

North Dakota Early Learning Standards Correlation to Frog Street Pre-K



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North Dakota Early Learning Standards	Frog Street Pre-K Teacher Guide Page References
Domain I: Approaches to Play and Learning	
Sub-Domain: Emotional and Behavioral Self-Regulation	
Goal P-APL 1. Child manages emotions with increasing independence. (36-60 months)	
Expresses emotions in ways that are appropriate to the situation.	<p>Conscious Discipline® <i>strategies for self-regulation are introduced in every Greeting Circle. Specifically, CALM and Commit provide opportunities for children to learn and practice self-regulation.</i></p> <p>TG1: 12, 13, 38, 64, 90 TG2: 9, 10, 11, 12, 21, 24, 35, 35, 37, 38, 44, 47, 62, 64, 76, 90 TG3: 9, 10, 12, 16, 35, 36, 39, 45, 64, 68, 71, 88, 91, 95, 97 TG4: 8, 12, 16, 19, 39, 44, 45, 65, 71, 91, 97 TG5: 12, 17, 23, 24, 39, 40, 44, 50 65, 76, 91, 97, 99 TG6: 12, 15, 2 17, 24, 38, 39, 40, 46, 60, 65, 66, 76, 91, 92, 96 TG7: 9, 13, 24, 39, 45, 64, 76, 86, 91, 102 TG8: 12, 18, 19, 24, 38, 44, 45, 63, 70, 71, 76, 96 TG9: 13, 18, 19, 24, 50, 65, 70, 71, 91, 94, 95, 97, 102</p>
Looks for adult assistance when emotions are most intense.	
Uses a range of coping strategies to manage emotions with the support of an adult, such as using words or taking deep breaths.	
Goal P-APL 2. Child follows classroom rules and routines with increasing independence. (36-60 months)	
Demonstrates awareness of classroom rules when asked and is able to follow these rules most of the time.	<p>TG1: 13, 19, 22, 39, 65, 104 TG2: 13, 39, 65, 91 TG3: 11, 13, 17, 21, 39, 65, 91 TG4: 13, 39, 65, 91 TG5: 13, 39, 65, 91 TG6: 13, 39, 65, 91 TG7: 13, 39, 65, 91 TG8: 8, 13, 39, 65, 91 TG9: 13, 22, 39, 65, 91</p> <p>Conscious Discipline® Manual: 111-112</p> <p>Welcome Guide: 84</p>
Follows most classroom routines, such as putting away backpack when entering the room or sitting on the rug after outside time.	
Responds to signals when transitioning from one activity to another.	<p>TG6: 13, 39, 65, 91 TG7: 13, 39, 65, 91 TG8: 8, 13, 39, 65, 91 TG9: 13, 22, 39, 65, 91</p> <p>Conscious Discipline® Manual: 111-112</p>

Goal P-APL 3. Child appropriately handles and takes care of classroom materials. (36-60 months)	
Appropriately handles materials during activities	TG1: 8, 9, 10, 11, 23, 86, 91 TG2: 8, 19, 34, 101 TG3: 12, 34, 35 TG4: 38 TG7: 8, 60 TG8: 60 TG9: 8, 63, 71, 89 Conscious Discipline® Manual: 188-190 Welcome Guide: 47
Cleans up and puts materials away appropriately, such as places blocks back on correct shelf or places markers in the correct bin	
Goal P-APL 4. Child manages actions, words, and behavior with increasing independence. (36-60 months)	
Demonstrates control over actions and words in response to a challenging situation, such as wanting to use the same materials as another child, or frustration over not being able to climb to the top of a structure. May need support from adults.	TG1: 26, 38, 64, 90, 95 TG2: 12, 13, 38, 39, 64, 65, 90, 91 TG3: 12, 13, 39, 64, 65, 91 TG4: 12, 13, 26, 39, 65, 91 TG5: 12, 13, 39, 65, 91 TG6: 12, 13, 38, 39, 65, 91 TG7: 13, 39, 64, 65, 91 TG8: 12, 13, 38, 39, 65, 91 TG9: 13, 39, 65, 91, 95 Welcome Guide: 40 Resources: Strategy Card – Conscious Discipline®
Manages behavior according to expectations, such as using quiet feet when asked or sitting on the rug during circle time.	
Waits for turn, such as waits in line to wash hands or waits for turn on swings.	TG1: 12, 13, 38, 64, 90 TG2: 9, 10, 11, 12, 21, 24, 35, 35, 37, 38, 44, 47, 62, 64, 76, 90 TG3: 9, 10, 12, 16, 35, 36, 39, 45, 64, 68, 71, 88, 91, 95, 97 TG4: 8, 12, 16, 19, 39, 44, 45, 65, 71, 91, 97 TG5: 12, 17, 23, 24, 39, 40, 44, 50 65, 76, 91, 97, 99 TG6: 12, 15, 17, 24, 38, 39, 40, 46, 60, 65, 66, 76, 91, 92, 96 TG7: 9, 13, 24, 39, 45, 64, 76, 86, 91, 102 TG8: 12, 18, 19, 24, 38, 44, 45, 63, 70, 71, 76, 96 TG9: 13, 18, 19, 24, 50, 65, 70, 71, 91, 94, 95, 97, 102
Refrains from aggressive behavior towards others.	Conscious Discipline® strategies are presented in the daily Greeting Circle (Teaching Guide pages 12-13, 38-39, 64 65, and 90-91) to engage children to problem solve in socially 3 acceptable ways. TG1: 91 TG2: 99 TG3: 43
Begins to understand the consequences of behavior, such as hitting leads to an adult giving you quiet time. Can describe the effects their behavior may have on others, such as noticing that another child feels sad when you hit him.	TG1: 39, 78, 91, 97 TG2: 10, 11, 25, 37, 50-51 62, 63, 77, 87, 89, 102-103 TG3: 10, 37, 51, 61, 77, 103 TG4: 25, 35, 37, 61, 77, 103 TG5: 25, 51, 62, 65, 77, 102-103 TG6: 25, 63, 77, 89, 103 TG7: 25, 39, 50-51, 77, 103 TG8: 25, 51, 103 TG9: 25, 36, 39, 51, 77, 89, 95, 103

Sub-Domain: Cognitive Self-Regulation	
Goal P-APL 6. Child maintains focus and sustains attention with minimal adult support. (36-60 months)	
Maintains focus on activities for extended periods of time, such as 15 minutes or more.	TG1: 14, 16, 18, 40, 50, 70, 77, 78, 92, 103 TG2: 25, 35, 50-51, 63, 68, 74, 76-77, 87, 94, 102-103 TG3: 16, 22-23, 24-25, 35, 45, 51, 68, 70-71, 77, 95, 97, 103 TG4: 16, 19, 24-25, 44-45, 50, 51, 63, 70-71, 76-77, 100-101, 102-103 TG5: 17, 24-25, 40, 44, 49, 50-51, 74-75, 76-77, 97, 99, 102-103 TG6: 11, 15, 17, 24, 25, 40, 46, 50-51, 63, 66, 76-77, 92, 96 TG7: 24-25, 45, 50-51, 63, 71, 77, 97, 100-101, 102-103 TG8: 18-19, 23, 24-25, 37, 42, 44-45, 50-51, 71, 96, 102-103 TG9: 18-19, 20, 24-25, 44-45, 50, 51, 70, 76-77, 94, 97, 101, 102-103
Engages in purposeful play for extended periods of time.	
Attends to adult during large and small group activities with minimal support.	Conscious Discipline® <i>specifically guides children in being successful in their social and emotional endeavors during each day in both large and small-group activities. The CALM portion of the Greeting Circle (pages 12, 38, 64, 90 in each Teacher's Guide) focuses on developing positive relationships daily with both adults and peers.</i> TG1: 39, 78, 91, 97 TG2: 10, 11, 25, 37, 50-51, 62, 63, 77, 87, 89, 102-103 TG3: 10, 37, 51, 61, 77, 103 TG4: 25, 35, 37, 61, 77, 103 TG5: 25, 51, 62, 65, 77, 102-103 TG6: 25, 63, 77, 89, 103 TG7: 25, 39, 50-51, 77, 103 TG8: 25, 51, 103 TG9: 25, 36, 39, 51, 77, 89, 95, 103
Goal P-APL 7. Child persists in tasks. (36-60 months)	
Completes tasks that are challenging or less preferred despite frustration, either by persisting independently or seeking help from an adult or other child.	TG1: 9, 14, 16, 18, 40, 68, 70, 92, 94, 102 TG2: 9, 11, 21, 24, 35, 37, 44, 47, 62, 62, 76, 94 TG3: 9, 10, 16, 35, 36, 45, 68, 71, 88, 97 TG4: 8, 16, 19, 44, 45, 71, 97 TG5: 17, 24, 40, 44, 50, 76, 97, 99, 101 TG6: 15, 17, 24, 40, 46, 60, 66, 76, 92, 96 TG7: 8, 23, 24, 44, 45, 71, 76, 86, 97, 102 TG8: 18, 19, 42, 44, 45, 46, 66, 70, 72, 76, 92, 96, 98 TG9: 18, 19, 20, 44, 45, 46, 66, 70, 71, 94, 97
Returns with focus to an activity or project after having been away from it	TG1: 51, 75, 77, 87, 103 TG2: 10, 11, 21, 25, 37, 47, 50-51, 63, 77, 87, 89, 103 TG3: 9, 35, 37, 51, 75, 77, 89, 103 TG4: 25, 37, 47, 50-51, 62, 63, 77, 89, 103 TG5: 9, 11, 25, 35, 49, 51, 62, 63, 74-75, 77, 99, 101, 102-103 TG6: 11, 25, 35, 51, 60, 61, 63, 77,

	87, 89 TG7: 25, 51, 63, 77, 86, 89, 101, 103 TG8: 9, 10, 11, 25, 51, 63, 63, 89, 103 TG9: 51, 63, 77, 89, 101, 103
Goal P-APL 5. Child demonstrates an increasing ability to control impulses. (36-60 months)	
Tries different strategies to complete work or solve problems, including with other children.	<p>Conscious Discipline® strategies are addressed daily during the UNITE portion of the Greeting Circle (pages 12, 38, 64, 90 in each Teacher’s Guide) as well as the CONNECT portion of the Greeting Circle (pages 13, 39, 65, 91 in each Teacher’s Guide) to provide guidance to children to develop problem-solving strategies and interactions with peers and adults.</p> <p>TG1: 24, 91, 95 TG2: 11, 99 TG3: 43, 75 TG4: 43 TG9: 95, 102-103</p> <p>Conscious Discipline® Manual: 113-115</p> <p>Welcome Guide: 46</p>
Applies different rules in contexts that require different behaviors, such as using indoor voices or feet instead of outdoor voices or feet.	TG1: 13, 51 TG2: 26, 52, 78, 104 TG3: 26, 52, 78, 104 TG4: 26, 45, 52, 78, 104 TG5: 26, 34, 78, 104 TG6: 26, 52, 78, 104 TG7: 26, 42, 52, 68, 69, 78, 94, 95, 104 TG8: 16, 17, 26, 52, 78, 104 TG9: 14, 26, 52, 104
Transitions between activities without getting upset.	TG1: 13, 39, 65, 104 TG2: 13, 39, 65, 91 TG3: 13, 39, 65, 91 TG4: 13, 39, 65, 91 TG5: 13, 39, 65, 91 TG6: 13, 39, 65, 91 TG7: 13, 39, 65, 91 TG8: 8, 13, 39, 65, 91 TG9: 13, 39, 65, 91
Goal P-APL 8. Child holds information in mind and manipulates it to perform tasks. (36-60 months)	
Accurately recounts recent experiences in the correct order and includes relevant details.	TG1: 16, 17, 19, 20, 24, 26, 44, 99 TG2: 17, 45, 96, 97 TG3: 11, 17, 21, 38 TG6: 96, 97, 102 TG9: 17, 22, 23, 90, 95
Successfully follows detailed, multi-step directions, sometimes with reminders.	TG1: 22, 24, 26, 27, 28, 31, 33, 35, 37, 39, 40, 41, 60, 61, 62, 69, 75, 78, 84, 85, 86, 87, 94, 97, 98, 99, 102, 103, 104, 105, 109, 111, 112, 116, 118, 121, 130, 152, 159 TG2: 22, 28, 31, 40, 46, 58, 70, 73, 80, 107, 108, 130, 135, 141, 150 TG3: 22, 28, 29, 34, 37, 49, 65, 70, 72, 73, 100, 108, 109, 118, 137, 148, 159 TG4: 22, 25, 26, 31, 39, 42, 46, 48, 50, 69, 82, 85, 94, 98, 121, 123, 130, 134, 135, 141, 142, 154 TG5: 27, 34, 36, 37, 39, 44
Remembers actions to go with stories or songs shortly after being taught.	<i>Throughout Frog Street Pre-K, many opportunities are provided for children to draw on memory or experience (apply prior knowledge) including Greeting Circle, Practice Centers,</i>

