5); p. 37(Science); p. 45 (Read Alouds #2 Day 5); p. 50-51 (STEAM, Days 1-5); p. 62 (Math); p. 76-77 (STEAM Days 1-5); p. 87 (Science); p. 89 (Outdoor Activities); p. 100-101 (Math Small Group, Days 1 & 5); p. 102-103 (STEAM, Days 1-5);</p> <p>TG5: p. 9 (Sensory); p. 11 (Outdoor Activities); p. 17 (Read-Alouds #1, Day 5); p. 24-25 (STEAM Days 1-5); p. 35 (Science & Construction); p. 37 (Outdoor Activities); p. 49 (Math Small Groups, Day 5); p. 51 (STEAM, Days 2-4); p. 68-69 (Read-Alouds # 1, Days 1& 5);); p. 74-75 (Math Small Group, Days 1-5); . 76-77 (STEAM Days 1-5); p. 102-103 (STEAM, Days 1-5)</p> <p>TG6: p. 11 (Outdoor Activities); p. 24-25 (STEAM Days 1-5); p. 37 (Sensory & Outdoor Activities); p. 48-49 (Math Small Groups, Days 1-5); p. 50-51 (STEAM, Days 1-5); p. 62 (Math); p. 63 (Pretend & Learn); p. 68 (Read-Alouds #1, Day 2); p. 76-77 (STEAM, Days 1-5); p. 94 (Read Alouds #1 Day 1); p. 102-103 (STEAM, Days 1-5);</p>

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	<p>TG7: p. 22-23 (Math Small Groups, Days 1-5); p. 24-25 (STEAM Days 1-5); p. 35 (Construction); p. 48-49 (Math Small Groups, Days 1-5); p. 50-51 (STEAM, Days 1-5); p. 62 (Sensory); p. 76-77 (STEAM Days 1-5); p. 88 (Language & Literacy); p. 100-101 (Math Small Groups, Days 1-5); p. 102-103 (STEAM, Days 1-5);</p> <p>TG8: p. 22-23 (Math Small Groups, Days 1-5); p. 36 (Math); p. 48-49 (Math Small Groups, Days 1-5); p. 50-51 (STEAM, Days 1-5); p. 63 (Outdoor Activities); p. 76-77 (TEAM, Days 1-5); p. 89 (Science); p. 102-103 (STEAM, Days 1-5)</p> <p>TG9: p. 18 (Read-Alouds #2, Day 1); p. 24-25 (STEAM, Days 1-5); p. 42-43 (Read-Alouds # 1, Days 1-5); p. 48-49 (Math Small Groups, Days 1-5); p. 50-51 (STEAM, Days 1-5); p. 76-77 (STEAM, Days 1-5); p. 87 (Creativity Station); p. 102-103 (STEAM, Days 1-5)</p>
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