	<p><i>and during the daily Closing Circle for a variety of purposes. In addition, weekly Practice Centers extend learning to allow children to recreate ideas, events, etc., using their own adaptations.</i></p> <p>TG1: 16 TG2: 43, 45, 46, 47 TG3: 19, 43, 44 TG4: 16-17, 42 43, 45, 68, 70 TG5: 97, 99 TG6: 17, 73, 99, 100-101 TG7: 47, 73, 94, 99 TG8: 21, 47, 68, 73, 99 TG9: 45, 47, 73, 97</p>
Goal P-APL 9. Child demonstrates flexibility in thinking and behavior. (36-60 months)	
Tries different strategies to complete work or solve problems, including with other children.	<p>Conscious Discipline® strategies are addressed daily during the UNITE portion of the Greeting Circle (pages 12, 38, 64, 90 in each Teacher’s Guide) as well as the CONNECT portion of the Greeting Circle (pages 13, 39, 65, 91 in each Teacher’s Guide) to provide guidance to children to develop problem-solving strategies and interactions with peers and adults.</p> <p>TG1: 24, 91, 95 TG2: 11, 99 TG3: 43, 75 TG4: 43 TG9: 95, 102-103</p> <p>Conscious Discipline® Manual: 113-115</p> <p>Welcome Guide: 46</p>
Applies different rules in contexts that require different behaviors, such as using indoor voices or feet instead of outdoor voices or feet.	TG1: 70 TG2: 10, 36, 37, 50, 62, 89 TG3: 9, 10, 11, 22, 24, 41, 45, 62, 63 TG6: 35, 37, 61, 63, 89 TG9: 87, 89
Transitions between activities without getting upset.	TG1: 13, 39, 65, 104 TG2: 13, 39, 65, 91 TG3: 13, 39, 65, 91 TG4: 13, 39, 65, 91 TG5: 13, 39, 65, 91 TG6: 13, 39, 65, 91 TG7: 13, 39, 65, 91 TG8: 8, 13, 39, 65, 91 TG9: 13, 39, 65, 91
Sub-Domain: Initiative and Curiosity	
Goal P-APL 10. Child demonstrates initiative and independence. (36-60 months)	
Engages in independent activities.	TG1: 9, 102-103 TG2: 9, 11, 21, 24, 35, 37, 61, 62, 76 TG3: 9, 10, 35, 36, 88 TG4: 8, 9, 10, 11, 37 TG5: 24, 35, 50, 76, 99, 101 TG6: 24, 50-51, 60, 76 TG7: 8, 9, 23, 24, 76, 86, 102 TG8: 24, 63, 89, 102-103 TG9: 24, 50, 102
Makes choices and communicates these to adults and other children.	

Independently identifies and seeks things to complete activities or tasks, such as gathering art supplies to make a mask or gathering cards to play a matching activity.	TG1: 9 TG2: 9, 11, 21, 24, 35, 37, 61, 62, 76 TG3: 9, 10, 36, 88 TG4: 8 TG5: 24, 50, 76, 99, 101 TG6: 24, 60, 76 TG7: 8, 24, 76, 86, 102 TG8: 24, 63, 89 TG9: 24, 50, 102
Plans play scenarios, such as dramatic play or construction, by establishing roles for play, using appropriate materials, and generating appropriate scenarios to be enacted.	TG1: 11, 95 TG2: 10, 37, 62, 87, 95, 101 TG3: 10, 11 TG4: 37, 41, 61 TG5: 9, 11, 19, 24-25, 38, 63 TG6: 35, 87 TG7: 8, 9, 61, 88 TG8: 9, 10, 87 TG9: 51, 89 Welcome Guide: 83
Goal P-APL 11. Child shows interest in and curiosity about the world around them. (36-60 months)	
Asks questions and seeks new information.	TG1: 17, 18, 42, 44, 45, 68, 69, 71, 94, 95, 96 TG2: 16, 17, 18, 19, 42, 44, 45, 68, 69, 70, 71, 72, 94, 96 TG3: 16, 17, 18, 42, 43, 44, 68, 69, 70, 94, 96 TG4: 16, 17, 18, 42, 44, 68, 71, 94, 95, 96, 97 TG5: 17, 18, 42, 44, 45, 68, 70, 71, 94, 96, 97 TG6: 16, 17, 18, 19, 42, 44, 68, 70, 94, 96 TG7: 18, 42, 44, 45, 68, 70, 94, 96 TG8: 16, 18, 19, 42, 43, 44, 45, 68, 69, 70, 71, 94, 95, 96, 97 TG9: 16, 13, 18, 19, 42, 45, 68, 70, 71, 95, 96, 97, 98
Is willing to participate in new activities or experiences even if they are perceived as challenging.	
Demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities.	
Sub-Domain: Creativity	
Goal P-APL 12. Child expresses creativity in thinking and communication. (36-60 months)	
Asks questions related to tasks or activities that indicate thinking about new ways to accomplish the task or activity.	TG1: 11, 23, 36, 51, 77, 87, 103 TG2: 10, 11, 25, 35, 37, 63, 77, 89, 103 TG3: 10, 11, 25, 35, 37, 63, 77, 89, 103 TG4: 24, 25, 35, 50-51, 61, 62, 63, 77, 89, 102-103 TG5: 9, 11, 25, 35, 49, 50-51, 62, 63, 76-77, 87, 89 TG6: 25, 35, 37, 50-51, 61, 76-77, 87, 89 TG7: 11, 24-25, 50-51, 76-77, 89, 91, 103 TG8: 9, 24-25, 50-51, 63, 102-103 TG9: 11, 24-25, 50-51, 61, 63, 76-77, 89, 102-103
Approaches tasks, activities, and play in ways that show creative problem solving.	TG1: 42, 50, 87, 97, 102 TG2: 9, 11, 24, 35, 43, 47, 61, 69, 76, 102 TG3: 9, 36, 42, 44, 50, 76, 89, 94, 97, 99, 102 TG4: 17, 21, 45, 62, 73, 76-77, 93, 95, 102 TG5: 24, 37, 50, 63, 69, 76, 89, 93, 95, 98, 102 TG6: 11, 17, 24, 50, 76, 89, 97 TG7: 19, 24, 76, 87, 97 TG8: 11, 24, 50, 63, 87, 102 TG9: 24, 50, 87, 89, 102
Uses multiple means of communication (verbal and non-verbal) to creatively express thoughts, feelings, or ideas.	Conscious Discipline® specifically guides children in being successful in their social and emotional communication skills throughout the day. The CONNECT portion of the Greeting Circle (pages 13, 39, 65, 91 in each Teacher's Guide) focuses on challenging children to connect with peers in an activity that requires listening, asking questions, and communicating ideas.

	<p>Music and Movement activities also engage children in using more complex and varied language. Later in the day, children move to Practice Centers (Teacher Guides pp. 8-11, 34-37, 60-63, 86-89) where social interactions occur as they engage in 8 cooperative play with peers and are encourage to express their thoughts, feelings, and ideas.</p> <p>TG1: 11, 35, 46, 89 TG2: 41, 61, 87, 88, 89 TG3: 22, 37 TG4: 63, 89, 102 TG5: 11, 19 TG6: 11, 35, 37, 67, 87, 89 TG7: 8, 11, 61, 67, 88, 93 TG8: 63 TG9: 89</p>
Goal P-APL 13. Child uses imagination in play and interactions with others. (36-60 months)	
Engages in social and pretend play	TG1: 42, 50, 87, 97, 102 TG2: 9, 11, 24, 35, 43, 47, 61, 69, 76, 102 TG3: 9, 36, 42, 44, 50, 76, 89, 94, 97, 99, 102 TG4: 17, 21, 45, 62, 73, 76, 93, 95, 102 TG5: 24, 37, 50, 63, 69, 76, 89, 93, 95, 98, 102 TG6: 4 11, 17, 24, 50, 76, 89, 97 TG7: 19, 24, 76, 87, 97 TG8: 11, 24, 50, 63, 87, 102 TG9: 24, 50, 87, 89, 102
Uses imagination with materials to create stories or works of art.	
Uses objects or materials to represent something else during play, such as using a paper plate or Frisbee as a steering wheel.	
Domain II: Social and Emotional Development	
Sub-Domain: Relationships with Adults	
Goal P-SE 1. Child engages in and maintains positive relationships and interactions with adults. (36-60 months)	
Interacts readily with trusted adults.	Conscious Discipline® specifically guides children in being successful in their social and emotional endeavors with trusted adults during each day. The CALM portion of the Greeting Circle focuses on developing positive relationships daily. <p>TG1: 39, 78, 91, 97 TG2: 10, 11, 25, 37, 50-51 62, 63, 77, 87, 89, 102-103 TG3: 10, 37, 51, 61, 77, 103 TG4: 25, 35, 37, 61, 77, 103 TG5: 25, 51, 62, 65, 77, 102-103 TG6: 25, 63, 77, 89, 103 TG7: 25, 39, 50-51, 77, 103 TG8: 25, 51, 103 TG9: 25, 36, 39, 51, 77, 89, 95, 103</p>
Engages in some positive interactions with less familiar adults, such as parent volunteers	
Shows affection and preference for adults who interact with them on a regular basis.	
Seeks help from adults when needed.	TG1: 42, 50, 87, 97, 102 TG2: 9, 11, 24, 35, 43, 47, 61, 69, 76, 102 TG3: 9, 36, 42, 44, 50, 76, 89, 94, 97, 99, 102 TG4: 17, 21, 45, 62, 73, 76-77, 93, 95, 102 TG5: 24, 37, 50, 63, 69, 76, 89, 93, 95, 98, 102 TG6: 11, 17, 24, 50, 76, 89, 97 TG7: 19, 24, 76, 87, 97 TG8: 11, 24, 50, 63, 87, 102 TG9: 24, 50, 87, 89, 102

Goal P-SE 2. Child engages in prosocial and cooperative behavior with adults. (36-60 months)	
Engages in prosocial behaviors with adults, such as using respectful language or greetings.	Conscious Discipline® specifically guides children in being successful in their social and emotional endeavors with trusted adults during each day. The CALM portion of the Greeting Circle focuses on developing positive relationships daily.
Attends to an adult when asked.	
	TG1: 39, 78, 91, 97 TG2: 10, 11, 25, 37, 50-51 62, 63, 77, 87, 89, 102-103 TG3: 10, 37, 51, 61, 77, 103 TG4: 25, 35, 37, 61, 77, 103 TG5: 25, 51, 62, 65, 77, 102-103 TG6: 25, 63, 77, 89, 103 TG7: 25, 39, 50-51, 77, 103 TG8: 25, 51, 103 TG9: 25, 36, 39, 51, 77, 89, 95, 103
Follows adult guidelines and expectations for appropriate behavior.	TG2: 26, 52, 78, 103 TG3: 26, 52, 78, 104 TG4: 26, 45, 52, 78, 104 TG6: 26, 52, 78, 104 TG7: 26, 42, 52, 68, 69, 78, 94, 95, 104 TG8: 16, 17, 26, 52, 78, 104 TG9: 14, 26, 52, 78, 104
Asks or waits for adult permission before doing something when they are unsure	
Goal IT-SE 3. Child learns to use adults as a resource to meet needs. (0-36 months)	
Seeks assistance from familiar adults in new or difficult situations, such as reaching for a toy on a high shelf.	By 36 months
Shows preference for familiar adults when in distress.	By 36 Months
Sub-Domain: Relationships with Other Children	
Goal P-SE 3. Child engages in and maintains positive interactions and relationships with other children. (36-60 months)	
Engages in and maintains positive interactions with other children.	Conscious Discipline® specifically guides children in being successful in their social and emotional endeavors throughout the day. The CONNECT portion of the Greeting Circle (pages 13, 39, 65, 91 in each Teacher's Guide) focuses on challenging children to connect with peers in an activity that requires cooperation. Music and Movement activities also engage children in using more complex and varied language. Later in the day, children move to Practice Centers (Teacher Guides , pp. 8-11, 34-37, 60 63, 86-89) where social interactions occur as they engage in cooperative play with peers. Cultural Responsiveness reminders are embedded across all content areas of the curriculum. Children are invited to share family and community events and participate in cooperative play in both teacher led and small group or center activities.
Uses a variety of skills for entering social situations with other children, such as suggesting something to do together, joining an existing activity, or sharing a toy.	
Takes turns in conversations and interactions with other children.	
Develops friendships with one or two preferred other children.	

	TG1: 11, 35, 46, 89 TG2: 41, 61, 87, 88, 89 TG3: 22, 37 TG4: 63, 89, 102 TG5: 11, 19 TG6: 11, 35, 37, 67, 87, 89 TG7: 8, 11, 61, 67, 88, 93 TG8: 63 TG9: 89
Goal P-SE 4. Child engages in cooperative play with other children. (36-60 months)	
Engages in joint play, such as using coordinated goals, planning, roles, and games with rules, with at least one other child at a time	TG2: 26, 52, 78, 103 TG3: 26, 52, 78, 104 TG4: 26, 45, 52, 78, 104 TG6: 26, 52, 78, 104 TG7: 26, 42, 52, 68, 69, 78, 94, 95, 104 TG8: 16, 17, 26, 52, 78, 104 TG9: 14, 26, 52, 78, 104, 76-77, 87, 103 TG9: 11, 25, 36, 51, 61, 77, 89, 93, 101, 103
Demonstrates willingness to include others' ideas during interactions and play.	TG1: 11, 12, 36, 38, 39, 46, 89 TG2: 10, 11, 15, 25, 36, 37, 41, 50-51, 61, 62, 63, 67, 77, 87, 88, 89, 93, 103 TG3: 10, 15, 22-23, 34, 35, 37, 43, 50-51, 62, 77, 87 89, 103 TG4: 25, 35, 37, 41, 61, 63, 76-77, 102, 103 TG5: 9, 11, 19, 25, 35, 51, 62, 63, 13 77, 88, 102-103 TG6: 9, 11, 25, 6 35, 37, 41, 61, 63, 67, 77, 87, 89, 103 TG7: 8, 11, 12, 25, 51, 61, 65, 67, 68-69, 76-77, 88, 93, 103 TG8: 9, 10, 11, 23, 25, 41, 51, 62, 63, 67, 76-77, 87, 103 TG9: 11, 25, 36, 51, 61, 77, 89, 93, 101, 103
Shows enjoyment of play with other children, such as through verbal exchanges, smiles, and laughter	Conscious Discipline® specifically guides children in being successful in their social and emotional communication skills throughout the day. The CONNECT portion of the Greeting Circle (pages 13, 39, 65, 91 in each Teacher's Guide) focuses on challenging children to connect with peers in an activity that requires listening, asking questions, and communicating ideas. Music and Movement activities also engage children in using more complex and varied language. Later in the day, children move to Practice Centers (Teacher Guides pp. 8-11, 34-37, 60-63, 86-89) where social interactions occur as they engage in cooperative play with peers and are encouraged to express their thoughts, feelings, and ideas. TG1: 11, 35, 46, 89 TG2: 41, 61, 87, 88, 89 TG3: 22, 37 TG4: 63, 89, 102 TG5: 11, 19 TG6: 11, 35, 37, 67, 87, 89 TG7: 8, 11, 61, 67, 88, 93 TG8: 63 TG9: 89
Engages in reflection and conversation about past play experiences	TG1: 16, 17, 19, 24, 26, 44, 99 TG2: 17, 45, 96, 97 TG3: 11, 17, 21, 38 TG5: 11, 17 TG6: 69, 96, 102 TG9: 22, 23, 90

Goal P-SE 5. Child uses basic problem-solving skills to resolve conflicts with other children. (36-60 months)	
Recognizes and describes basic social problems in books or pictures, such as both children wanting the same toy, and during interactions with other children, such as "Why do you think your friend might be sad?"	<p>TG1: 18, 19, 20, 26, 42, 43, 44, 46, 52, 68, 69, 72, 78, 94, 96, 97, 98, 104 TG2: 16, 18, 19, 20, 26, 42, 44, 45, 52, 68, 71, 78, 94, 95, 104 TG3: 17, 18, 19, 26, 42, 44, 52, 68, 70, 78, 104 TG4: 16, 18, 26, 42, 44, 52, 68, 70, 78, 89, 94, 96, 104 TG5: 16, 18, 26, 42, 43, 44, 52, 68, 70, 78, 94, 96, 98, 104 TG6: 16, 18, 20, 26, 42, 44, 45, 52, 68, 71, 72, 78, 94, 96, 97, 98, 104 TG7: 16, 17, 18, 26, 42, 44, 46, 52, 68, 70, 72, 78, 96, 104 TG8: 16, 18, 26, 42, 44, 52, 68, 70, 78, 94, 96, 97, 104 TG9: 16, 17, 18, 22, 26, 42, 44, 52, 68, 70, 78, 94, 96, 104</p> <p>Resources: Strategy Card - Vocabulary</p>
Uses basic strategies for dealing with common conflicts, such as sharing, taking turns, and compromising.	<p>Conscious Discipline® strategies are addressed daily during the UNITE portion of the Greeting Circle (pages 12, 38, 64, 90 14 in each Teacher's Guide) as well as the CONNECT portion of the Greeting Circle (pages 13, 39, 65, 91 in each Teacher's Guide) to provide guidance to children to develop problemsolving strategies and interactions with peers and adults.</p> <p>TG1: 24, 91, 95 TG2: 11, 99 TG3: 43, 75 TG4: 43 TG9: 95, 102-103</p> <p>Conscious Discipline® Manual: 113-115</p> <p>Welcome Guide: 46</p>
Expresses feelings, needs, and opinions in conflict situations.	<p>TG1: 86, 89, 94-95 TG2: 13, 39, 65, 91 TG3: 13, 39, 65, 91 TG4: 91 TG5: 39, 65, 91 TG6: 13, 39, 65, 91 TG7: 13, 39, 65, 91 TG8: 13, 39, 65, 91 TG9: 13, 39, 65, 91</p> <p>Welcome Guide: 46</p> <p>Conscious Discipline® Manual</p>
Seeks adult help when needed to resolve conflicts.	<p>Conscious Discipline® strategies are addressed daily during the UNITE portion of the Greeting Circle (pages 12, 38, 64, 90 in each Teacher's Guide) as well as the CONNECT portion of</p>

	<p><i>the Greeting Circle (pages 13, 39, 65, 91 in each Teacher's Guide) to provide guidance to children to develop problem solving strategies and interactions with peers and adults.</i></p> <p>TG1: 24, 91, 95 TG2: 11, 99 TG3: 43, 75 TG4: 43 TG9: 95, 102-103</p> <p>Conscious Discipline® Manual: 113-115</p> <p>Welcome Guide: 46</p>
Sub-Domain: Emotional Functioning	
Goal P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others. (36-60 months)	
Recognizes and labels basic emotions in books or photographs.	<p>TG1: 12, 13, 86, 89, 90, 91, 93, 94, 95, 97 TG2: 13, 16, 39, 65, 68, 71, 90, 91 TG3: 13, 21, 34, 39, 42, 43, 46, 50-51, 65, 91 TG4: 13, 39, 65, 90, 91 TG5: 13, 39, 65, 70, 91, 95 TG6: 13, 39, 65, 90, 91, 96 TG7: 13, 39, 65, 91 TG8: 13, 39, 65, 91 TG9: 12, 13, 39, 65, 91, 95</p> <p>Welcome Guide: 47, 48</p> <p>Resources: Photo Cards</p>
Uses words to describe own feelings.	<p>TG1: 86, 89, 94-95 TG2: 13, 39, 65, 91 TG3: 13, 39, 65, 91 TG4: 91 TG5: 39, 65, 91 TG6: 13, 39, 65, 91 TG7: 13, 39, 65, 91 TG8: 13, 39, 65, 91 TG9: 13, 39, 65, 91</p> <p>Welcome Guide: 46</p> <p>Resources: Conscious Discipline® Manual</p>
Uses words to describe the feelings of adults or other children.	
Goal IT-SE 7. Child recognizes and interprets emotions of others with the support of familiar adults. (0-36 months)	
Recognizes feelings and emotions of others.	By 36 Months
Responds to feelings and emotions of others with support from familiar adults.	By 36 Months
Describes feelings of characters in a book with support from an adult.	By 36 Months

Goal P-SE 7. Child expresses care and concern toward others. (36-60 months)	
Makes empathetic statements to adults or other children. Offers support to adults or other children who are distressed.	<i>Recognizing and respecting the feelings, needs, and rights of others is addressed daily during the CONNECT portion of the Greeting Circle (pages 13, 39, 65, 91 in each Teacher's Guide).</i> TG1: 11, 38, 91, 93, 94, 95, 99 TG2: 10, 11, 37, 50-51, 62, 63, 77, 87, 89, 95, 102-103 TG3: 10, 11, 24, 25, 37, 51, 61, 77, 87, 89, 103 TG4: 25, 35, 37, 50-51, 61, 77, 87, 89, 103 TG5: 9, 11, 12, 19, 25, 35, 39, 51, 62, 63, 77, 88 TG6: 9, 11, 35, 37, 61, 63, 77, 87, 89, 102-103 TG7: 8, 9, 11, 61 TG8: 9, 0, 11, 23, 25, 37, 62, 63, 76-77, 89, 103 TG9: 36, 51, 61, 77, 89, 93, 95, 101, 103
Goal P-SE 8. Child manages emotions with increasing independence. (36-60 months)	
Expresses feelings in ways that are appropriate to the situation	TG1: 86, 89, 94-95 TG2: 13, 39, 65, 91 TG3: 13, 39, 65, 91, TG4: 91 TG5: 39, 65, 91 TG6: 13, 39, 65, 91 TG7: 13, 39, 65, 91 TG8: 13, 39, 65, 91 TG9: 13, 39, 65, 91 Welcome Guide: 46 Conscious Discipline® Manual
Looks for adult assistance when feelings are most intense. Uses a range of coping strategies to manage emotions with the support of an adult, such as using words or taking a deep breath.	TG1: 26, 27, 28, 41, 45 TG2: 22, 28, 34, 40, 46, 64, 94 TG3: 112, 118 TG4: 34, 42, 107, 108 TG5: 28, 58, 100 TG6: 31, 34, 45 TG7: 94, 118, 142, 154 TG8: 63, 141, 148 TG9: 28, 46, 131, 144, 145
Sub-Domain: Sense of Identity and Belonging	
Goal P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests. (36-60 months)	
Describes self by using several different characteristics. Demonstrates knowledge of uniqueness of self, such as talents, interests, preferences, or culture.	TG1: 12, 44, 64 TG2: 65 TG3: 13, 41 TG5: 95 TG8: 71
Goal P-SE 10. Child expresses confidence in own skills and positive feelings about self. (36-60 months)	
Shows satisfaction or seeks acknowledgment when completing a task or solving a problem.	TG1: 12, 64 TG2: 65 TG3: 13, 41 TG5: 95 TG8: 71
Expresses own ideas or beliefs in group contexts or in interactions with others. Uses positive words to describe self, such as kind or hard-worker.	Frog Street Pre-K encourages children to engage in prosocial behavior through interactions in both whole group and small group activities throughout the day. Conscious Discipline® strategies are addressed daily during the UNITE portion of the

	<p>Greeting Circle as well as the CONNECT portion of the Greeting Circle to provide guidance to children to develop healthy relationships and socially appropriate interactions with their peers.</p> <p>TG1: 11, 12, 36, 38, 39, 46, 89 TG2: 10, 11, 15, 25, 36, 37, 41, 50 51, 61, 62, 63, 67, 77, 87, 88, 89, 93, 103 TG3: 10, 15, 22-23, 34, 35, 37, 43, 50-51, 62, 77, 87 89, 103 TG4: 25, 35, 37, 41, 61, 63, 76-77, 102, 103 TG5: 9, 11, 19, 25, 35, 51, 62, 63, 77, 88, 102-103 TG6: 9, 11, 25, 35, 37, 41, 61, 63, 67, 77, 87, 89, 103 TG7: 8, 11, 12, 25, 51, 61, 65, 67, 68-69, 76-77, 88, 93, 103 TG8: 9, 10, 11, 23, 25, 41, 51, 62, 63, 67, 76-77, 87, 103 TG9: 11, 25, 36, 51, 61, 77, 89, 93, 101, 103</p>
Goal IT-SE 12. Child shows confidence in own abilities through relationships with others. (0-36 months)	
Show confidence in increasing abilities.	By 36 Months
Show others what they can do.	By 36 Months
Goal P-SE 11. Child has sense of belonging to family, community, and other groups. (36-60 months)	
Identifies self as being a part of different groups, such as family, community, culture, faith, or preschool.	TG1: 12, 13, 38, 64, 89, 90 TG2: 12, 13, 38, 39, 64, 65, 90, 91 TG3: 12, 13, 37, 38, 39, 64, 65, 90, 91 TG4: 12, 13, 38, 64, 65, 90 TG5: 12, 38, 39, 64, 65, 90, 91 TG6: 12, 13, 38, 39, 64, 65, 90, 91 TG7: 13, 39, 65, 91 TG8: 13, 39, 65, 91 TG9: 13, 39, 65, 91
Relates personal stories about being a part of different groups. Identifies similarities and differences about self across familiar environments and settings.	<p><i>Children are invited to relate personal stories about their families, community groups, etc. as they make real-world connections between stories and real-life experiences.</i></p> <p>TG1: 16, 18, 20, 42, 43, 44, 68, 69, 70, 72, 94-95, 98 TG2: 16-17, 21, 60, 68-69, 72 TG3: 16-17, 18- 19, 42-43, 45, 63, 68-69, 71, 94-95, 96-97 96-97 TG4: 16-17, 19, 42-43, 44-45, 68-69, 71, 94-95, 96 TG5: 16-17, 42-43, 44-45, 46, 47, 95, 96-97 TG6: 17, 18-19, 42-43, 45, 68-69, 94-95, 96-97 TG7: 19, 42, 45, 68, 70, 73, 94, 96 TG8: 16-17, 43, 44, 68, 71, 94, 97 TG9: 16-17, 18-19, 20, 42- 43, 68-69, 70-71, 72-73, 94-95, 98</p> <p>Resources: Strategy Card – Read Aloud</p>

Domain III: Language, Communication, and Literacy	
Sub-Domain: Language – Attending and Understanding	
Goal P-LC 1. Child attends to communication and language from others. (36-60 months)	
<p>Uses verbal and non-verbal signals appropriately to acknowledge the comments or questions of others</p> <p>Shows ongoing connection to a conversation, group discussion, or presentation</p>	<p>TG1: 22, 23, 24, 25, 26, 28, 29, 30, 35, 36, 37, 41, 42, 43, 44, 45, 48, 49, 59, 60, 61, 62, 63, 64, 65, 69, 70, 71, 72, 73, 76, 77, 78, 79, 82, 84, 85, 96, 97, 98, 99, 102, 107, 108, 109, 111, 113, 118, 132, 137, 143, 144, 152, 155, 159 TG2: 22, 23, 24, 25, 28, 31, 34, 36, 37, 40, 41, 46, 58, 66, 72, 76, 77, 78, 83, 87, 94, 102, 107, 109, 113, 115, 130, 131, 135, 136, 137, 141, 143, 144, 149, 150, 155 TG3: 29, 33, 39, 68, 71, 72, 87, 111, 115, 120, 130, 137, 138, 142, 143, 149 TG4: 24, 29, 35, 41, 46, 65, 81, 95, 96, 101, 108, 119, 123, 130, 150, 157 TG5: 23, 33, 34, 35, 39, 42, 48, 67, 71, 75, 97, 99, 109, 114, 121, 131, 132, 133, 140, 141, 145, 148, 150, 155 TG6: 30, 31, 33, 39, 48, 58, 60, 63, 68, 69, 82, 84, 99, 100, 101, 107, 112, 117, 137, 141, 149, 153, 154 TG7: 25, 36, 46, 47, 51, 61, 64, 69, 71, 72, 74, 75, 83, 85, 87, 94, 95, 101, 102, 107, 110, 113, 118, 121, 132, 133, 135, 137, 138, 141, 142, 143, 144, 146, 147, 148, 150, 152, 154, 156 TG8: 22, 30, 36, 37, 39, 42, 43, 48, 65, 72, 75, 77, 78, 81, 82, 83, 85, 95, 97, 101, 103, 105, 107, 108, 111, 113, 114, 118, 120, 137, 138, 141, 143, 144, 145, 150, 153, 156, 158 TG9: 23, 24, 25, 29, 30, 32, 33, 35, 36, 39, 40, 45, 47, 51, 58, 59, 64, 65, 69, 71, 72, 74, 75, 77, 78, 83, 87, 95, 96, 98, 99, 100, 101, 102, 103, 105, 108, 113, 114, 118, 130, 135, 136, 142, 143, 148, 149, 153, 154, 155, 156</p>
Goal P-LC 2. Child understands and responds to increasingly complex communication and language from others. (36-60 months)	
<p>Shows an ability to recall (in order) multiple step directions.</p>	<p>TG1: 12, 24, 40, 46, 66, 72, 92, 98 TG2: 14, 15, 36, 40, 62, 66, 67, 99 TG3: 15, 19, 25, 37, 47, 47, 74, 94 TG4: 9, 16, 37, 46, 67, 76, 88 TG5: 72 TG6: 11, 20, 35, 38, 61, 63, 72, 75 TG7: 63 TG8: 9, 21, 46, 61, 72, 98 TG9: 72</p>
<p>Demonstrates understanding of a variety of question types, such as "Yes/No?" or "Who/What/When/Where?" or "How/Why?"</p>	<p><i>Two daily Read-Aloud lessons engage children in dialogue for asking and answering questions related to literature and information text. Daily Math lessons and weekly STEAM lessons also provide opportunities for children to react appropriately to information.</i></p>

	TG2: 73 TG3: 46, 60, 72 TG4: 60, 72 TG5: 16-17, 72, 73, 98 TG6: 34, 47, 63, 70-71, 73, 98, 99, 100-101 TG7: 9, 20-21, 46, 72, 89, 99 TG8: 20-21, 72-73 TG9: 46-47, 72
Shows an understanding of talk related to the past or future.	TG1: 17, 19, 26 TG3: 11 TG5: 11, 17 TG6: 69 TG9: 22
Shows understanding, such as nodding or gestures, in response to the content of books read aloud, stories that are told, or lengthy explanations given on a topic.	TG1: 19, 46, 48, 69, 72, 96, 98 TG2: 20, 73, 99 TG3: 17, 44, 70, 73, 96 TG4: 72, 98 TG5: 72, 98 TG6: 46, 69, 72, 98 TG7: 14, 72, 73 TG9: 17, 20, 64 Resources: Strategy Card - Vocabulary
Children who are DLLs may demonstrate more complex communication and language in their home language than in English.	Read Aloud Lessons offer point of use support for Dual/English Language Learners to engage in various forms of communication. TG1: 12, 39 TG2: 64 Welcome Guide: 25, 58
Sub-Domain: Language – Communicating and Speaking	
Goal P-LC 3. Child varies the amount of information provided to meet the demands of the situation. (36-60 months)	
Usually provides sufficient detail in order to get needs met, such as explaining a point of difficulty in a task or sharing a request from home with the teacher.	TG1: 13, 18, 52, 62, 64, 103 TG2: 16, 18, 26, 42, 47, 52, 78, 104 TG3: 26, 47, 52, 71, 78, 97, 104 TG4: 18, 19, 26, 44, 45, 52, 60, 70, 78, 96, 104 TG5: 14, 16, 26, 40, 45, 52, 66, 70, 78, 92, 104 TG6: 26, 47, 52, 73, 78, 89, 99, 104 TG7: 14, 26, 42, 43, 52, 69, 78, 104 TG8: 26, 52, 78, 104 TG9: 14, 16, 17, 26, 43, 52, 66, 68, 69, 78, 92, 94, 95, 104
Uses language, spoken or sign, to clarify a word or statement when misunderstood.	
Children who are DLLs may switch between their languages.	Read Aloud Lessons offer point of use support for Dual/English Language Learners to engage in various forms of communication. TG1: 12, 39 TG2: 64 Welcome Guide: 25, 58
Goal P-LC 4. Child understands, follows, and uses appropriate social and conversational rules. (36-60 months)	
Maintains multi-turn conversations with adults, other children, and within larger groups by responding in increasingly	<i>Two daily Read-Aloud lessons engage children in asking and responding to dialogue exchanges. Practice Center activities</i>

sophisticated ways, such as asking related questions or expressing agreement.	<p><i>encourage children to participate in conversations with peers and adults.</i></p> <p>TG1: 26, 43, 62, 96, 103 TG2: 26, 52, 78, 104 TG3:26, 52, 78, 97, 104 TG4: 18, 26, 44, 45, 52, 70, 71, 78, 96, 97, 104 TG5: 16, 17, 26, 45, 52, 70, 71, 78, 88, 96, 97, 104 TG6: 17, 26, 44, 45, 52, 71, 78, 89, 96, 97, 104 TG7: 19, 26, 42, 43, 45, 52, 68, 69, 71, 78, 94, 95, 97,104 TG8: 16, 17, 18, 19, 26, 42, 43, 44, 45, 52, 68, 69,71, 78, 94, 95, 96, 97, 104 TG9: 16, 17, 18, 19, 26, 43, 45, 52, 68, 69, 70, 71, 78, 94, 95, 96, 97, 104</p>
With increasing independence, matches the tone and volume of expression to the content and social situation, such as by using a whisper to tell a secret.	<p>Thematic Practice Center <i>activity suggestions provide opportunities for children to engage in social dialogue with other children and teachers. The theme related activities of the Practice Centers support the use of academic language exchanges. Two daily Read Aloud lessons for literature and informational text provide additional opportunities for children to match their language to the social and academic exchanges guided by the teacher.</i></p> <p>TG1: 24, 43 TG4: 89 TG5: 72, 88, 98 TG7: 42, 43, 68, 69, 94, 95 TG8: 17 TG9: 94</p>
Goal P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways. (36-60 months)	
Communicates clearly enough to be understood by adults across a range of situations. Pronunciation errors and grammatical errors are isolated and infrequent. Shows proficiency with prepositions, regular/irregular past tense, possessives, and noun-verb agreement	TG1: 40, 52 TG6: 72
Typically, uses complete sentences of more than five words with complex structures, such as sentences involving sequence and causal relations.	TG4: 88 TG6: 21, 73 TG7: 99 TG8: 47
Can produce and organize multiple sentences on a topic, such as giving directions or telling a story, including information about the past or present or things not physically present, and answer a variety of question types.	TG1: 40, 52 TG5: 73 TG6: 43, 71 TG7: 99
Goal IT-LC 6. Child initiates non-verbal communication and language to learn and gain information. (0-36 months)	
Asks questions in a variety of ways.	By 36 Months

Repeats or re-phrases questions until a response is received.	By 36 Months
Sub-Domain: Language – Vocabulary	
Goal P-LC 6. Child understands and uses a wide variety of words for a variety of purposes. (36-60 months)	
Demonstrates the use of multiple (two or three) new words or signs a day during play and other activities	TG1: 13, 19, 46, 48, 69, 72, 96, 98 TG2: 16, 20, 73, 99 TG3: 17, 44, 70, 73, 96 TG4: 72, 98 TG5: 72, 98 TG6: 46, 69, 72, 98 TG7: 14, 20, 72, 73 TG8: 42, 98 TG9: 10, 17, 20, 26, 52, 64 Resources: Vocabulary Cards, Photo Cards
Shows recognition of and/or familiarity with key domain-specific words heard during reading or discussions.	TG1: 28, 38, 39, 40, 42, 43, 48, 49, 51, 62, 69, 75, 83, 95, 108, 109, 117, 119, 144, 145, 147, 152 TG2: 22, 23, 24, 25, 31, 65, 66, 71, 83, 94, 95, 99, 102, 109, 111, 113, 117, 120, 136, 137, 138, 144, 155 TG3: 94, 118, 120, 148, 156, 159 TG4: 23, 26, 27, 35, 65, 117 TG5: 35, 63, 66, 69, 72, 115, 123, 131, 151 TG6: 33, 63, 69, 83, 99, 103, 105, 120, 133, 139, 145, 153 TG7: 35, 36, 60, 61, 63, 65, 67, 70, 73, 75, 77, 81, 85, 95, 99, 102, 112, 118, 136, 142, 156 TG8: 61, 108, 113, 115, 120, 138, 155, 157, 158
With multiple exposures, uses new domain-specific vocabulary during activities, such as using the word "cocoon" when learning about the life cycle of caterpillars, or "cylinder" when learning about 3-D shapes.	TG1: 19, 46, 48, 69, 72, 96, 98 TG2: 20, 73, 99 TG3: 17, 44, 70, 73, 96 TG4: 72, 98 TG5: 72, 98 TG6: 46, 69, 72, 98 TG7: 14, 72, 73 TG9: 17, 20, 64
With support, forms guesses about the meaning of new words from context clues.	TG1: 47 TG2: 15, 67 TG3: 15 TG5: 47, 73, 99 TG7: 99 TG8: 47, 99 TG9: 21, 47, 99
Goal P-LC 7. Child shows understanding of word categories and relationships among words. (36-60 months)	
Demonstrates the use of multiple (two or three) new words or signs a day during play and other activities.	TG1: 13, 19, 46, 48, 69, 72, 96, 98 TG2: 16, 20, 73, 99 TG3: 17, 44, 70, 73, 96 TG4: 72, 98 TG5: 72, 98 TG6: 46, 69, 72, 98 TG7: 14, 20, 72, 73 TG8: 42, 98 TG9: 10, 17, 20, 26, 52, 64 Resources: Vocabulary Cards, Photo Cards
Shows recognition of and/or familiarity with key domain-specific words heard during reading or discussions.	TG1: 28, 38, 39, 40, 42, 43, 48, 49, 51, 62, 69, 75, 83, 95, 108, 109, 117, 119, 144, 145, 147, 152 TG2: 22, 23, 24, 25, 31, 65, 66, 71, 83, 94, 95, 99, 102, 109, 111, 113, 117, 120, 136, 137, 138, 144, 155 TG3: 94, 118, 120, 148, 156, 159 TG4: 23, 26, 27, 35, 65, 117 TG5: 35, 63, 66, 69, 72, 115, 123, 131, 151 TG6: 33, 63, 69, 83, 99, 103, 105, 120, 133, 139, 145, 153 TG7: 35, 36, 60, 61, 63, 65, 67, 70, 73, 75, 77, 81, 85, 95, 99, 102,

	112, 118, 136, 142, 156 TG8: 61, 108, 113, 115, 120, 138, 155, 157, 158
With multiple exposures, uses new domain-specific vocabulary during activities, such as using the word "cocoon" when learning about the life cycle of caterpillars, or "cylinder" when learning about 3-D shapes.	TG1: 19, 46, 48, 69, 72, 96, 98 TG2: 20, 73, 99 TG3: 17, 44, 70, 73, 96 TG4: 72, 98 TG5: 72, 98 TG6: 46, 69, 72, 98 TG7: 14, 72, 73 TG9: 17, 20, 64
With support, forms guesses about the meaning of new words from context clues.	TG1: 47 TG2: 15, 67 TG3: 15 TG5: 47, 73, 99 TG7: 99 TG8: 47, 99 TG9: 21, 47, 99
Sub-Domain: Language – Emergent Literacy	
Goal IT-LC 9. Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs. (0-36 months)	
Repeats simple familiar rhymes or sings favorite songs.	By 36 Months
Retells familiar stories using props.	By 36 Months
Goal IT-LC 10. Child handles books and relates them to their stories or information. (0-36 months)	
Asks to have several favorite books read over and over.	By 36 Months
Holds book, turns pages, and pretends to read.	By 36 Months
Goal IT-LC 11. Child recognizes pictures and some symbols, signs, or words. (0-36 months)	
Points to and names some letters or characters in their names.	By 36 Months
Recognizes familiar signs on a building or street.	By 36 Months
Attributes meaning to some symbols, such as a familiar logo or design.	By 36 Months
Goal IT-LC 12. Child comprehends meaning from pictures and stories. (0-36 months)	
Uses pictures as a guide to talk about a story that has been read.	By 36 Months
Asks or answers questions about what is happening in a book or story.	By 36 Months
Identifies the feelings of characters in a book or story.	By 36 Months
Goal IT-LC 13. Child makes marks and uses them to represent objects or actions. (0-36 months)	
Draws pictures using scribbles and talks with others about what they have made.	By 36 Months
Draws straight lines or curved lines.	By 36 Months
Makes letter-like marks or scribbles on paper.	By 36 Months

Sub-Domain: Literacy - Phonological Awareness	
Goal P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound. (36-60 months)	
Provides one or more words that rhyme with a single given target, such as "What rhymes with log?"	TG3: 95 TG4: 14, 20, 40, 46, 66, 72, 92, 98 TG5: 98 TG6: 17, 43, 72 TG8: 71, 92 TG9: 14, 20, 97 Resources: Strategy Card – Rhyming Words
Produces the beginning sound in a spoken word, such as "Dog begins with /d/."	TG6: 14, 20, 40, 46, 66, 92, 98 TG7: 14, 20 TG9: 40, 46
Provides a word that fits with a group of words sharing an initial sound, with adult support, such as "Sock, Sara, and song all start with the /s/ sound. What else starts with the /s/ sound?" Uses senses and simple tools to observe, gather, and record data, such as gathering data on where children's families are from and creating a graph that shows the number of children from different countries.	TG5: 14, 20, 40, 46, 66, 72, 92, 98 TG9: 92, 96, 98, 104
Sub-Domain: Literacy – Print and Alphabet Knowledge	
Goal P-LIT 2. Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print). (36-60 months)	
Understands that print is organized differently for different purposes, such as a note, list, or storybook.	<i>Two daily Read Aloud lessons engage children in conversations with the use of printed materials, photos, illustrations, and how print provides information. Students actively engage in conversations about printed materials in all parts of the daily routine, using resources such charts, graphs, story folders, books, and posters included in the curriculum.</i> TG1: 26, 43, 62, 96, 103 TG2: 26, 52, 78, 104 TG3: 26, 52, 78, 97, 104
Understands that written words are made up of a group of individual letters.	TG1: 66, 92 TG2: 14, 40, 66, 92 TG3: 14, 40, 66, 92 TG4: 14, 40, 66, 92 TG5: 14, 40, 66, 92 TG6: 14, 40, 66, 92 TG7: 92 TG8: 14, 20, 40, 66, 92 TG9: 14, 40
Begins to point to single-syllable words while reading simple, memorized texts.	TG1: 9, 21, 40, 43, 61, 87 TG2: 8, 21, 34, 40 TG3: 14, 40, 66, 73, 92 TG5: 14 TG6: 14, 34, 40, 98 TG7: 20, 40, 47, 86 TG8: 21 TG9: 66, 99
Identifies book parts and features, such as the front, back, title, and author.	TG1: 23, 35, 95, 101, 113 TG2: 29, 41, 47, 59, 65, 71, 95, 101, 107, 119, 131, 143, 159 TG3: 23, 41, 47, 59, 65, 77, 95, 101,

	113, 119, 149, 155, 156 TG4: 23, 29, 41, 47, 59, 65, 101, 107, 159 TG5: 41, 77, 95, 101,108, 113, 131 TG6: 23, 29, 35, 71, 77, 83, 95, 96, 119, 131, 137, 143, 149 TG7: 23, 35, 41, 47, 131, 137 TG8: 23, 41, 59, 64, 71, 95, 101,107, 131, 149, 155 TG9: 23, 29, 35, 41, 101, 113, 137, 144
Goal P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters. (36-60 months)	
Names most upper and lower-case letters.	TG1: 14, 21, 47, 61, 66, 73, 92, 99 TG2: 9, 14, 21, 35, 40, 47, 66, 73, 99 TG3: 14, 21, 40, 47, 66, 73, 92, 99 TG4: 8, 14, 21, 40, 47, 66, 73, 92, 99 TG5: 14, 21, 40, 47, 60, 66, 92 TG6: 14, 21, 40, 47, 66, 73, 92, 99 TG7: 14, 20, 21, 40, 47, 66, 73, 86, 92, 99 TG8: 8, 14, 21,40, 47, 66, 73, 92, 99 TG9: 8, 14, 21, 40, 47, 66, 73, 86, 92
Knows the sounds associated with several letters.	TG4: 14, 21, 40, 47, 66, 73, 92, 99 TG5: 14, 21, 40, 47, 66, 73, 92, 99 TG6: 20, 46, 98 TG7: 17, 20 TG8: 21, 47, 73 TG9: 21, 40, 46, 47, 66, 92
Sub-Domain: Literacy – Comprehension and Text Structure	
Goal P-LIT 4. Child demonstrates an understanding of narrative structure through storytelling/re-telling. (36-60 months)	
Re-tells or acts out a story that was read, putting events in the appropriate sequence, and demonstrating more sophisticated understanding of how events relate, such as cause and effect relationships	TG1: 97 TG2: 18, 43, 71 TG3: 45, 71, 99 TG4: 17, 41,43, 44, 61, 69 TG5: 11, 68 TG7: 9, 21 TG8: 36, 62 TG9: 95
Tells fictional or personal stories using a sequence of at least two or three connected events.	TG1: 40, 45, 52, 71 TG5: 73 TG6: 43, 71 TG7: 47, 99 TG8: 51, 73, 86 TG9: 94, 99
Identifies characters and main events in books and stories.	TG1: 18, 21, 43, 44, 70, 71, 96, 97 TG2: 18, 19, 42, 43, 44, 46, 70, 71, 94, 95, 96 TG3: 18, 19, 42, 45, 70, 71, 94, 95, 96, 97, 99 TG4: 16, 17, 19, 21, 41, 42, 43, 44, 45, 61, 68, 69, 72 TG5: 11, 17, 18, 42, 68, 69, 70, 71, 94, 95 TG6: 18, 19, 42, 68, 69, 94, 95, 96 TG7: 9, 17, 21, 42, 45, 96 TG8: 36, 62, 71 TG9: 16, 18, 95, 96
Goal P-LIT 5. Child asks and answers questions about a book that was read aloud. (36-60 months)	
Answers questions about details of a story with increasingly specific information, such as when asked "Who was Mary?" responds "She was the girl who was riding the horse and then got hurt."	TG1: 18, 42, 44, 68, 71, 96, 103 TG2: 16, 18, 42, 44, 45, 68, 70, 71, 94, 96 TG3: 16, 18, 42, 44, 68, 70, 89, 94, 96 TG4: 16, 17, 18, 42, 44, 68, 71, 94, 96, 97 TG5: 17, 18, 44, 45, 68, 70, 71, 94, 96, 97 TG6: 16, 17, 18, 19, 42, 44, 68, 70, 73, 94, 96 TG7: 18, 42, 44, 45, 68, 70, 94, 96 TG8: 16, 18, 19, 42, 43, 44, 45,

	68, 69, 70, 71, 94, 95, 96, 97 TG9: 16, 13, 18, 19, 42, 45, 68, 70, 71, 95, 96, 97 Resources: Literature Library
Answers increasingly complex inferential questions that require making predictions based on multiple pieces of information from the story; inferring characters' feelings or intentions; or providing evaluations of judgments that are grounded in the text.	TG1: 16, 21, 43, 44, 70, 96, 97 TG2: 18, 42, 44, 46, 70, 71, 94, 95, 96 TG3: 18, 42, 70, 71, 94, 96 TG4: 16, 17, 42, 44, 68, 72 TG5: 17, 18, 42, 68, 70, 94 TG6: 18, 68, 69, 94 TG7: 17, 42, 96 TG8: 71 TG9: 18
Provides a summary of a story, highlighting a number of the key ideas in the story and how they relate.	TG1: 18, 21, 43, 44, 70, 71, 96, 97 TG2: 18, 19, 42, 43, 44, 46, 70, 71, 94, 95, 96 TG3: 18, 19, 42, 45, 70, 71, 94, 95, 96, 97, 99 TG4: 16, 17, 19, 21, 41, 42, 43, 44, 45, 61, 68, 69, 72 TG5: 11, 17, 18, 42, 68, 69, 70, 71, 94, 95 TG6: 18, 19, 42, 68, 69, 94, 95, 96 TG7: 9, 17, 21, 42, 45, 96 TG8: 36, 62, 71 TG9: 16, 18, 95, 96
Sub-Domain: Literacy – Writing	
Goal P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks. (36-60 months)	
Creates a variety of written products that may or may not phonetically relate to intended messages.	TG1: 8, 21, 34, 47, 60, 86 TG2: 8, 21, 34, 46, 47, 73, 86 TG3: 8, 21, 34, 47, 49, 60, 86 TG4: 21, 47, 60, 73, 86, 99 TG5: 8, 21, 34, 47, 73, 86, 99 TG6: 8, 21, 34, 47, 73, 86, 99 TG7: 8, 20, 21, 23, 34, 43, 47, 60, 73, 86, 99 TG8: 21, 34, 47, 60, 73, 86, 99 TG9: 21, 34, 47, 60, 73, 99 Resources: Strategy Card – Expressive Writing
Shows an interest in copying simple words posted in the classroom.	TG2: 47, 86, 99 TG3: 60, 73, 99 TG4: 21, 34, 47, 86, 99 TG5: 8, 21, 60, 86, 99 TG6: 8, 21, 34, 60, 73, 99 TG7: 8, 34, 47, 60, 73 TG8: 47, 60, 73, 86, 99 TG9: 21, 34, 47, 60, 73, 86, 99
Attempts to independently write some words using invented spelling, such as K for kite.	TG6: 47 TG8: 60 TG9: 60
Writes first name correctly or close to correctly.	<i>Children are encouraged to write their names using multisensory materials in Writer's Corner, Shared Writing, journals, and Creativity Station.</i> TG1: 21, 34, 60, 73 TG2: 8, 21, 34, 46, 47 TG3: 21, 47, 86 TG5: 86, 99 TG6: 60, 86, 99 TG7: 34, 47 TG8: 99 TG9: 21, 73 Welcome Guide: 55

	Resources: Strategy Card – Expressive Writing
Writes (draws, illustrates) for a variety of purposes and demonstrates evidence of many aspects of print conventions, such as creating a book that moves left to right.	TG1: 8, 21, 34, 60, 86 TG2: 8, 21, 34, 46, 47, 73, 86 TG3: 8, 21, 34, 47, 60, 86 TG4: 21, 47, 60, 73, 86, 99 TG5: 8, 21, 34, 47, 73, 86, 99 TG6: 21, 38, 47, 73, 86, 99 TG7: 8, 21, 34, 47, 60, 73, 99 TG8: 21, 34, 47, 60, 73, 86, 99 TG9: 21, 34, 47, 60, 73, 99
Domain IV: Cognition	
Sub-Domain: Cognition – Exploration and Discovery	
Goal IT-C 1. Child actively explores people and objects to understand self, others, and objects. (0-36 months)	
Learns about characteristics of people and properties and uses of objects through the senses and active exploration.	By 36 Months
Experiments with everyday objects or materials to answer "What?" "Why?" or "How?" questions.	By 36 Months
Goal IT-C 2. Child uses understanding of causal relationships to act on social and physical environments. (0-36 months)	
Makes simple predictions about what will happen next, such as in a story or in everyday routines.	By 36 Months
Anticipates some cause and effects of own actions, such as what happens while running with a cup of water.	By 36 Months
Goal IT-C 3. Child recognizes differences between familiar and unfamiliar people, objects, actions, or events. (0-36 months)	
Comments about similarities or differences between new people, objects, or events, and ones that are more familiar.	By 36 Months
Tells others about what will happen next or about changes in usual routines or schedules.	By 36 Months
Goal IT-C 4. Child recognizes the stability of people and objects in the environment. (0-36 months)	
Notices who is missing from a familiar group, such as family at dinner or children in a playgroup.	By 36 Months
Looks in several different places for a toy that was played with a few days before.	By 36 Months
Goal IT-C 5. Child uses memories as a foundation for more complex actions and thoughts. (0-36 months)	
Recalls a similar family event when hearing a story read.	By 36 Months
Prepares for next routine or activity based on past experiences, such as gets hat or coat when it is time to go outside.	By 36 Months
Repeats simple rules about expected behavior, such as "We wash our hands before we eat."	By 36 Months

Sub-Domain: Cognition – Reasoning and Problem Solving	
Goal IT-C 6. Child learns to use a variety of strategies in solving problems. (0-36 months)	
Uses a variety of strategies to solve problems, such as trial and error, simple tools, or asking someone to help.	By 36 Months
Tries to solve the same problem in several different ways at different times.	By 36 Months
Goal IT-C 7. Child uses reasoning and plans ahead to solve problems. (0-36 months)	
Tries to fix things that are broken, such as putting a toy back together or using tape to repair a torn paper.	By 36 Months
Plans ways to solve problems based on knowledge and experience, such as getting a stool to reach a book that is on a shelf after trying to reach it on tiptoes.	By 36 Months
Sub-Domain: Cognition – Emergent Mathematical Thinking	
Goal IT-C 8. Child develops sense of number and quantity. (0-36 months)	
Counts small number of objects (two or three), sometimes counting the same object twice or using numbers out of order.	By 36 Months
Identifies "more" or "less" with a small number of items without needing to count them.	By 36 Months
Goal IT-C 9. Child uses spatial awareness to understand objects and their movement in space. (0-36 months)	
Does puzzles with interlocking pieces, different colors, and shapes	By 36 Months
Understands some effects of size or weight when picking up or moving objects.	By 36 Months
Goal IT-C 10. Child uses matching and sorting of objects or people to understand similar and different characteristics. (0-36 months)	
Sorts toys or other objects by color, shape, or size.	By 36 Months
Orders some objects by size.	By 36 Months
Identifies characteristics of people, such as "Mom has black hair like me."	By 36 Months
Sub-Domain: Cognition - Imitation and Symbolic Representation and Play	
Goal IT-C 11. Child observes and imitates sounds, words, gestures, actions and behaviors. (0-36 months)	
Watches and imitates adult actions involving multiple steps, such as getting spoons and forks to set a table.	By 36 Months
Imitates someone else's conversation, such as in pretend play or on a toy phone.	By 36 Months

Goal IT-C 12. Child uses objects or symbols to represent something else. (0-36 months)	
Uses familiar objects to represent something else.	By 36 Months
Improvises with props during pretend play, such as using a towel for a blanket or making a cookie out of play dough.	By 36 Months
Understand that some symbols have meaning, such as a sign or a drawing.	By 36 Months
Goal IT-C 13. Child uses pretend play to increase understanding of culture, environment, and experiences. (0-36 months)	
Seeks to involve others in pretend or make-believe play.	By 36 Months
Looks for props to use when telling or making up a story.	By 36 Months
Uses pretend play to try out solutions to everyday problems, such as ways to respond to stressful situations.	By 36 Months
Sub-Domain: Mathematics Development – Counting and Cardinality	
Goal P-MATH 1. Child knows number names and the count sequence. (36-60 months)	
Counts verbally or signs to at least 20 by ones.	TG5: 101 TG6: 10, 22, 23, 36, 49 TG9: 23
Goal P-MATH 2. Child recognizes the number of objects in a small set. (36-60 months)	
Instantly recognizes, without counting, small quantities of up to five objects and says or signs the number.	TG2: 36, 48, 49, 62, 101 TG3: 48 TG4: 101 TG5: 101 TG6: 49, 74, 75 TG7: 75 TG8: 75 TG9: 75, 88
Goal P-MATH 3. Child understands the relationship between numbers and quantities. (36-60 months)	
When counting objects, says or signs the number names in order, pairing one number word that corresponds with one object, up to at least 10.	TG1: 18, 19, 22, 23, 62, 92 TG2: 14, 16, 40, 48, 62, 74, 75, 78, 88, 101 TG3: 9, 36, 37, 48, 74 TG4: 50 TG5: 102 TG7: 102 TG8: 62, 65, 100, 102 TG9: 10, 101
Counts and answers "How many?" questions for approximately 10 objects.	TG1: 22, 23 TG2: 74, 75, 101 TG3: 48, 49, 74 TG5: 48, 49, 88, 100, 101 TG6: 23, 62, 100 TG7: 22, 48, 74 TG8: 48, 49, 74, 75, 88 TG9: 75, 87
Accurately counts as many as five objects in a scattered configuration.	TG2: 75, 101 TG5: 101 TG8: 74, 75 TG9: 48, 74 Resources: Strategy Card – Counting
Understands that each successive number name refers to a quantity that is one larger.	TG1: 73 TG3: 10, 36, 48, 49 TG5: 36, 48, 49, 88, 100, 101 TG6: 75, 101 TG7: 23, 49, 50, 62, 74 TG8: 23, 48, 49, 62, 88, 101 TG9: 100
Understands that the last number said represents the number of objects in a set.	TG1: 22, 23 TG2: 74, 75, 101 TG3: 48, 49, 74 TG5: 48, 49, 88, 100, 101 TG6: 23, 62, 100 TG7: 22, 48, 74 TG8: 48, 49, 74, 75, 88 TG9: 75, 87

Goal P-MATH 4. Child compares numbers. (36-60 months)	
Identifies whether the number of objects in one group is more than, less than, or the same as objects in another group for up to at least five objects.	TG1: 66 TG2: 36, 40, 48, 49, 62, 75, 88, 100, 101 TG3: 48, 49, 74, 75 TG5: 9, 48 TG6: 88, 101 TG7: 10, 23, 36, 49, 88, 100, 101 TG8: 10, 23, 36, 48, 49, 62, 74, 76, 88, 100, 101 TG9: 10, 36, 62, 100, 101
Identifies and uses numbers related to order or position from first to tenth.	TG3: 10, 22, 23 TG4: 104 TG5: 17 TG6: 21, 48, 49 TG7: 41
Goal P-MATH 5. Child associates a quantity with written numerals up to 5 and begins to write numbers. (36-60 months)	
Associates a number of objects with a written numeral 0–5.	TG3: 22, 49 TG6: 8, 10 TG9: 87, 101
Recognizes and, with support, writes some numerals up to 10.	TG3: 10, 22, 23, 36, 49, 88 TG6: 8, 10, 22, 75 TG8: 23, 49, 76 TG9: 23, 87, 101
Sub-Domain: Mathematics Development – Operations and Algebraic Thinking	
Goal P-MATH 6. Child understands addition as adding to and understands subtraction as taking away from. (36-60 months)	
Represents addition and subtraction in different ways, such as with fingers, objects, and drawings.	TG1: 22 TG7: 10, 22, 23, 36, 48, 49, 50, 62, 74, 75, 100, 101 TG8: 10, 22, 23, 36, 48, 64 TG9: 62, 74, 75, 88
With adult assistance, begins to use counting on from the larger number for addition. For example, when adding a group of three and a group of two, counts "One, two, three..." and then counts on "Four, five!" (keeping track with fingers).	TG3: 10, 22, 23 TG6: 48-49 TG7: 22-23, 36, 74-75 TG8: 10, 22-23, 48-49, 76-77
When counting back for subtraction such as taking away three from five, counts, "Five, four, three...two!" (keeping track with fingers).	Resources: Strategy Card - Number Operations
Goal P-MATH 7. Child understands simple patterns. (36-60 months)	
Fills in missing elements of simple patterns.	TG1: 23, 72 TG2: 87, 103 TG3: 88, 100, 101 TG4: 10 TG5: 50
Duplicates simple patterns in a different location than demonstrated, such as making the same alternating color pattern with blocks at a table that was demonstrated on the rug. Extends patterns, such as making an eight-block tower of the same pattern that was demonstrated with four blocks.	TG6: 22, 23, 36, 48, 49, 62 TG8: 22, 23, 36, 49 TG9: 36, 48, 49, 62 TG5: 50
Identifies the core unit of sequentially repeating patterns, such as color in a sequence of alternating red and blue blocks.	Resources: Strategy Card - Patterning
	TG1: 72 TG2: 87 TG3: 88, 100, 101 TG4: 10 TG5: 50 TG6: 22, 23, 36, 48, 49, 62 TG8: 22, 23, 36, 49 TG9: 36, 48, 49, 62

Sub-Domain: Mathematics Development – Measurement	
Goal P-MATH 8. Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons. (36-60 months)	
Measures using the same unit, such as putting together snap cubes to see how tall a book is	Describes, compares and measures lengths and heights: TG2: 10, 11, 22, 23, 24, 48, 76, 101 TG4: 62, 74, 75, 88 TG5: 24, 36, 48, 49, 76 TG6: 24, 45, 50, 76 TG7: 24, 37, 76, 87 TG8: 24, 101 TG9: 19, 22, 50, 102 Describes, compares and measures volumes: TG4: 63, 87 TG5: 35 TG6: 95 TG7: 76 TG8: 16, 88, 89, 100, 101, 104 TG9: 11, 36 Describes, compares and measures weight: TG4: 63 TG8: 101 TG9: 11 Resources: Strategy Card – Measurement
Compares or orders up to five objects based on their measurable attributes, such as height or weight.	
Uses comparative language, such as shortest, heavier, or biggest.	TG1: 17, 23, 62, 74, 75, 88, 89, 100 TG2: 9, 22 TG3: 61, 62, 69, 74, 75 TG4: 10, 11, 23, 49, 61, 63, 74, 100, 101 TG7: 36 TG8: 63, 101 TG9: 11, 49
Sub-Domain: Mathematics Development – Geometry and Spatial Sense	
Goal P-MATH 9. Child identifies, describes, compares, and composes shapes. (36-60 months)	
Names and describes shapes in terms of length of sides, number of sides, and number of angles.	TG1: 101 TG2: 92 TG3: 75, 76 TG4: 10, 22, 23, 36, 48, 49, 101 TG5: 10, 15, 22, 23, 51, 62, 74, 75 TG7: 61 TG8: 37 TG9: 100
Correctly names basic shapes regardless of size and orientation.	
Analyzes, compares and sorts two-and three-dimensional shapes and objects in different sizes. Describes their similarities, differences, and other attributes, such as size and shape.	TG1: 9, 21, 37, 40, 47, 61, 66, 73, 76, 92, 99, 100 TG2: 21, 66, 92 TG3: 21, 47, 99 TG4: 22, 23, 36, 48, 49, 101 TG5: 22, 23 TG8: 37 TG9: 100
Creates and builds shapes from components.	TG1: 23, 37, 99 TG2: 11 TG4: 10, 22, 23, 49 TG5: 9, 10, 22, 23, 62, 74, 75, 101 TG6: 77 TG8: 74 TG9: 88, 100 Resources: Strategy Card - Geometry

Goal P-MATH 10. Child explores the positions of objects in space. (36-60 months)	
Understands and uses language related to directionality, order, and the position of objects, including up/down and in front/behind.	TG1: 36, 48, 49 TG2: 23, 37, 61 TG3: 22, 23 TG4: 74, 75 TG5: 75 TG6: 48, 62, 74, 75 TG9: 49, 75
Correctly follows directions involving their own position in space, such as "Stand up" and "Move forward."	TG1: 36, 48, 48, 49 TG2: 23, 37 TG3: 22, 23 TG4: 74, 75 TG5: 75 TG6: 48, 62, 74, 75 TG9: 49, 75
Sub-Domain: Scientific Reasoning - Scientific Inquiry	
Goal P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events). (36-60 months)	
Identifies the five senses (smell, touch, sight, sound, taste) and uses them to make observations.	TG1: 11, 25, 36, 38, 44, 45, 47, 62, 69, 74, 77, 102-103 TG2: 24-25, 72, 76-77 TG3: 11, 24-25, 37, 50-51, 61, 63, 68-69, 76, 77, 87, 102-103 TG4: 9, 11, 18-19, 24-25, 37, 63, 76-77, 87, 89, 96-97, 102-103 TG5: 11, 16-17, 18-19, 24-25, 35, 37, 42-43, 49, 50-51, 63, 89 TG6: 11, 19, 24-25, 37, 50-51, 69, 76-77, 89 TG7: 9, 11, 16-17, 18-19, 24-25, 35, 36, 37, 42-43, 46, 61, 62, 63, 68-69, 70-71, 88, 94-95, 96-97, 102-103 TG8: 9, 11, 16-17, 19, 35, 37, 42-43, 44-45, 50-51, 61, 63, 68-69, 70-71, 89, 94, 95, 96-97, 98-99, 100-101, 102-103 TG9: 9, 11, 24-25, 37, 42, 43, 44-45, 50-51, 68-69, 70-71, 76-77, 97, 102-103
Uses observational tools to extend the five senses, such as a magnifying glass, microscope, binoculars, or stethoscope.	TG1: 10, 24, 36, 77 TG3: 11, 36 TG4: 37, 87 TG5: 9, 17, 35, 37, 37, 89 TG6: 95 TG7: 11, 63 TG8: 11, 37, 89, 100, 101 TG9: 9, 23, 35, 37, 61, 63, 97
Describes observable phenomena using adjectives and labels, such as lemons taste sour and play dough feels sticky.	TG2: 50 TG3: 24, 37 TG4: 50, 96, 97 TG5: 102 TG6: 11, 19, 37 TG7: 11 TG8: 88 TG9: 76
Represents observable phenomena with pictures, diagrams, and 3-D models.	TG1: 103 TG3: 102 TG4: 37, 87 TG5: 35 TG6: 47 TG9: 11, 37, 63
Goal P-SCI 2. Child engages in scientific talk. (36-60 months)	
Uses scientific practice words or signs, such as observe, describe, compare, contrast, question, predict, experiment, reflect, cooperate, or measure.	A Word of the Week is introduced in the Greeting Circle . <i>Theme and concept vocabulary are introduced in Read-Alouds and Literacy Small Groups. Math and content vocabulary are taught in the context of the appropriate lessons.</i>
Uses scientific content words when investigating and describing observable phenomena, such as parts of a plant, animal, or object.	TG1: 18, 19, 20, 26, 42, 43, 44, 46, 52, 68, 69, 72, 78, 94, 96, 97, 98, 104 TG2: 16, 18, 19, 20, 26, 42, 44, 45, 52, 68, 71, 78, 94, 95, 104 TG3: 17, 18, 19, 26, 42, 44, 52, 68, 70, 78, 104 TG4: 16, 18, 26, 42, 44, 52, 68, 70, 78, 89, 94, 96, 104 TG5: 16,

	18, 26, 42, 43, 44, 52, 68, 70, 78, 94, 96, 98, 104 TG6: 16, 18, 20, 26, 42, 44, 45, 52, 68, 71, 72, 78, 94, 96, 97, 98, 104 TG7: 16, 17, 18, 26, 42, 44, 46, 52, 68, 70, 72, 78, 96, 104 TG8: 16, 18, 26, 42, 44, 52, 68, 70, 78, 94, 96, 97, 104 TG9: 16, 17, 18, 22, 26, 42, 44, 52, 68, 70, 78, 94, 96, 104
Goal P-SCI 3. Child compares and categorizes observable phenomena. (36-60 months)	
Categorizes by sorting observable phenomena into groups based on attributes such as appearance, weight, function, ability, texture, odor, and sound.	TG2: 50 TG3: 24, 37 TG4: 50, 96, 97 TG5: 102 TG6: 11, 19, 37 TG7: 11 TG8: 88 TG9: 76
Uses measurement tools, such as a ruler, balance scale, eyedropper, unit blocks, thermometer, or measuring cup, to quantify similarities and differences of observable phenomena..	TG1: 10, 24, 36, 77 TG3: 11, 36 TG4: 37, 87 TG5: 9, 17, 35, 37, 37, 89 TG6: 95 TG7: 11, 63 TG8: 11, 37, 89, 100, 101 TG9: 9, 23, 35, 37, 61, 63, 97
Sub-Domain: Scientific Reasoning - Reasoning and Problem Solving	
Goal P-SCI 4. Child asks a question, gathers information, and makes predictions. (36-60 months)	
Asks questions that can be answered through an investigation, such as "What do plants need to grow?" or "What countries do the children in our class come from?"	TG1: 11, 25, 36, 38, 44, 45, 47, 62, 69, 74, 77, 102-103 TG2: 24-25, 72, 76-77 TG3: 11, 24-25, 37, 50-51, 61, 63, 68-69, 76-77, 87, 102-103 TG4: 9, 11, 18-19, 24-25, 37, 63, 76-77, 87, 89, 96-97, 102-103 TG5: 11, 16-17, 18-19, 24-25, 35, 37, 42-43, 49, 50-51, 63, 89 TG6: 11, 19, 24-25, 37, 50-51, 69, 76-77, 89 TG7: 9, 11, 16-17, 18-19, 24-25, 35, 36, 37, 42-43, 46, 61, 62, 63, 68-69, 70-71, 88, 94-95, 96-97, 102-103 TG8: 9, 11, 16-17, 19, 35, 37, 42-43, 44-45, 50-51, 61, 63, 68-69, 70-71, 89, 94-95, 96-97, 98-99, 100-101, 102-103 TG9: 9, 11, 24-25, 37, 42-43, 44-45, 50-51, 68-69, 70-71, 76-77, 97, 102-103
Gathers information about a question by looking at books or discussing prior knowledge and observations.	
Makes predictions and brainstorms solutions based on background knowledge and experiences, such as "I think that plants need water to grow," or "I think adding yellow paint to purple will make brown."	TG1: 11, 25, 37, 43, 44, 45, 63, 69, 70, 71, 97 TG3: 37 TG4: 37, 87 TG5: 35, 37, 43, 49 TG6: 19, 37, 47, 69 TG7: 17, 36, 37, 94 TG8: 11, 89 TG9: 11, 37, 43, 44, 45, 63, 69, 70, 71, 97
Goal P-SCI 5. Child plans and conducts investigations and experiments. (36-60 months)	
Articulates steps to be taken and lists materials needed for an investigation or experiment.	TG1: 11, 25, 37, 43, 44, 45, 63, 69, 70, 71, 97 TG3: 37 TG4: 37, 87 TG5: 35, 37, 43, 49 TG6: 19, 37, 47, 69 TG7: 17, 36, 37, 94 TG8: 11, 89 TG9: 11, 37, 43, 44, 45, 63, 69, 70, 71, 97
Implements steps and uses materials to explore testable questions, such as "Do plants need water to grow?" by planting seeds and giving water to some but not to others.	
Uses senses and simple tools to observe, gather, and record data, such as gathering data on where children's families are	

from and creating a graph that shows the number of children from different countries.	
Goal P-SCI 6. Child analyzes results, draws conclusions, and communicates results. (36-60 months)	
Analyzes and interprets data and summarizes results of investigation.	TG1: 11, 25, 37, 43, 44, 45, 63, 69, 70, 71, 97 TG3: 37 TG4: 37, 87 TG5: 35, 37, 43, 49 TG6: 19, 37, 47, 69 TG7: 17, 36, 37, 94 TG8: 11, 89 TG9: 11, 37, 43, 44, 45, 63, 69, 70, 71, 97
Draws conclusions, constructs explanations, and verbalizes cause and effect relationships.	TG1: 103 TG3: 102 TG4: 37, 87 TG5: 35 TG6: 47 TG9: 11, 37, 63
With adult support, compares results to initial prediction and offers evidence as to why they do or do not work. Generates new testable questions based on results.	TG1: 25, 36, 103 TG3: 37 TG4: 37, 87 TG5: 35, 43, 49 TG6: 37 TG8: 89 TG9: 11, 18, 37, 63
Communicates results, solutions, and conclusions through a variety of methods, such as telling an adult that plants need water to grow or putting dots on a map that show the number of children from each country	TG1: 103 TG3: 102 TG4: 37, 87 TG5: 35 TG6: 47 TG9: 11, 37, 63
Domain V: Social Studies	
Sub-Domain: Concepts of Time	
Goal P-SS 1. Child demonstrates a basic understanding of past, present, and future and how things, people, and places change over time. (36-60 months)	
Uses "ed" on verbs to include past tense (e.g., walked, cooked)	TG1: 16, 17, 19, 24, 26, 44, 99 TG2: 17, 96 TG3: 11, 99 TG5: 11, 17 TG6: 63, 69, 102-103 TG7: 70 TG8: 17, 43, 96-97 TG9: 10, 22-23
Responds appropriately to terms related to time (e.g. before, after, now, soon, later, first/last, yesterday/today/tomorrow, morning/night, in a few minutes).	Resources: Strategy Card - Math Routines
Anticipates recurring activities.	TG1: 16, 17, 19, 20, 24, 26, 44, 99 TG2: 17, 45, 96, 97 TG3: 11, 17, 21, 38 TG6: 96, 97, 102 TG9: 17, 22, 23, 90, 95
Sub-Domain: Citizenship	
Goal P-SS 4. Child demonstrates and exhibits an awareness of rules and routines in the classroom, community, and family life. (36-60 months)	
Demonstrates awareness of classroom rules when asked and is able to follow these rules most of the time.	TG1: 13, 19, 22, 39, 65, 104 TG2: 13, 39, 65, 91 TG3: 11, 13, 17, 21, 39, 65, 91 TG4: 13, 39, 65, 91 TG5: 13, 39, 65, 91 TG6: 13, 39, 65, 91 TG7: 13, 39, 65, 91 TG8: 8, 13, 39, 65, 91 TG9: 13, 22, 39, 65, 91
Follows most classroom routines, such as putting away backpack when entering the room or sitting on the rug after outside time.	Conscious Discipline® Manual: 111-112

	Welcome Guide: 84
Responds to signals when transitioning from one activity to another.	TG6: 13, 39, 65, 91 TG7: 13, 39, 65, 91 TG8: 8, 13, 39, 65, 91 TG9: 13, 22, 39, 65, 91 Conscious Discipline® Manual: 111-112
Goal P-SS 3. Child shares responsibility for caring for their environment. (36-60 months)	
Appropriately handles materials during activities.	TG1: 8, 9, 10, 11, 23, 86, 91 TG2: 8, 19, 34, 101 TG3: 12, 34, 35 TG4: 38 TG7: 8, 60 TG8: 60 TG9: 8, 63, 71, 89 Conscious Discipline® Manual: 188-190
Cleans up and puts materials away appropriately, such as places blocks back on correct shelf or places markers in the correct bin.	
Goal P-SS 5. Child begins to understand various group decision-making processes. (36-60 months)	
Engages in and maintains positive interactions with other children.	Conscious Discipline® <i>specifically guides children in being successful in their social and emotional endeavors throughout the day. The CONNECT portion of the Greeting Circle (pages 13, 39, 65, 91 in each Teacher's Guide) focuses on challenging children to connect with peers in an activity that requires cooperation. Music and Movement activities also engage children in using more complex and varied language. Later in the day, children move to Practice Centers (Teacher Guides, pp. 8-11, 34-37, 60 63, 86-89) where social interactions occur as they engage in cooperative play with peers. Cultural Responsiveness reminders are embedded across all content areas of the curriculum. Children are invited to share family and community events and participate in cooperative play in both teacher led and small group or center activities.</i> TG1: 11, 35, 46, 89 TG2: 41, 61, 87, 88, 89 TG3: 22, 37 TG4: 63, 89, 102 TG5: 11, 19 TG6: 11, 35, 37, 67, 87, 89 TG7: 8, 11, 61, 67, 88, 93 TG8: 63 TG9: 89
Uses a variety of skills for entering social situations with other children, such as suggesting something to do together, joining an existing activity, or sharing a toy.	
Takes turns in conversations and interactions with other children.	
Develops friendships with one or two preferred other children.	

Sub-Domain: Identity and Culture	
Goal P-SS 6. Child understands relationships and roles within families, homes, and classroom, and demonstrate awareness of differences among families. (36-60 months)	
Goal P-SS 7. Demonstrate awareness of differences among families and communities to which they belong. (36-60 months)	
Identifies self as being a part of different groups, such as family, community, culture, faith, or preschool.	<p><i>The daily Greeting Circle invites children to unite as a member of the school family. Cultural Responsiveness reminders are embedded across all content areas of the curriculum. Opportunities to explore events, celebrations, and holidays of the local community and culture are encouraged in each theme. Frog Street Pre-K Welcome Guide: Foundations for Implementation Guide encourages teachers to be inclusive and culturally responsive as a habit of mind to all. (pages 94 95)</i></p> <p>TG1: 12, 13, 38, 64, 89, 90 TG2: 12, 13, 38, 39, 64, 65, 90, 91 TG3: 12, 13, 37, 38, 39, 64, 65, 90, 91 TG4: 12, 13, 38, 64, 65, 90 TG5: 12, 38, 39, 64, 65, 90, 91 TG6: 12, 13, 38, 39, 64, 65, 90, 91 TG7: 13, 39, 65, 91 TG8: 13, 39, 65, 91 TG9: 13, 39, 65, 91</p>
Relates personal stories about being a part of different groups.	<p><i>In Theme 2, My Family and Friends, children engage in activities to identify characteristics of their own families and those of others.</i></p> <p>TG2: 9, 16, 17, 20, 26, 48, 97 TG6: 97</p> <p>Resources: Photo Cards</p>
Domain VI: Creative Arts	
Sub-Domain: Music	
Goal P-CA 1. Child sings and plays simple musical instruments. (36-60 months)	
Experiments with musical instruments.	<p><i>The theme related Music and Movement songs and activities engage children in a variety of ways to experience and interpret music daily, and to respond to music through movement and instruments.</i></p> <p>TG1: 12, 14, 41, 47, 67, 90, 101 TG2: 15, 41, 64, 67, 75, 93 TG3: 12, 15, 38, 41, 64, 67, 90, 93 TG4: 12, 15, 38, 41, 64, 67,</p>
Responds to rhythmic patterns and elements of music using expressive movement.	
Improvises movement and sound responses to music.	
Explores using a singing voice.	
Demonstrates beat awareness.	

	93 TG5: 15, 21, 38, 41, 47, 64, 67, 90, 93 TG6: 12, 15, 38, 41, 64, 67, 90, 93, 99 TG7: 12, 15, 41, 90, 93 TG8: 12, 15, 18, 64, 67, 93 TG9: 12, 15, 24, 38, 41, 64, 67, 90, 93
Goal P-CA 2. Child listens to music with attention. (36-60 months)	
Participates in music activities, such as listening, singing, or performing.	<i>The theme related Music and Movement songs and activities engage children in a variety of ways to experience and interpret music daily, and to respond to music through movement and instruments.</i>
Describes and responds to musical elements.	
Recognizes a wide variety of sounds and sound sources.	
Expresses feeling responses to music.	
Recognizes music in daily life.	
Explores musical opposites (long/slow, fast/slow, loud/soft).	
Sub-Domain: Dance and Movement	
Goal P-CA 3. Child coordinates movements in response to beat or rhythm. (36-60 months)	
Expresses what is felt and heard in various musical tempos and styles.	<i>The theme related Music and Movement songs and activities engage children in a variety of ways to experience and interpret music daily, and to respond to music through movement and instruments.</i>
Moves to different patterns of beat and rhythm in music.	
Uses creative movement to express concepts, ideas, or feelings.	
Demonstrates simple phrases of movement in time and space.	
Attentively observes a dance performance.	
Recognizes dances from around the world.	
Sub-Domain: Visual Arts	
Goal P-CA 4. Child creates art work that depicts objects and events and/or expresses feelings, thoughts, and ideas through a variety of two-dimensional and three-dimensional processes and share about them. (e.g., painting, printing, drawing, coloring, observation, cutting, shaping, rolling, pulling, patting, observing, imitation, patterning, repetition) (36-60 months)	
Uses different materials and techniques to make art creations.	<i>The Creativity Center and Fine Motor Center provide opportunities for children to engage in self-directed creative play and explore tools and materials used in art.</i>

	TG1: 51, 63, 77, 87 TG2: 9, 35, 61, 87, 102 TG3: 9, 89 TG4: 35, 36, 62, 88 TG5: 10, 36, 61, 87, 89 TG6: 10, 36, 62, 88 TG7: 10, 61, 87, 89 TG8: 9, 35, 61, 87, 102 TG9: 9, 35, 63
Discusses one's own artistic creations and those of others.	TG1: 51, 87, 99 TG2: 9, 34, 35, 61, 87, 102 TG3: 63, 76 TG4: 36, 62, 88 TG5: 10, 50, 61, 86, 87, 89, 95 TG6: 10, 36, 62, 88 TG7: 8, 61 TG8: 9, 35, 61, 63, 87 TG9: 9, 35, 63, 89
Knows that works of art can represent people, places, and things.	
Identifies art in daily life.	
Understands that artists have an important role in communities.	
Sub-Domain: Dramatic Play	
Goal P-CA 5. Child incorporates a variety of elements (e.g., character, theme, setting, idea, plot, props, costume, and make-up) into dramatic play while using a collection of processes (e.g., role-play, imitation, observation, listening, giving objects attributes they do not have, personification, pretend, vocalize environmental sounds, dramatize). (36-60 months)	
Uses dialogue, actions, and objects to tell a story or express thoughts and feelings about one's self or a character.	<i>Children are encouraged to use their imaginations in retelling/reenacting the stories from the Read Aloud lessons in the Pretend and Learn Center.</i> TG1: 89, 91, 97 TG2: 10, 36, 37, 41, 62, 63, 69, 74 TG3: 9, 10, 22, 48, 61, 67, 87 TG4: 9, 11, 17, 19, 35, 43, 61, 69, 97 TG5: 41, 67, 69, 87, 88 TG6: 11, 16, 17, 63, 89 TG7: 22, 67, 71, 89, 97 TG8: 93 TG9: 15, 36
Uses creativity and imagination to manipulate materials and assume roles in dramatic play situations.	
Responds to stories and plays.	
Identifies/describes characters.	
Domain VII: Perceptual, Motor, and Physical Development	
Sub-Domain: Perception	
Goal IT-PMP 1. Child uses perceptual information to understand objects, experiences, and interactions. (0-36 months)	
Combines information gained through the senses to understand objects, experiences, and interactions.	TG1: 11, 25, 36, 38, 44, 45, 47, 62, 69, 74, 77, 102-103 TG2: 24-25, 72, 76-77 TG3: 11, 24-25, 37, 50-51, 61, 63, 68-69, 76-77, 87, 102-103 TG4: 9, 11, 18-19, 24-25, 37, 63, 76-77, 87, 89, 96-97, 102-103, TG5: 11, 16-17, 18-19, 24-25, 35, 37, 42-43, 49, 50-51, 63, 89 TG6: 11, 19, 24-25, 37, 50-51, 69, 76-77, 89 TG7: 9, 11, 16-17, 18-19, 24-25, 35, 36, 37, 42-43, 46, 61, 62, 63, 68-69, 70-71, 88, 94-95, 96-97, 102-103 TG8: 9, 11, 16-17, 19, 35, 37, 42-43, 44-45, 50-51, 61, 63, 68-69, 70-71, 89, 94-95, 96-97, 98-99, 100-101, 102-103 TG9: 9, 11, 24-25, 37, 42-43, 44-45, 50-51, 68-69, 70-71, 76-77, 97, 102-103
Adjusts ways of interacting with materials based on sensory and perceptual information, such as pressing harder on clay than on play dough to make something.	
Modifies responses in social situations based on perceptual information, especially when meeting new people, such as hiding their face from an unfamiliar person	TG1: 13, 51 TG2: 26, 52, 78, 104 TG3: 26, 52, 78, 104 TG4: 26, 45, 52, 78, 104 TG5: 26, 34, 78, 104 TG6: 26, 52, 78, 104 TG7:

	26, 42, 52, 68, 69, 78, 94, 95, 104 TG8: 16, 17, 26, 52, 78, 104 TG9: 14, 26, 52, 104
Goal IT-PMP 2. Child uses perceptual information in directing own actions, experiences, and interactions. (0-36 months)	
Adjusts walking or running to the type of surface, such as a rocky, sandy, or slippery surface.	By 36 Months
Handles or explores objects or materials in different ways depending on perceptual information about the objects or materials, such as fragile, messy, or sticky properties.	By 36 Months
Sub-Domain: Gross Motor	
Goal P-PMP 1. Child demonstrates control, strength, and coordination of large muscles. (36-60 months)	
Demonstrates balance in large-muscle movement, such as walking on a log without falling or balancing on one leg.	TG1: 35, 37, 61, 93 TG2: 37, 63, 88 TG3: 11, 63, 64, 87, 88, 89, 93 TG4: 10, 37, 63 TG5: 41, 62, 69, 87 TG6: 9, 11, 38, 89 TG7: 35, 37, 89 TG8: 11, 35, 37, 88, 93 TG9: 61, 62, 88, 89
Performs activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, or dancing to music.	TG1: 35, 61, 93 TG2: 27, 63, 88 TG3: 11, 63, 64, 87, 88, 89, 90, 91, 93, 97, 100, 104 TG4: 10, 37, 63, 75, 90 TG5: 41, 62, 67, 69, 87 TG6: 9, 11, 38, 89 TG7: 35, 37, 39, 46, 63, 67, 89 TG8: 11, 35, 37, 93 TG9: 11, 61, 62, 88, 89
Demonstrates strength and stamina that allow for participation in a range of physical activities, such as running around playing tag.	TG1: 35, 61, 93 TG2: 27, 63, 88 TG3: 11, 63, 64, 87, 88, 89, 90, 91, 93, 97, 100, 104 TG4: 10, 37, 63, 75, 90 TG5: 41, 62, 67, 69, 87 TG6: 9, 11, 38, 89 TG7: 35, 37, 39, 46, 63, 67, 89 TG8: 11, 61, 62, 88, 89
Goal IT-PMP 4. Child demonstrates effective and efficient use of large muscles to explore the environment. (0-36 months)	
Explores environments using motor skills, such as throwing, kicking, jumping, climbing, carrying, and running.	By 36 Months
Experiments with different ways of moving the body, such as dancing around the room.	By 36 Months
Goal P-PMP 2. Child uses perceptual information to guide motions and interactions with objects and other people. (36-60 months)	
Demonstrates awareness of own body and other people's space during interactions.	TG1: 35, 49, 65, 72 TG2: 50, 61, 63, 88 TG3: 24, 35, 37, 49, 87 TG4: 12, 50 TG5: 102 TG6: 9, 12, 16, 37, 89 TG7: 35, 37, 62, 89 TG8: 10, 36, 37, 41, 62, 88 TG9: 37, 89
Moves body in relation to objects to effectively perform tasks, such as moving body in position to kick a ball.	
When asked, can move own body in front of, to the side, or behind something or someone else, such as getting in line with other children.	
Changes directions when moving with little difficulty.	

Sub-Domain: Fine Motor	
Goal P-PMP 3. Child demonstrates increasing control, strength, and coordination of small muscles. (36-60 months)	
Easily coordinates hand and eye movements to carry out tasks, such as working on puzzles or stringing beads together.	TG1: 8, 37, 60, 63, 92, 101 TG2: 10, 37, 61, 63, 87 TG3: 9, 35, 37, 49, 61, 62, 65, 89 TG4: 8, 35, 36, 62, 73, 87, 88, 89, 99 TG5: 9, 10, 35, 36, 37, 61, 62, 89 TG6: 10, 35, 36, 61, 62, 73, 87, 88, 89 TG7: 10, 11, 35, 61, 62, 66, 87, 88 TG8: 8, 9, 10, 35, 36, 61, 62, 87, 88 TG9: 9, 10, 11, 35, 61, 63, 87
Uses a pincer grip to hold and manipulate tools for writing, drawing, and painting.	TG1: 8, 9, 34, 37, 63, 77, 87 TG2: 9, 11, 36, 64, 89 TG3: 9, 35, 37, 61, 62, 63, 64 TG4: 22, 35, 36, 63, 87, 89 TG5: 9, 35, 36, 37, 61, 89, 96 TG6: 21, 35, 47, 61, 66, 87, 92 TG7: 11, 14, 35, 61, 62, 63, 87, 88 TG8: 9, 35, 61, 87 TG9: 9, 35, 61, 87
Uses coordinated movements to complete complex tasks, such as cutting along a line, pouring, or buttoning.	TG1: 8, 37, 60, 63, 92, 101 TG2: 10, 37, 61, 63, 87 TG3: 9, 35, 37, 49, 61, 62, 65, 89 TG4: 8, 35, 36, 62, 73, 87, 88, 89, 99 TG5: 9, 10, 35, 36, 37, 61, 62, 89 TG6: 10, 35, 36, 61, 62, 73, 87, 88, 89 TG7: 10, 11, 35, 61, 62, 66, 87, 88 TG8: 8, 9, 10, 35, 36, 61, 62, 87, 88 TG9: 9, 10, 11, 35, 61, 63, 87
Goal IT-PMP 7. Child uses hands for exploration, play, and daily routines. (0-36 months)	
Uses hands efficiently for a variety of actions or activities, such as building with blocks, wiping up a spill, or feeding self.	By 36 Months
Coordinates use of both hands to put things together, such as connecting blocks or linking toys.	By 36 Months
Goal IT-PMP 8. Child adjusts reach and grasp to use tools. (0-36 months)	
Adjusts grasp with ease to new tools and materials.	By 36 Months
Uses pincer grasp with thumb and fingers to manipulate small objects or handle tools, such as stringing small beads.	By 36 Months
Uses hand tools in a variety of ways, such as a rolling pin with clay or play dough, or a toy shovel with sand.	By 36 Months
Sub-Domain: Health, Safety, and Nutrition	
Goal P-PMP 4. Child demonstrates personal hygiene and self-care skills. (36-60 months)	
Washes hands with soap and water. Knows to do this before eating, after using the bathroom, or after blowing nose.	TG1: 44, 69 TG3: 11, 12, 17
Demonstrates increasing ability to take responsibility for participating in personal self-care skills, such as brushing teeth or getting dressed.	

Goal P-PMP 6. Child demonstrates knowledge of personal safety practices and routines. (36-60 months)	
Identifies, avoids, and alerts others to danger, such as keeping a safe distance from swings.	TG1: 39, 44, 49, 69, 89 TG2: 11 TG3: 11, 17, 19, 23, 39 TG6: 18-19 TG7: 11, 89, 95, 97 TG9: 36, 41, 42, 50-51, 63, 88
Identifies and follows basic safety rules with adult guidance and support, such as transportation and street safety practices.	Theme 3 Safe, Healthy, and Helpful Me lessons encourage children to be aware of safety precautions and practice good safety behaviors. TG1: 39, 49, 69, 89 TG2: 11 TG3: 17, 19, 23 TG7: 95 TG9: 36, 41, 42, 88
Goal P-PMP 5. Child develops knowledge and skills that help promote nutritious food choices and eating habits. (36-60 months)	
Identifies a variety of healthy and unhealthy foods	Theme 3, Safe, Healthy, Helpful Me, Week 3: Eating Well focuses on healthy choices from a variety of food groups, and to be aware of their own eating habits throughout the day. TG1: 11, 16 TG3: 55, 61, 62, 68, 69, 70, 71, 72, 73, 78 TG8: 44
Demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy.	
Moderates food consumption based on awareness of own hunger and fullness	